



South Sudan

Primary Social Studies 3

Primary Social Studies has been written and developed by Ministry of General Education and Instruction, Government of South Sudan in conjunction with Subjects Experts. This course book provides a fun and practical approach to the subject of Social Studies, and at the same time imparting life long skills to the pupils.

The book comprehensively covers the Primary 3 syllabus as developed by **Ministry of General Education and Instruction.**

Each year comprises of a **Pupil's Book and Teacher's Guide.**

The **Teacher's Books** provide:

- Full coverage of the national syllabus.
- A strong grounding in the basics of Social Studies.
- Clear presentation and explanation of learning points.
- A wide variety of practice exercises, often showing how Social Studies can be applied to real-life situations.
- It provides opportunities for collaboration through group work activities.
- Stimulating illustrations.



All the courses in this primary series were developed by the Ministry of General Education and Instruction, Republic of South Sudan. The books have been designed to meet the primary school syllabus, and at the same time equipping the pupils with skills to fit in the modern day global society.

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South Sudan



Primary Social Studies 3

Teacher's Guide



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Social Studies

Teacher's Guide

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FOREWORD

I am delighted to present to you this Teacher's Guide, which is developed by the Ministry of General Education and Instruction based on the new South Sudan National Curriculum. The National Curriculum is a learner-centered curriculum that aims to meet the needs and aspirations of the new nation. In particular, it aims to develop (a) Good citizens; (b) successful lifelong learners; (c) creative, active and productive individuals; and (d) Environmentally responsible members of our society. This textbook, like many others, has been designed to contribute to achievement of these noble aims. It has been revised thoroughly by our Subject Panels, is deemed to be fit for the purpose and has been recommended to me for approval. Therefore, I hereby grant my approval. This Teacher's Guide shall be used to facilitate learning for learners in all schools of the Republic of South Sudan, except international schools, with effect from 4th February, 2019.

I am deeply grateful to the staff of the Ministry of General Education and Instruction, especially Mr Michael Lopuke Lotyam Longolio, the Undersecretary of the Ministry, the staff of the Curriculum Development Centre, under the supervision of Mr Omot Okony Olok, the Director General for Quality Assurance and Standards, the Subject Panelists, the Curriculum Foundation (UK), under the able leadership of Dr Brian Male, for providing professional guidance throughout the process of the development of National Curriculum, school textbooks and Teachers' Guides for the Republic of South Sudan since 2013. I wish to thank UNICEF South Sudan for managing the project funded by the Global Partnership in Education so well and funding the development of the National Curriculum, the new textbooks and Teachers' Guides. I am equally grateful for the support provided by Mr Tony Calderbank, the former Country Director of the British Council, South Sudan; Sir Richard Arden, Senior Education Advisor of DfID, South Sudan. I thank Longhorn and Mountain Top publishers in Kenya for working closely with the Ministry, the Subject Panels, UNICEF and the Curriculum Foundation UK to write the new textbooks. Finally, I thank the former Ministers of Education, Hon. Joseph Ukel Abango and Hon. Dr John Gai Nyuot Yoh, for supporting me, in my role as the Undersecretary, to lead the Technical Committee to develop and complete the consultations on the new National Curriculum Framework by 29 November 2013.

The Ministry of General Education and Instruction, Republic of South Sudan, is most grateful to all these key stakeholders for their overwhelming support to the design and development of this historic South Sudan National Curriculum. This historic reform in South Sudan's education system is intended to benefit the people of South Sudan, especially the children and youth and the future generations. It shall enhance the quality of education in the country to promote peace, justice, liberty and prosperity for all. I urge all Teachers to put this textbook to good use.

May God bless South Sudan. May He help our Teachers to inspire, educate and transform the lives of all the children and youth of South Sudan.



Deng Deng Hoc Yai, (Hon.)

Minister of General Education and Instruction, Republic of South Sudan

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UNIT 1: THE PEOPLE OF AFRICA

(Refer to Pupil's Book pages 1-13)

Social Studies Primary 3	Unit 1: The people of Africa
Learn about	Key inquiry questions
<p>Pupils should use a range of resources to find out about some of the ways that people lived in the past (food, clothes, pastimes, jobs, homes, religious practices etc.) The range of research should be a feature of their learning journey through this unit (broadcasts, books, internet, artefacts, human etc.) To share their learning, groups of children could chose to explore one particular aspect of life in the past and then explain their findings to the rest of the class. Pupils should identify what activities and events were common in everyday life and explore whether ceremonies and rituals practiced today were present in the past also. Pupils should begin to learn about key leaders of the past who have shaped the present.</p> <p>Pupils should compare economic activities to ways of life where possible, finding out about trade and farming for example. Through an exploration of these industries, pupils should build a picture of what influenced the development of early settlement and why people moved to particular places in South Sudan (migration). Through the course of their studies, pupils should begin to identify and recognise particular symbols that describe important features of the way people used to live. They should compare these to National Symbols today, comparing similarities and differences in style, colour, shape and form. They should also explore whether what these symbols represent are applicable and have a relevance to life now, in the past and in the future.</p>	<ul style="list-style-type: none">• How do the ethnic groups in your community reflect the history of South Sudan?• Why are some cultural activities present today also evident in communities in the past?• What role do leaders now and in the past have on shaping the way people live?• What is the importance of National Symbols and how would you describe their value?• How do National Symbols effect or describe how we live our lives today?

Learning outcomes		
Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> Describe the way of life of African people from the distant past. Describe cultural and economic traditions of the past. Know about the key factors that influenced the development of early settlement migration. Know some National Symbols, where these originated from and how they impact on everyday life. 	<ul style="list-style-type: none"> Investigate the history of South Sudan by looking at a range of resources. Analyse how communities are shaped by the past. Explore how National Symbols effect how people feel about South Sudan. 	<ul style="list-style-type: none"> Appreciate the contribution that our history makes to the way we live today. Enjoy exploring about what our ancestors achieved. Respect the value of learning from the past.
<p>Contribution to the competencies</p> <p>Critical thinking: Using a range of resources to research aspects of their past.</p> <p>Communication: Using a range of media technologies to communicate their learning.</p> <p>Culture: Building an understanding of the South Sudanese heritage and the nature of society now and in the past.</p>		
<p>Links to other subjects</p> <p>RE: Exploring the role of religion in societies of the past.</p> <p>Languages: Read simple texts about the past with accuracy and understanding.</p> <p>English: Spell some simple words that describe their past, accurately.</p> <p>The Arts: Explore and learn about traditional Arts of the past.</p> <p>Peace Education: Understand differing needs and roles.</p>		

Assessment Opportunities

Opportunities for all three forms of assessment are indicated for each of the activities:

- Observation
- Conservation
- Product

An outline of this learning

In this unit, we shall talk about the people of Africa and the people of South Sudan. We shall talk about their culture, the food they ate and how some practices have changed with time. We will talk about some practices and ceremonies that were there in the past and are still present today.

Using the Pupils Textbook

Use the Pupil's Book and photographs to describe how the people of Africa lived in the past and how they live today. Guide the learner's to work in pairs and groups. The activities are in the Pupil's Book but they will need help and guidance so that they work together.

Put the learner's in pairs. They should maintain those groups throughout the unit. Ensure that all pupils in the groups participate.

There are passages to read in the Pupil's Book. Ask them to read to themselves first. Then select one learner to read it through to the class to make sure everyone has understood.

The pupils competencies

This unit presents many opportunities for critical and creative thinking; interpreting pictures and artefacts; giving reasons for answers; making references and links to other parts of the unit, interpreting tables and making up questions.

Pupils are asked to work in groups and pairs, hence there are continuous opportunities for co-operation and teamwork.

Discussions and presentations give pupils many opportunities for communication. This can be explored in whole class discussions also.

The subject matter also deepens understanding of South Sudan culture and identity.

Activity 1: People in our community (Refer to Pupil's Book pages 2-4)

Ask the pupils to look at the pictures in the Pupil's Book. Let them talk about what they see in the pictures. Are there ways that they find the pictures to be different from each other? Listen to what the pupils have to say about the people in their community and how they have changed over time. Encourage them where you see that they are giving the right answers, do this through repeating the same things they mentioned. You can as well ask the other pupils to clap for those who have it right. Correct where the pupils give wrong answers. Encourage pupils to give answers like:

a) Food eaten today and those from the past

They should talk of how people ate yams, ugali, traditional vegetables and roast meat among others. Talk of how the food eaten has changed to fries, burger, fried chicken and pilau.

b) The places of worship and how worship has changed from the past.

