



South Sudan

Primary Social Studies 4

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 4 syllabus as developed by **Ministry of General Education and Instruction.**

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

The Pupil'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.



South Sudan

Primary Social Studies 4

Pupil's Book



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Social Studies

Pupil's Book

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FOREWORD

I am delighted to present to you this textbook, 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 textbook 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 and school textbooks 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 and the new textbooks. 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 previous role as the Undersecretary of the Ministry, 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

NEW WORDS

Technology

Technology:	The science of applying knowledge for practical use.
Practical:	Actual doing or use of something.
Application:	An act of putting something to use.
Technological:	Relating to use of technology.
Communication:	Means of passing information.
Habits:	Something that you do regularly.
Messenger:	Someone who takes message from one person to another.
Invent:	To create something that has never been made before.

Technology is the science of applying knowledge for practical use.

Examples of things brought by technology are:



Mobile phone



Car



Television



Radio



Printer



Computer



Photocopying machine



Digital camera



Piano

Pair work

Which of the above items have you ever seen? Explain how they were being used.



A person making a call using a telephone



A person reading a newspaper

Individual work

Y	U	W	A	T	C	H	J	M	V	O
V	C	A	M	E	R	A	L	K	H	R
M	O	B	I	L	E	P	H	O	N	E
X	E	R	J	E	P	R	N	B	Q	T
P	I	A	O	P	K	I	K	D	F	U
A	N	D	W	H	S	N	W	T	Q	P
V	V	I	T	O	T	T	X	T	F	M
T	B	O	W	N	Z	E	Q	D	F	O
R	T	E	V	E	T	R	A	C	F	C

Find the following words from the word search above:

Car

Telephone

Radio

Mobile phone

Printer

Watch

Computer

Camera

Homework

Find out from your parents the technological items used in your home.

The way people lived in the past is not the same as we live today.

The following ways of life have changed because of technology:



Transport



Eating habits



Communication



Dressing

1. How technology has changed the eating habits



French fries



Irish potatoes



Fried chicken



Hen



Grilled fish



Fish



Drinking water
using a glass



Drinking water
using a calabash

Pair work

Explain how the foods in the pictures on page 5 were prepared traditionally.

Homework

Find out from your parents the technological items that have changed the eating habits.

2. How technology has changed the way of dressing

The way people dressed in the past is not the same way we dress today.



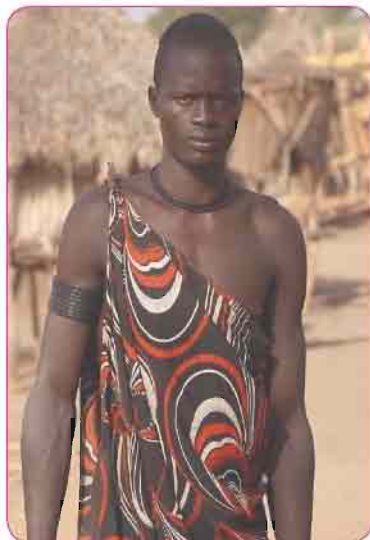
Medicine man



Doctor

Pair work

Compare the way people dressed in your community in the past and the way we dress today.



Traditional dressing



Modern dressing

Group work

Make two traditional clothes using things that are found around your school.

Homework

Ask your parents the types of clothes that people used to wear in the past.

3. How technology have changed the ways of communication

Communication has been made easy because of technology.

Traditional ways of communication are:



Fire and smoke signal



Drum beats



Messenger



Horn blowing

Pair work

Using the pictures above, explain how people communicated in the past.

Modern ways of communication are:



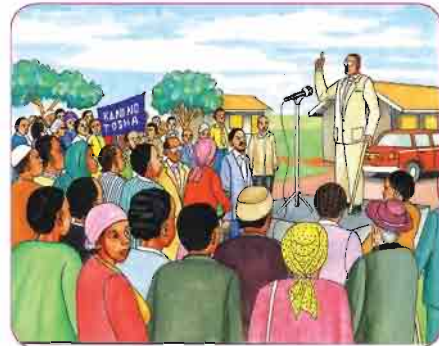
Mobile phone



Radio



Newspaper



Microphone

Group work

Compare how people communicated in the past and today.

Individual work

Write a letter to your friend telling him or her that you will not write him or her a letter but you will communicate with him or her using a mobile phone.

Homework

Find out from your parents or elders other ways of communication that were used in the past.

4. How technology have changed the ways of transport



Individual work

Write the story about how modern ways of transport has made life easy in your community. The following words will help you: **Cars**, **aeroplanes**, **trains**, **tarmac road** and **water vehicle**.



Tarmac road



Murrum road

Group work

Use the materials around you to make the things used for transport in your school.

Place them at one corner of your class.

Homework

Ask your parents or guardians the common means of transport in your community.

Recite the poem below.

Technology, technology, technology,

You make our work easier,

You make our communication faster,

You make our travel quicker,

You make our