Talk of how people in the past worshipped in shrines, had several gods and offered sacrifices to gods facing specific direction. Talk of how the modern people have changed their worship and now worship in churches, worship one God and allow only animal sacrifices.

c) The way of dressing

Talk of how people in the past wore clothes made from animal skin and leaves and how they now wear clothes made from fabrics.

d) The places where they live

Talk of how people have moved from living in grass thatched houses to houses made of bricks and stones.

e) Cooking

Talk of how people in the community have changed from cooking using “three stones” to now using a cooking gas and a Jiko.

Assessment opportunities

Observation

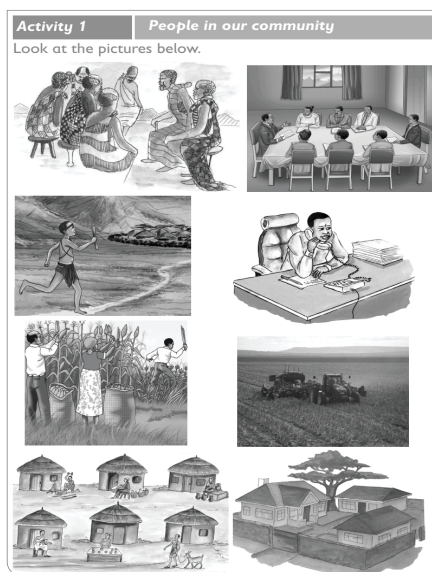
Observe the pupils as they group themselves to discuss what they have seen in the pictures. Observe if their discussion is based on what they have seen in the pictures, and if they relate with the activity.

Conversation

Interact with the pupils and let them tell you what they have known about the people in their community. The conversation should be between you and them, where you listen to them, correct their points and add them the points that they forgot to mention.

Product

Give pupils some time to write down some of the things that they have understood concerning the people in their community. Go round checking if what they are noting down is the correct thing. They should talk about various aspects of the people in their community. How they worshipped, the food they ate, how they lived among others.



2

Activity 2: Jobs done by people in the past (Refer to Pupil's Book pages 4-5)

Ask pupils to give you some of the jobs that people in their community do today. Let them mention some of the jobs that were done in the past by people in their community.

Guide the pupils to look at the pictures found in the Pupil's Book. Let them mention the jobs that they see in each picture. Ask them if they know people who still practice any of the activity in the picture. Let them mention the jobs that are still done today and are from the past.

Ensure that the pupils talk about African communities and how they engaged in various activities to get food to feed their families. The activities included; fishing, farming, trading and herding of livestock-sheep, goats and cows. The tilling of land was done using simple tools like hoes, sharp sticks and even pangas.

Assessment opportunities

Observation

Guide the pupils to look at the pictures. Observe if they get what the pictures are talking about; in places where they seem lost help them by explaining.

Conversation

Listen to the pupils and answer their questions regarding the jobs done by people in the past. Ask them questions about what they understand from the pictures.

Product

Let the pupils write what they have understood about what the people in the past did. Walk around and look at what they have. Ensure that what they write relates to what they have learnt before moving to the next activity.

Individual work	
Write the name people in your community call their God. Share your answer with your friend.	
Activity 2	Jobs done by people in the past
<p><i>My name is Hakim. I am from the Dinka community. My grandfather told me that they never went to school. They had several activities to keep them busy. The activities included herding cattle, tilling land and trading. The activities were their source of food. It also kept all members of the community busy.</i></p> <p>Look at the pictures below.</p>	

Activity 3: Common practices of African communities in the past (Refer to Pupil’s Book page 5)

Ask pupils to look at the pictures in Pupil’s Book. Let them mention some practices of their communities in the past. They should as well talk of ceremonies that were held in the past and how it was done. You can use the following to explain;

There are practices that were found in most African communities. Celebration of events like marriage, birth of a child, circumcision and death were taken seriously. The birth of a child brought joy to the whole community. Circumcision was highly valued and a big ceremony was always held to celebrate the initiates. Marrying was a must for each member of the community. It helped in the continuity of the community. This was through the children born in marriage. Rituals were performed when one died in order to protect the living from the dead as well as prepare the dead for their next life.

Assessment opportunities

Observation

Observe pupils as they identify the various practices of African communities as they see in the pictures.

Observe to see that they can name the ceremonies in the pictures correctly.

Conversation

Listen to pupils talk about what they have understood about the ceremonies and practices of African communities in the past.

Product

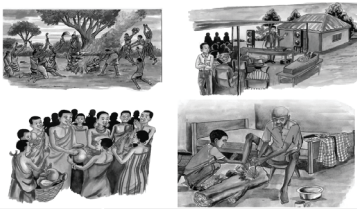
Ask pupils questions about the common practices from the past. Listen to their answers and see if most of them understood what the lesson was about. Help those who never understood well.

Pair work

1. Tell your friend the activity that each person is doing from the pictures on page 4?
2. Tell your classmates some of the activities people in your community do together.

Activity 3 *Common practices of African communities in the past*

Look at the picture below.



Pair work

1. What is happening in each picture?
2. What other traditional practices do you know? List them.

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Activity 4: Relationship between ceremonies today and those from the past (Refer to Pupil's Book page 6)

Ask the pupils to look at the pictures of ceremonies of how the same ceremony was done in the past along with how it is done today. The ceremonies that they should look out for in this section should include marriage, burial, birth and circumcision ceremonies. Help pupils to identify the things that are common in these ceremonies as well as the differences that they show. Let the pupils name some ceremonies that they have celebrated today and those that were celebrated by their parents or guardians. Are they similar in any way? Let them name some of the things that are same in the celebrations.

Assessment opportunities

Observation

Observe the pupils as they look at the pictures in the Pupil's Book.

Conversation

Talk with pupils and let them tell you what they understand from the pictures. Correct them if they get some of the pictures wrong.

Product

Interrogate the pupils about the activity and see what they answer or write down. Mark their answers and see if all of them have it right. Correct those who have not gotten it yet.

Activity 4 *Relationship between ceremonies or practices today and those from the past*

Look at the pictures below.



Pair work

1. Name the practices and ceremonies in each picture.
2. Have you ever been to any ceremony in your community?

Activity 5: Leaders from the past who have shaped the current culture of South Sudan (Refer to Pupil's Book page 7)

Ask the pupils to look at the pictures of the South Sudan leaders that brought change. See if they can easily identify the names of the leader in each picture. Help them where they find a difficulty in mentioning the name of a certain leader. The leaders that the pupils should talk about should include General Joseph Lagu, Dr John Garang, Aggrey Jaden, Father Saturnino Ohure and Abel Alier.

Explain to the pupils how the leaders fought for the liberation of the people of South Sudan, how they were active members in bringing change despite constant arrests by the ruling government. Talk of how leaders like Ohure Saturnino fought for the rights of the Christians and their inclusion in government functions. Continue to further explain about the leaders that formed the Anyanya movement. Explain how John Garang contributed in shaping South Sudan into what it is now.

Assessment opportunities

Observation

Observe the pupils as they talk about what they see in the pictures.

Conversation

Discuss with the pupils what the leaders in the pictures did to bring change to South Sudan.

Product

Ask the pupils to write down the names of the leaders who brought change to South Sudan. See if they can easily write it with ease. Help them where they find difficulty.

Activity 5

Leaders from the past who have shaped the current culture

Look at the pictures below.

These leaders fought to bring the change that is now seen.



Group work

1. Name the leaders in the pictures above.
2. Are there any other leaders that you know that brought change? Name them.

Activity 6: How economic activities are related to the way people lived (Refer to Pupil's Book pages 8-9)

Ask the pupils to give you some of the economic activities in their community. The answers should talk of activities like fishing, trading, herding, tilling of land, weaving among others. Explain to pupils how economic activities determined the ways that people lived and the places they decided to settle in. Pastoralists decided to settle in places with water and enough pasture while crop farmers settled in places with sufficient rainfall and fertile soil.

Assessment opportunities

Observation

Observe the pupils as they discuss how economic activities relate to ways in which people settle.

Conversation


Explain the economic activities to pupils and listen to them as they tell you what they have understood. Let them explain it in their own understanding.

Product

Let the pupils write down what they have understood about the economic activities and how they have contributed to how people settled.

Activity 6 How economic activities are related to the way people lived

Look at the pictures below.



Individual work

1. Name the economic activities in the pictures above.
2. Suggest why people settled in the places above.

Activity7: Factors that influenced the early settlement and migration to specific places in south Sudan (Refer to Pupil's Book pages 9-10)

Ask pupils to give some reasons why people moved from other places and decided to settle in others. Explain to them how factors like rain, peace, availability of land and pasture determined where people settled.

Assessment opportunities

Observation

Observe the pupils as they look at pictures on economic activities.

Conversation

Discuss with the pupils the factors that make people to migrate and settle in

places. Let them give you more factors for migration and settlement.

Product

Ask the pupils to write down what they have understood in relation to this activity.

Group work

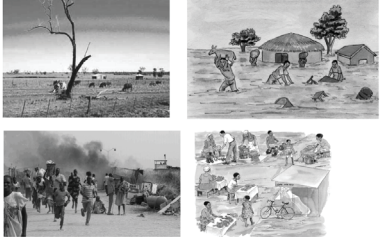
Find out about the activities taking place in the pictures on page 8.
List them down.

Homework

Find out the reasons why people moved from one place to another in the past. Share your answer with your classmates.

Activity 7 *Factors that influenced the early settlement and migration to specific places in South Sudan*

Look at the pictures below.



9

Activity 8: Origin of National Symbols (Refer to Pupil's Book pages 10-11)

Ask the pupils to give the National Symbols that they know. Let them sing the National Anthem that is in the Pupil's Book. Ask them to mention the colours that make up the National Flag. The colours are six. Explain to them what each colour in the flag stands for. Let them try and explain what the other symbols stand for.

Assessment Opportunities

Observation

Observe the pupils as they draw the flag and colour it.

Guide them to look at the other National Symbols and see to it that they are able to differentiate one symbol from the other, they can do this with the help of the unique features found in each Symbol.

Conversation

Interact with the pupils as you ask them the features that are unique about each symbol. Emphasise on those that they get correctly and correct them where they have it wrong.

Product

Look into it to see that the pupils are able to list all the National Symbols in their books and can comfortably explain the difference in each of them.

Pair work
<ol style="list-style-type: none"> 1. Examine the factors that led to migration in the pictures on page 9. 2. Suggest the places that you would love to live in and why? 3. Why do you think drought is not good for economic activities?
Activity 8
<p><i>Origin of National Symbols</i></p> <p>Read the National Anthem below.</p> <p>Oh God! We praise and glorify you For your grace on South Sudan Land of great abundance Uphold us united in peace and harmony</p> <p>Oh motherland! We rise raising flag with the guiding star And sing songs of freedom with joy For justice, liberty and prosperity Shall forevermore reign</p> <p>Oh great patriots! Let us stand up in silence and respect Saluting our martyrs whose blood Cemented our national foundation We vow to protect our nation Oh God, bless South Sudan!</p>
Group work
<p>Sing the National Anthem as a class.</p>

Activity 9: Importance of National Symbols on the daily lives of South Sudan people (Refer to Pupil's Book page 12)

Ask the pupils to give you some of the importance, based on what they learnt on the previous activity about National Symbols. Their answers should have points like:

1. National Symbols help us to come together. This is because we all share the same National Symbols.
2. National Symbols make us know who we are as the people of South Sudan. It makes us know where we come from.
3. The National Symbols gives us hope to work hard. The Vision and strength seen in the African fish eagle is an example to the people of Sudan of how they should work.
4. National Symbols make people us to be loyal to our country.
5. The symbols give us direction and ways of developing our country. The strength and vision represented in the symbols is necessary for economic and political development of a country.

Assessment opportunities

Observation

Observe the pupils as they discuss among themselves the importance of National Symbols.

Conversation

Listen to pupils give you their views about how the National Symbols are important to them and the entire country.

Product

Look into it that all pupils are able to write down the importance of each symbol of national unity.

Individual work


1. Explain the importance of the National Anthem.
2. Practice singing the National Anthem individually.

Time to draw

Draw two symbols and show members of your group, do it in turns.

Activity 9 *Importance of National Symbols on the daily lives of South Sudan people*

National Symbols promotes unity, peace, law and development in a country. Roads and trade are only developed when there is peace. Symbols help people work together.



Answers to work to do (Refer to Pupil's Book page 13)

1. Let the pupils give all the names that they know to be used in their community to refer to god. Listen to their answers and ask them if the same names are still being used today. Add some names which may have been left out by the pupils.
2. The answers that the pupils should give should include tools like sharp stones, sharp sticks, pangas among others. Challenge them to tell you the season where each of these tools was useful, that is, was it during planting or harvesting period. For example, pangas were used during cultivation as well as harvesting period.
3. Ensure that all the pupils agree that it is true that sacrifices were offered by African communities. Guide and listen to them as they give reasons why they think the answer is 'true'. They should give reasons like to get blessings from the gods, so as to be protected from evil as well as to make the ancestors happy by thanking them.
4. National Symbols are items that are used to bring unity in a country. The National Symbols of South Sudan include the flag, public seal and coat of arms, National Anthem and the presidency. Allow pupils to give other National Symbols that they know, such as the national language, sports and even education.

UNIT 2: THE LAND OF AFRICA

(Refer to Pupil’s Book pages 14-23)

Social Studies Primary 3	Unit 2: The land of South Sudan
Learn about	Key inquiry questions
<p>Pupils should learn how to describe what physical features are, building on their studies of South Sudan last year and be able to name and describe those that are typical to the African continent. They should learn how to do this through an exploration of the land near where they live and then by comparing this to the land of a place that is unfamiliar to them. They should study photographs and other visual images in order to examine shapes and consider how the land was formed in this way. They should offer suggestions of how physical features came about and check their theories using reference books and the internet. Pupils should build a list of the features they believe to be significant to Africa, deciding in pairs or groups which of these are particular to their Payam and or South Sudan (hills, valleys, lakes, swamps, rivers, streams, etc).</p> <p>Pupils should consider and compare the benefits and difficulties that certain landforms present including soil erosion, mosquito breeding and opportunities for tourism. Through a consideration of physical features of South Sudan and Africa, pupils should suggest how these could be represented on a map or describe what they think they know about these symbols already. Pupils should then explore maps that show where they live and then the continent of Africa. They should begin to learn the areas of Africa that are desert or example or mountainous.</p>	<ul style="list-style-type: none"> • How would you describe the range of physical features on the continent of Africa? • What physical features would you select from South Sudan that brings the most benefits to the people? • What do you think is the most interesting physical features of the continent of Africa? • How do maps help us to understand our world?

Learning outcomes		
Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> Name the key physical features of the African continent. Know about how physical features of Africa were formed. Know how physical and human features are represented on a map. 	<ul style="list-style-type: none"> Draw and label the key physical features of Africa Investigate how physical features were formed and begin to describe how they are changing. Interpret key human and physical features on a map. 	<ul style="list-style-type: none"> Care for the land where you live. Appreciate the diverse shapes and colours presented in the physical features of the land you know. Value what physical features of the land bring to the economy and communities.
<p>Contribution to the competencies</p> <p>Critical thinking: Sorting information about physical features and identify significant elements from each.</p> <p>Co-operation: Contribute to environmental sustainability by learning to respect how lands have been formed and shaped and sharing what you have learnt</p> <p>Culture: Taking a pride in the part that South Sudan plays in the continent of Africa</p>		
<p>Links to other subjects:</p> <p>Mathematics: Read and compare numbers in order to begin understanding grid references on a map</p> <p>Science: Begin to understand the effects of weather and climate on physical features of the land.</p> <p>Languages: Ask questions to clarify the definitions of physical features.</p> <p>Environment and sustainability: Caring for the environment.</p>		

Assessment Opportunities

Opportunities for all three forms of assessment are indicated for each of the activities:

- Observation
- Conservation
- Product

Outline of the learning

In this unit, pupils should explore the physical features around where they live. They should be able to give names of some of the physical features in their community. They should further tell you some of the physical features found in Africa. They should give examples of those physical features.

Using the Pupils Textbook

Using learner's texts, photographs and maps, they should describe how physical features are formed. They should be able to identify the way physical features are represented in a map. Let the learner's work together in groups of four or five. Members could form a group.

Often, the pairs will share their work with the group. At times you will need to select a few members to make presentations to the class. Ensure that all pupils in the groups have a role.

There are passages to read in the Pupil's Book. Ask them to read to themselves first. Then select one learner to read it through to the class to make sure everyone has understood.

The pupils competencies

This unit presents many opportunities for school and creative thinking; interpreting pictures and artefacts; giving reasons for answers; making references and links to other parts of the unit, interpreting tables and making up questions.

Pupils are asked to work in groups and pairs, hence there are continuous opportunities for co-operation and teamwork.

Discussions and presentations give pupils many opportunities for communication. This can be explored in whole class discussions.

The subject matter also deepens understanding of South Sudan culture and identity.

Activity1: What are the physical features found around your home? (Refer to Pupil's Book page17)

Ask pupils to tell you what they understand by the term 'physical features'.

Let pupils give you the names of the physical features that they know and any of the examples of these features in their community. For example, Rivers could have an example of River Nile.

Assessment opportunities

Observation

Take pupils outside the class and observe them as they point out some of the physical features that they see around their school.

Conversation

Ask the pupils to mention the physical features that they have seen while they were outside the classroom. Let them add more physical features that they know, even if they did not see them while they were out of the class.

Product

Let the pupils write down the features that they saw as well as those that you discussed together. See if they understood what physical features are, you can know this based on the answers that they give.

UNIT 2
The land of Africa

New words

Physical feature:	Things that we find on the environment that are naturally present on earth.
Benefit:	The good things that we get from something.
Tourism:	The act of visiting places for fun and adventure.
Fishing:	The act of getting fish from a lake or a river.
Farming:	Cultivating food and keeping domestic animals for food and money.
Drowning:	To be carried away by a large amount of water that you cannot control.
Floods:	A large amount of water in the surface water brought by heavy rains.
Symbol:	An item or sign that is used to stand for something else.
Dangers:	The bad things that we get from something.

Activity 1 *What are the physical features found around your home?*

The land of Africa is made up of different types of physical features.

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Activity 2: Physical features found in South Sudan and Africa (Refer to Pupil's Book page17)

Ask the pupils to mention other physical features found in other parts of South Sudan as well as other parts of Africa. They should name the swamps, lakes, rivers, forest, mountains, hills, plains and valleys found in South Sudan and also other parts of Africa. Examples include Sudd Swamp, Mount Kin yeti, River Nile, Mount Longonot, Lake Naivasha, Nyika Plateaus among others.

Assessment opportunities

Observation

Observe the pupils as they give the names of various physical features found within the country and those found in other African countries.

Conversation

Ask the pupils to name the physical features then listen to the answers they give. Correct where there are mistakes and emphasise on those points that they have given the right answer.

Product

Let the pupils write the physical features that they know, both within the country and outside. Look at what they have written down and see if they understood. If not, use more examples and simpler explanations to make them understand more.

Time to draw


Draw a forest and colour it.

Nature walk

Get outside your classroom. Look around you. What do you see? List down the physical features once you get to class. Share with your friend.

Activity 2 *Physical features found In South Sudan and Africa*

Look at the map below.



Pair work

1. Tell your friend how each physical feature looks like.
2. Draw any physical feature that you know.
3. Show your physical features to your group members.

Activity3: Benefits of physical features to us (Refer to Pupil’s Book page 18)

Ask the pupils to look at the pictures in pupil’s books. Let them tell you what they see in the pictures. The pictures show the benefits that we get from physical features. The benefits include food; the food is through cultivating lands, fishing which is done in lakes and rivers, tourism is also encouraged with the presence of forests and mountains which are homes to wild animals. Physical features also act as homes to both aquatic and wild animals. Allow pupils to give all kinds of benefits that we get from physical features and make any correct answer that they give.

Assessment Opportunities

Observation

Observe the pupils as they look at the pictures in the Pupil’s Book. Ensure that they can relate the benefit with the picture being shown about the benefit.

Conversation


Talk and discuss with the pupils about the benefits of physical features. Let them give you some of the benefits that they know. Add those that they failed to mention.


Product


Let the pupils write the benefits that they have learnt in their book. See how many points each can write. Take a look at those who find a difficulty in writing any benefit of physical feature. Take an initiative of repeating the whole process until the time when they can all mention and write the benefits without difficulty.


Activity 3 **Benefits of physical features to us**

The pictures below show benefits of physical features. Physical features act as a source of entertainment and tourist attraction. Forests and mountains can be visited for fun. Name the features that give each of the benefits below.









Pair work

1. Write down the benefits of the physical features to the people.
2. Take turns in telling your groups the importance of physical features.

18

Activity 4: The problems that we get from physical features (Refer to Pupil's Book page 19)

Ask pupils to give some of the experiences and encounters with rivers, mountains and other physical features. Let the pupils tell you if they like what they went through. Some dangers of physical features include drowning, being killed by wild animals and sickness like malaria due to stagnant water. Floods can also be brought when there are heavy rains pouring into rivers and lakes. Physical features like forests, rivers and mountains are homes to dangerous animals like bees, lions, crocodiles among others.

Assessment Opportunities

Observation

Observe the pupils as they look at the pictures showing the dangers of physical features.

Conversation

Listen to pupils as they give you various dangers of physical features, those that they know and those that they have ever experienced. Listen to those who almost drowned and warn them against swimming in rivers and lakes.



Product



Ask the pupils to write some of the dangers of physical features. Check their answers to ensure that they have it right.

Activity 4 *Problems that we get from physical features*

Physical features can be dangerous. Rivers can get so full and cause floods. Floods are dangerous to us, our houses and crops. Rivers can also cause death through drowning. Features like forests, mountains and Rivers are homes to dangerous animals. Animals like crocodiles, Lion, snakes among others. Plain lands can be affected by earth quakes which make them to collapse with everything on top of it.

Look at the pictures below.

Pair work

1. Tell your friend what is happening in the pictures above.
2. Has any of the above ever happened to you? Tell your friend about it.

Activity5: How do we represent physical features on a map? (Refer to Pupil’s Book pages 20-21)

Explain to pupils how various physical features are represented. The features to be represented in the map include swamps, mountains, rivers and plains.

Assessment Opportunities

Observation

Observe the pupils as they look at the map showing how physical features have been represented.

Ensure that they are able to differentiate how each feature is represented.

Conversation

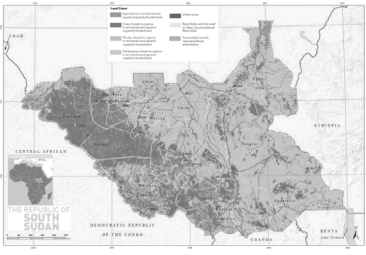
Ask the pupils to give you some features they know and how they have been represented in the map.

Product

Let the pupils draw the symbols that are used to represent physical features, check their books if what they have drawn is correct.

Activity 5 *How do we represent physical features on a map?*

Look at the map below.



Pair work

1. With your friend, look at how physical features are shown in the map above.
2. Draw the sketch map of South Sudan. Locate the major physical features like River Nile, Mount Kingeti, the Sudd Swamp, River Bahrel Ghazal, River Sobat and Boma Mountain.

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Activity 6: Physical features found in Africa (Refer to Pupil's Book page 22)

Ask the pupils to name some of the features that are found in Africa. Let them talk of features like Lake Victoria, River Zambezi, Congo Forest, Ethiopian Highlands among others.

Assessment Opportunities

Observation

Observe the pupils as they study the map. Check if they are able to point out other countries and the features in those countries.

Conversation

Ask the pupils to show you some of the features that they can see and which country they are located.

Product

See the features that the pupils note down. Are they related to the physical features found in Africa?

Activity 6 *Physical features found in Africa*

There are many physical features in Africa. They include mountains, rivers, lakes, swamps, valleys, oceans, falls, dams, plains, desert, plateaus, seas, coral reefs among others. Physical features make our continent beautiful.

Look at the map below.

Pair work

1. From the map above, list down the physical features that you can see.
2. Take turns to share your answers with your friends.

Answers to work to do (Refer to Pupil’s Book page 23)

1. Let the pupils mention any Rivers found in the country for example River Nile.
2. Accept any discription of animals found in rivers and lakes.
3. Accept any answer as to why we should not play in the forest .
4. Sudd Swamp, River Nile, Mount Kinyeti among others.
5. Accept any answer of the importance of physical features.

UNIT 3: ENVIRONMENTAL POLLUTION

(Refer to Pupil's Book pages 24-32)

Social Studies Primary 3	Unit 3: Environmental Pollution
Learn about	Key inquiry questions
<p>Pupils should work in groups to investigate what kinds of pollution are evident near where they live (rubbish, burning, sewage, water pollution). They should for example, list the different types of litter and rubbish around the school and identify where it comes from. Pupils should build on this work to explore other kinds of pollution reported or evident in their locality. They should investigate what the sources of pollution are and begin to think of ways to prevent such pollution.</p> <p>Pupils should investigate other sources of information like news reports, to explore what kinds of pollution are a particular threat to the environment in their Payam. They should ask a range of people to share their views about pollution, outlining how they think it could be prevented.</p> <p>Having explored sources of pollution, pupils should work together to build a simple strategy to prevent pollution that they will present to their school or wider community in order to encourage behaviour changes (provide extra litter bins, central point in their community for burning, pit latrines etc.). Pupils should listen carefully to the responses of others to their presentations and use these to improve their ideas before sharing with a senior member of their community.</p>	<ul style="list-style-type: none">• What forms of environmental pollution are around our school?• What is the most significant contribution to pollution near where you live?• How can we limit and reduce pollution from rubbish?• What are good ways of presenting ideas to others about something that is important to us?• What are the effects of listening carefully to how others respond to our ideas?

Learning outcomes		
Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> • Know about the sources of what pollutes the environment. • Explain the effects of pollution on the environment. • Describe their ideas to others about how to protect the environment. • Acknowledge different responses to their ideas for protecting the environment. 	<ul style="list-style-type: none"> • Explore how burning, sewage and rubbish pollutes our environment. • Investigate some specific hazards as a result of pollution. • Suggest ways of preventing environmental pollution. • Present ideas of pollution prevention to others. 	<ul style="list-style-type: none"> • Develop a commitment to protecting our environment. • Appreciate the benefits to health and safety of a clean environment.

Contribution to the competencies

Critical thinking: Coming to conclusions about the sources of pollution.

Communication: Developed through discussions on why rubbish disposal for example is a source of pollution.

Co-operation: Recognising the effects of many people working together to prevent pollution.

Links to other subjects

Science: Investigating ways of conserving water.

English: Giving a clear speech expressing opinions about an issue of importance to them.

Environment and sustainability: Caring for the environment.

Assessment Opportunities

Opportunities for all three forms of assessment are indicated for each of the activities:

- Observation
- Conservation
- Product

Outline of the learning

In this unit, pupils should explore the various kinds of pollution, the effects of pollution and the ways to prevent pollution. They should state the differences between each type of pollution and the effect that pollution has on human life and the environment.

They should further give practical ways that can be used to prevent pollution.

Using the Pupils Textbook

Using the learner's texts and photographs, the pupils should describe the types of pollution, the effects of pollution and ways of preventing it. Guide the pupils to work in pairs and groups. Four or five pupils should form a group. The same group should be maintained throughout.

Often the pairs will share their work with the group. At times you will need a few pupils to present before the class. Help the groups to work effectively by ensuring that all pupils in the groups have a role to play.

There are passages to read in the Pupil's Book. Ask them to read to themselves first. Then select one learner to read it through to the class to make sure everyone has understood.

The pupils competencies

This unit presents many opportunities for critical and creative thinking; interpreting pictures and artefacts; giving reasons for answers; making references and links to other parts of the unit, interpreting tables and making up questions.

Pupils are asked to work in groups and pairs, hence there are continuous opportunities for co-operation and teamwork.

Discussions and presentations give pupils many opportunities for communication. This can be explored in whole class discussions also.

The subject matter also deepens understanding of South Sudan culture and identity.

Activity 1: Types of pollution (Refer to Pupil's Book page 25-26)

Ask pupils to tell you what they understand by the term pollution. Let them give you the types of pollution that they know. There are four types of pollution which include; air, soil, water and noise pollution. Allow the pupils to use examples when giving these types of pollution then help them categorise and name the kinds of pollution they mentioned through examples.

Assessment Opportunities

Observation

Observe the pupils as they look at the pictures in their Pupil's Book about the types of pollution. Guide them outside the classroom to look at the kinds of pollution around their environment. Let them name the types of pollution that they see.

Conversation


Listen to pupils as they give answers on the types of pollution that they know. Ask them how they can stop pollution in their community.

Product

Let the pupils write down the types of pollution that they have understood. Look at their books to ensure that they have the right thing, correct those who do not have the correct types of pollution.

Activity 1 **Types of pollution**

Look at the pictures below.



Pair work

1. Tell your friend some human activities that causes pollution.
2. Suggest ways in which the environment can be protected from the types of pollution you mentioned above.

Activity 2: Types of litter and rubbish (Refer to Pupil's Book page 26-27)

Ask the pupils to look at the pictures in the Pupil's Book showing various types of litter and rubbish. Let them identify where the rubbish came from. Ask them if there is a way the rubbish can be used to create something else.

Assessment Opportunities

Observation





Observe the pupils as they identify all the types of litter and rubbish that they know. Let them tell you those in the pictures, the ones they see around the school as well as those found at their homes.

Conversation

Listen to the pupils as they mention some examples of litter and rubbish in their community. Add more examples of litter, those that they do not mention.

Product

Let the pupils list down the litter and rubbish they just talked about. See how many types each can write down, observe if the spellings are correct. Help them where necessary.

Nature walk	
Take a walk out of class. Look around for any type of pollution. Are there papers on top of soil? Is the air fresh? Pick the papers on the soil and put them in a dustbin around your school.	
Group work	
<ol style="list-style-type: none"> 1. Tell your group members what is happening in the pictures on page 25. 2. Talk about the kinds of pollution seen around your home. 3. Draw one kind of pollution. 	
Activity 2	Types of litter and rubbish
Look at the following pictures.	
	
	

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Activity 3: Effects of pollution (Refer to Pupil's Book page 27-29)

Ask the pupils to name the effect of any type of pollution that they know. The effects, they should talk about things like drought, waterborne diseases like typhoid caused by dirty water., death of animals and plants among others. An ugly environment and awful smells are also effects of pollution.

Assessment Opportunities

Observation

Observe the pupils as they look at the effects of pollution in their books.



Conversation

Ask the pupils to state the effects of pollution that each picture stands for; help them where they do not get it right.

Product

Ask them questions concerning the effects of pollution and see if they can answer them with no difficulty. Identify the points that they take long to mention and stress on them so they can remember.

You can use a song for them to easily memorise it.

Pair work

1. Name the type of litter you see in each picture.
2. Go outside the classroom and collect all types of litter seen. Tell where it comes from. After that take all the litter to the dustbin.

Homework

Find out from your parents more activities done that pollute the environment. Share with your group members what you found out.

Activity 3 *Effects of pollution*

When we spoil the environment, we can not live well. Water pollution causes diseases especially when people drink dirty water.

Air pollution cause bad smells and an uncomfortable environment. Pollution causes drought which brings death of plants and animals.

Activity 4: Preventing pollution (Refer to Pupil’s Book page 29-30)

Ask the pupils to tell you what is happening in the pictures they see in the Pupil’s Book. There are several ways of preventing pollution which include collecting and disposing wastes in appropriate places. Cleaning rivers and other water sources help in preventing water pollution. Playing soft music and controlling hooting from cars prevents noise pollution.

Assessment Opportunities

Observation

Observe the pupils as they look at the pictures in Pupil’s Book showing ways of preventing pollution.

Conversation

Listen to pupils as they give you their own ways of controlling and stopping

pollution. Correct the points they give if they are not right and congratulate them when they give correct points.

Product

Let the pupils write down what they have understood about what can be done to prevent pollution.


b) Water pollution
c) Soil pollution
d) Noise pollution

Activity 4 Preventing pollution

We can make our environment good.

There are some activities we do to help us. They include; disposing waste in the right way, cleaning our environment, protecting water bodies as well as playing low volume of music.

Look at the following pictures.



The first illustration shows a group of children in school uniforms cleaning a schoolyard with brooms. The second illustration shows a person in a hat and boots cleaning a water body, possibly a river or stream. The third illustration shows a group of people walking on a path through a landscape with mountains and a cloudy sky.

29

Activity 5: Ways of presenting ideas (Refer to Pupil's Book page 30-31)

Explain to pupils that there are several ways of presenting ideas. Tell them the ways include discussions, debates, practicals or demonstrations as well as the use of posters. Ask the pupils which ways do they always use to present ideas and which ways do they love most.

Assessment Opportunities

Observation

Observe the pupils as they look at the pictures showing various ways of presenting ideas. See if they are able to point out the way of presenting ideas that is shown by every picture.

Conversation

Ask the pupils to give you the ways of presenting ideas that they have ever used. Ask them to tell you which one among the ones they mentioned do they love most, ask them why.

Product

Ask the pupils to write down the way of presenting ideas shown in their activity of cutting the grass out of their school compound and disposing it appropriately.

Class discussion	
<ol style="list-style-type: none"> 1. Tell your class members the activities that help to keep the environment clean. 2. Talk about the reasons why we need a clean environment. 	
Activity 5	Ways of presenting ideas
<p>There are different ways of presenting ideas. We need good communication skills in order to present our ideas. Debates and discussions can be used. Practical ways are good in presenting ideas.</p> <p>Look at the pictures below.</p>	

Activity 6: Effects of listening carefully to other people’s response (Refer to Pupil’s Book page 31-32)

Explain to pupils that it is important to listen carefully to responses from others. Listening carefully makes it easy to understand what is being discussed as well as allow one to ask for clarifications in things they did not understand. Listening carefully also expands our knowledge on the topic that was being talked about.

Assessment Opportunities

Observation

Observe the pupils as they look at the pictures in the Pupil’s Book. Let them to tell you what is going on in the pictures.

Conversation

Ask the pupils to tell you some of the times that they have listened carefully to responses from others. Let them share those times with their classmates.

Product

Let the pupils write a short story about a time in their lives when they listened carefully to a response from a friend, parent, grandparent or even neighbor. They should write how listening carefully helped them in the end. Look at their books to see if they actually got what was required of them.

Group work

From the pictures on page 30, talk about those ways that you have ever used to present ideas. Which one did you love most? Why? Share with your friends.

Nature walk

1. Get out of your class during your free time. Try and cut grass in the school compound.
2. How does the compound look like now? Share this with your friends.

Activity 6

Effects of listening carefully to other people's responses

We need to present good ideas to people.

Listening to others help us understand things better. When we understand something better, we can argue using facts and our knowledge on the topic expands. When we listen to other people's responses, we are able to know their stands and opinions about something.

Look at the pictures below.



UNIT 4: WHAT'S THE DIFFERENCE?

(Refer to Pupil's Book pages 33-42)

Social Studies Primary 3	Unit 4: What's the Difference?
Learn about	Key inquiry questions
<p>In groups pupils should identify the advantages and disadvantages associated with a variety of settlements starting with their own locality. Having developed a collection of features that describe their own locality, they should write a list of the features of a settlement that would be in complete contrast to where they live. With this list they should use maps and the knowledge of other people to investigate some places that they know would be in complete contrast to where they live.</p> <p>Pupils should use their investigations of contrasting localities to develop their knowledge and understanding of the variety of land use and economic activity across the continent of Africa. They should represent these elements in a variety of ways including the use of drawings, short passages of descriptive writing and speech and possibly a development of the use of symbols as illustrated on the maps that they study. Pupils should organize work that also illustrates the range of products and jobs that are associated with places that they investigate.</p> <p>Pupils should use their knowledge about places to begin to understand why people migrate from one place to another. This could include a study of weather and climate.</p>	<ul style="list-style-type: none"> • What are the advantages and disadvantages associated with village and town life? • What factors influence the decision for people to move from one place to another? • What could be done to minimise migration from a place that you studied? • What features of where you do you enjoy the most? • What job or product do you hope to be associated with when you are older? Why?

Learning outcomes		
Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> Describe what are considered to be the advantages and disadvantages of where they live. Compare where they live to a contrasting locality. Know about types of settlement, land use and economic activity in the African continent. 	<ul style="list-style-type: none"> Analyse the ways of life in a contrasting locality. Explore how jobs and products vary across the continent of Africa. Investigate types of settlement by comparing towns and villages across the continent of Africa. 	<ul style="list-style-type: none"> Appreciating the diverse range of places to live in the continent of Africa. Respecting the people who help to develop a community. Value the rich culture of where you live.
<p>Contribution to the competencies</p> <p>Critical thinking: By analysing and investigating the advantages and disadvantages of places where people live.</p> <p>Communication: Use a range of technology to find out about places that are unfamiliar to us.</p> <p>Co-operation: Working with others to gather views about a contrasting locality.</p> <p>Culture: Taking pride in the place where we live and respecting the differences between settlements across the land.</p>		
<p>Links to other subjects</p> <p>Mathematics: Ordering numbers when comparing data about settlements; using a Venn Diagram to compare and contrast locations.</p> <p>Languages: Choose words for variety and interest when describing a locality.</p> <p>RE: Develop an understanding of the range of places of worship and where these are located within a community.</p>		

Assessment Opportunities

Opportunities for all three forms of assessment are indicated for each of the activities:

- Observation
- Conservation
- Product

An outline of the learning

In this unit, pupils should explore the town and village settlements. They should be able to differentiate the two using the pictures in the Pupil's Book. The pictures shows the features that can be seen in a village settlement as well as those that are found in urban settlement.

They should be able to tell you what kind of settlement they love to stay in and why.

Using the Pupils Textbook

Using the learner's texts and photographs, the pupils should describe the differences between a village and a town settlement. They should use the pictures in the Pupil's Book to state the advantages and disadvantages of each settlement. They should further identify the type of settlement that they live in and which type of settlement they would love to stay in.

Guide the pupils to work in pairs and groups. The activities are set out in the Pupil's Book.

Help them to ensure that they understand what to do and how to work together.

Put the pupils in pairs. These pairs will work together throughout the unit. Four or five people should form a group. Often, the pairs will share their work with the group. At times you will need to select people to make presentations to the class. Help groups work to effectively by ensuring that all pupils in the groups have a role and participate in discussions and presentations.

There are passages to read in the Pupil's Book. Ask them to read to themselves first. Then select one learner to read it through to the class to make sure everyone has understood.

The pupils competencies

This unit presents many opportunities for critical and creative thinking; interpreting pictures and artefacts; giving reasons for answers; making references and links to other parts of the unit, interpreting tables and making up questions.

Pupils are asked to work in groups and pairs, hence there are continuous opportunities for co-operation and teamwork.

Discussions and presentations give pupils many opportunities for communication. This can be explored in whole class discussions also.

The subject matter also deepens understanding of South Sudan culture and identity.

Activity 1: Types of settlements (Refer to Pupil's Book page 34-35)

Explain to the pupils that there are two types of settlements; town and village settlements. Let the pupils look at the pictures of the two types of settlements and point out which type of settlement is shown in each picture. They can easily identify the difference between town and village settlements using the features like roads, buildings, schools, people's lifestyles as well as land availability.

Assessment opportunities

Observation

Observe the pupils as they look at the pictures showing the types of settlements. Ensure that they are able to differentiate a village from a town using the provided pictures. They should as well be able to tell the advantages and disadvantages of each settlement using the pictures that are there.

Conversation

Ask the pupils to tell you the type of settlement that they love most. They should give reasons. Ask them to tell you the type of settlement that they live in. Are they happy living where they are? Ask them.

Product

Let the pupils write the types of settlements down. They should as well note down the advantages and disadvantages associated with each settlement.



UNIT 4 **What's the difference?**



Activity 1 *Types of settlements*

A settlement is a place where people live in. There are two types of settlements; town and village settlements.

Look at the pictures.

Name the type of settlement in each picture.

Individual work

1. Name the types of settlements in the pictures above.
2. Which type of settlement do you choose? Why?

Activity 2: Factors influencing movement of people from one place to another (Refer to Pupil's Book page 35-36)

Explain to pupils that there are several reasons why people decide to move from one place to another. Talk of factors like drought, sickness, availability of land, conflicts among others.

Explain each of the factor and the reasons why its presence or absence makes people to either settle or move away from a place. Fights make people to move, people move away from places with poor roads and to look for good hospitals and education for their children.

Assessment opportunities

Observation

Observe the pupils as they look at the pictures. Observe to see that they understand the message being passed in the pictures.

Conversation

Listen to pupils as they tell you what they understand from the pictures. Add more points to what they give you, if it is correct and correct where necessary.

Product



Let the pupils write down the factors that they have discussed.



Homework

Find out from your parents, the advantages and disadvantages of village and town settlements. Use the pictures above to help you.

Activity 2 *Factors influencing movement of people from one place to another*

Look at the following pictures.

Pair work

1. From the pictures above, state the factors that make people to move to these places or away from them.
2. Talk about it with your friend.

Activity 3: What can be done to minimise migration? (Refer to Pupil's Book page 36-37)

Explain to pupils that the main reasons why people move are mainly education, to seek for medicinal advices, to look for better and easy transportation, to search for jobs among others. To minimise migration especially from villages to towns, good schools, better roads, better hospitals and industries should be built in villages so people cannot move in search of medical attention, education or jobs.

Assessment opportunities

Observation

Observe the pupils as they look at the pictures. See if they can relate the pictures with the activities that can be done to minimise migration.

Conversation



Ask the pupils the reason why they chose to stay in the places they are now and if they love the place where their school is located. Let them give you reasons for their answers.

Product

Guide the pupils to write the activities that can be done to minimise migration.

Activity 3 *What can be done to minimize migration?*

Look at the pictures below.

Group work

1. In groups, discuss what is happening in each picture
2. Write down other activities that can be done to minimize migration of people.

Homework

Find out from your parents the activities that can be done to reduce movement from one place to another.

Activity 4 *Land use and economic activities in African continent*

The way we use our land is called land use.
Activities done at a place that help people get money are economic activities.

Activity 4: Land use and economic activities in African continent (Refer to Pupil's Book pages 37-38)

Explain to the pupils the various ways that land is used for economic benefits in the African continent. Farming, basketry, fishing, pottery, carpentry among others are all possible in the land. The land provides resources for activities of different kinds to be done.

Assessment opportunities

Observation

Observe the pupils as they look at the pictures showing land use.

Conversation


Ask the pupils to tell you the ways in which land can be used to improve the economy of people. Listen to their answers and correct where necessary.

Product

Let the pupils write down the economic uses of land.

Activity 3 What can be done to minimize migration?

Look at the pictures below.



Group work

1. In groups, discuss what is happening in each picture
2. Write down other activities that can be done to minimize migration of people.

Homework

Find out from your parents the activities that can be done to reduce movement from one place to another.

Activity 4 Land use and economic activities in African continent

The way we use our land is called land use.
Activities done at a place that help people get money are economic activities.

Activity 5: Features of a locality(Refer to Pupil's Book pages 36-37)

List the features found in the locality.

They include: land, rivers and forests. The features can be used in a manner that it can generate income.

Assessment opportunities

Observation

Observe as the pupils look at the pictures of features found in their locality.

Conversation

Ask the pupils to tell you some of the features that they know.

Product

Guide the pupils as they write down features in their locality.

Activity 5 *Features of a locality*

Look at the map below.



Pair work

1. Identify places on the map that have more people than the others.
2. Give reasons why you think there are more people at one place than the other.
3. Which features from the map are likely to be in your locality?

Activity 6: Products and jobs of a locality (Refer to Pupil's Book pages 39-42)

Explain the products that we get from plants and animals to pupils. Talk of meat, milk, skin, vegetables and plants as products. Mention the animals that give each of the products above. Talk of the different jobs done by people in the community. Some are easy while some need a lot of energy and straining to be done. Examples of these jobs include weaving, fishing, teaching, making shoes, doctor, ploughing among others.

Assessment Opportunities

Observation

Observe the pupils as they look at the pictures. Let them tell you where each product in the pictures come from.

Conversation

Ask the pupils to talk about the animals that each product in the pictures come from.

Product

Let the pupils write down the products and jobs that are found in their locality.


Time to draw

Draw the population of people in your village. Are they highly populated or scattered? Show this with a drawing.

Activity 6 *Products and jobs of a locality*

(a) Products

We get different things from animals and plants.
Look at the pictures below



The image block contains a worksheet section. At the top, it says 'Time to draw' and asks the student to draw the population of their village. Below this is 'Activity 6: Products and jobs of a locality'. Part (a) is titled 'Products' and asks the student to look at pictures of products from animals and plants. The pictures include a piece of meat, a carton of eggs, a glass of milk, a loaf of bread, a pile of vegetables, and a rural village scene.

Answers to work to do (Refer to Pupil's Book page 42)

1. Constructing buildings, Removing sand from the River ,working in mines among others.
2. True
3. To look for education.
4. To look for employment.
5. Allow pupils to mention any product they get from the animals.
6. Cobbler , doctor, teacher, farmer and driver respectively.

UNIT 5: MORE PROBLEM SOLVING

(Refer to Pupil’s Book pages 43-49)

Social Studies Primary 3	Unit 5: More problem solving
Learn about	Key inquiry questions
<p>Pupils should consider where there is conflict where they live. They should think about and try to explain why conflict has come about, considering key actions and attitudes that have escalated problems. Pupils should share with each other what they believe to be important aspects of maintaining peaceful communities and begin to develop ideas for conflict resolution. Pupils should reflect upon incidents with their friends where conflict has arisen and build collections of strategies to help ‘make friends’, developing these into ideas for resolving problems in their community (active listening, sharing, turn taking, respect and tolerance for difference and diversity). Pupils should come to understand the need for gender equality in their community, defining examples and situations where this attitude may be particularly relevant.</p> <p>Pupils should understand and then explain the risk to others of mines and unexploded ordnance (death, permanent disability etc.) They should understand how conflict led to the placing of landmines and begin to recognise where, how and why conflict resolution failed here.</p>	<ul style="list-style-type: none"> • Describe some effective ways of resolving conflict in your community? • What are the attitudes that support peaceful communities? • Can you describe where there is danger near where you live and how to minimise injury? • What actions can you take to persuade others about the importance of respect and tolerance for difference and diversity?

Learning outcomes		
Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> • Suggest some ways of solving conflicts. • Describe important features of how to maintaining peaceful communities. • Know about the risks of mines and unexploded ordnance. 	<ul style="list-style-type: none"> • Explore ways of resolving conflicts and evaluate their effectiveness. • Demonstrate the ability to behave respectfully towards all people. • Persuade others to be aware of the dangers and to look out for mines and unexploded ordnance. 	<ul style="list-style-type: none"> • Appreciate the value of showing respect for one another. • Enjoy being part of a community. • Celebrate difference and diversity.
<p>Contribution to the competencies</p> <p>Critical thinking: Analysing the effects of different strategies for conflict resolution.</p> <p>Communication: Communicating information coherently about how to avoid injury from mines and unexploded ordnance.</p> <p>Culture: Contribute to the culture of South Sudan by developing positive attitudes to difference and diversity.</p>		
<p>Links to other subjects:</p> <p>English: Give a fluent speech about the dangers of unexploded devices.</p> <p>Languages: Ask questions to clarify information about what gave rise to conflict. in your community.</p> <p>Peace Education: Resolving conflicts.</p>		

Assessment Opportunities

Opportunities for all three forms of assessment are indicated for each of the activities:

- Observation
- Conservation
- Product

An outline of the learning

In this unit, pupils should explore what a conflict is, the causes of conflicts and how conflicts can be solved. They should give examples of conflicts that they get into while in school and how they solve them. They should explore the dangers

of conflicts and why it is important to solve them.

Using the Pupils Textbook

Using learner's texts and photographs, pupils should describe what a conflict is, the causes of a conflict and its dangers as well as solution. The pupils should give examples of conflicts that they have ever witnessed as well as those that they have ever been involved in. Pupils should be able to tell the activities taking place in the pictures as well as what may have caused the conflict. Guide the pupils to work in pairs and groups. The activities are set out in the Pupil's Book.

Help them to ensure that they understand what to do and how to work together.

Put the pupils in pairs. These pairs will work together throughout the unit. Four or five people should form a group. Often, the pairs will share their work with the group. At times you will need to select people to make presentations to the class. Help groups work effectively by ensuring that all pupils in the groups have a role to play and participate in discussions and presentations.

There are passages to read in the Pupil's Book. Ask them to read to themselves first. Then select one learner to read it through to the class to make sure everyone has understood

The pupils competencies

This unit presents many opportunities for critical and creative thinking; interpreting pictures and artefacts; giving reasons for answers, making references and links to other parts of the unit, interpreting tables and making up questions.

Pupils are asked to work in groups and pairs, hence there are continuous opportunities for co-operation and teamwork.

Discussions and presentations give pupils many opportunities for communication. This can be explored in whole class discussions also.

The subject matter also deepens understanding of South Sudan culture and identity.

Activity 1: Causes of conflict (Refer to Pupil's Book page 43-44)

Start by defining terms such as conflict. Guide the pupils to look at the pictures in the Pupil's Book. In pairs, ask the pupils to name the causes of conflict. Write them on the blackboard. Explain to the pupils how the causes of conflict can be solved. Ask the pupils to find out from their parents other causes of conflict and how the conflicts can be solved. The pupils to report their findings in class when they get back to school.

Assessment opportunities

Observation

Observe the pupils as they look at the pictures in the Pupil's Book. Observe the pupils as they discuss the causes of conflict in pairs.

Conversation

Interact with the pupils by asking them to look at the pictures in the Pupil's Book. Explain to the pupils the causes of conflict and ways of solving conflicts.

Product

Find out if the pupils are able to identify the causes of conflict and how to solve the conflicts.

UNIT 5
More problem solving

New words
➔

Cause:	To bring something.
Conflict:	A disagreement between two or more people.
Law:	A set of rules and regulations governing a group of people.
Society:	A group of people living together.
Dangerous:	A thing that is harmful to us.
Neighbour:	Someone who stays next to us.
Functions:	The work of something.
Mines:	Places where minerals are gotten from.
Protect:	To cover up something.



Key words
➔

Conflict

Cause

Activity 1
Causes of conflict

A conflict is a form of fight that is brought by disagreement. Conflicts are not good. Conflicts are brought by theft, not accepting other people's religions, corruption among others. Look at the pictures below.

Activity 2: Ways of solving conflicts (Refer to Pupil's Book pages 44-45)

Ask the pupils to name some ways of solving conflicts they know. Write them on the blackboard. Ask the pupils to look at the pictures in the Pupil's Book and identify ways being used to solve the conflicts.

In pairs, ask the pupils to discuss ways of keeping peace within the community. Let the pupils tell each other how best people can share available resources such as grazing land and water sources.

Assessment opportunities

Observation

Observe the pupils as they name ways of solving conflicts. Observe the pupils as they discuss ways of keeping peace in the community.

Conversation

Interact with the pupils by asking them to name the ways used to solve conflicts. Explain to the pupils ways of solving conflicts. Ask the pupils to discuss in pairs of keeping peace.

Product

Find out if the pupils are able to identify ways of solving conflicts. Find out ways if the pupils are able to identify ways of keeping peace.

Pair work	
	<ol style="list-style-type: none"> 1. Identify causes of conflict in your area. 2. Explain how conflicts are solved in your locality. 3. Share the solutions to the conflicts with your class.
Homework	
	<ol style="list-style-type: none"> 1. Find out from your parents or elders the causes of conflict in your area or country. 2. Ask your parents or guardians how the problems can be solved. 3. Share your findings in the class.
Activity 2	Ways of solving conflicts
Key words	
	<p>Law</p> <p>Conflict</p>
<p>There are several ways that can be used to solve conflicts. People can decide to report the conflict to the payam chief or village elder for it to be solved.</p> <p>They can also decide to meet and talk about what led to the conflict.</p> <p>Another way is looking for a third person to help solve the conflict.</p>	

Activity 3: The need to live together (Refer to Pupil's Book page 45-46)

Explain to the pupils why they need to stay and relate well with one another. Tell them how living together promotes peace and harmony. Ask them to discuss in groups the advantages of living together and ways that can be used to ensure that people in the community live together.

Assessment Opportunities

Observation

Observe the pupils as they look at the pictures showing various activities and events that enable people to live together.

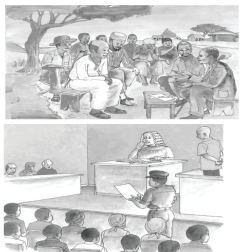
Conversation

Interact with the pupils and explain to them how the activities in the pictures promote living together.

Product

Ask pupils why they need to live in peace with other people.

Here are pictures to help you.



Pair work

1. Tell your friend ways of keeping peace within the community.
2. Take turns to tell members of your group how best people can share the available resources such as water, farmland, grazing land and boundaries.

Individual work

Tell your teacher how you solve disagreements with your brothers or sisters at home. Who do you report it to? Why?

Activity 3 *The need to live together*

Key words

Society
Neighbour

Activity 4: Ways of maintaining peaceful communities (Refer to Pupil's Book page 47)

Explain to pupils that working together, respecting people's property, reporting law breakers and many others can be used to maintain peaceful communities.

Assessment opportunities

Observation



Observe the pupils as they look at the pictures.

Conversation

Ask the pupils to be in pairs and tell you what is happening in each of the pictures.

Product

Ask the pupils the importance of living together and listen to their answers. See if the answers are right. Correct them where necessary.

Activity 4	Ways of maintaining peaceful communities
Key word	
Functions	
Peaceful communities can be maintained through:	
<ol style="list-style-type: none"> 1. Working together in building schools, bridges and hospitals. 2. Respecting one another. 3. Helping others during community functions such as marriages, burial ceremonies and even circumcision. 	
Here are pictures to help you.	
	
Pair work	
<ol style="list-style-type: none"> 1. Tell your friend other methods of making people live peacefully. 	
Activity 5	Dangers of conflict in the community
Key word	
Dangerous	

Activity 5: Dangers of conflict in the community (Refer to Pupil's Book page 47-48)

Explain to the pupils the dangers that are associated with conflicts. They include death, being arrested, disunity, poverty, being attacked by the mob among others.

Assessment Opportunities

Observation



Observe the pupils as they look at the pictures in their Pupil's Book about the dangers of conflicts.

Conversation

Ask pupils to form groups and tell you what they think is happening in each picture. Listen to the answers they will give and correct them where necessary.

Product

Ask the pupils to write down the dangers of conflicts that they just talked about and many more.

Activity 4	Ways of maintaining peaceful communities
Key word	
Functions	
Peaceful communities can be maintained through:	
<ol style="list-style-type: none"> 1. Working together in building schools, bridges and hospitals. 2. Respecting one another. 3. Helping others during community functions such as marriages, burial ceremonies and even circumcision. 	
Here are pictures to help you.	
	
Pair work	
<ol style="list-style-type: none"> 1. Tell your friend other methods of making people live peacefully. 	
Activity 5	Dangers of conflict in the community
Key word	
Dangerous	

Activity 6: What should you do with the mines that are found in the region? (Refer to Pupil's Book page 48-49)

Explain to pupils what a mine is and the minerals that are found in the mines. This include; gold, silver, diamond among others.

Tell them how it is dangerous to play near mines since they can collapse and kill people. Tell pupils that it is good to report mines to the authorities so that the area can be fenced to protect people and animals from dying inside it.

Assessment Opportunity

Observation

Observe the pupils as they discuss amongst themselves what they have learnt about mines.

Conversation

Listen to pupils as they give you examples of mines in their community and the importance of reporting it to the authority.

Product

Let the pupils write down what a mine is, examples of minerals in a mine and the reason for protecting a mine.

Conflicts are dangerous in a community. They bring death, poverty, being arrested or even being killed. Conflicts causes disunity and separates family members.



Group work

1. Tell your group members what you think is happening in each of the pictures above.
2. Tell your friend how any of the above can be stopped.

Activity 6

What should you do with mines that are found in the region?

Key words

Protect, Mines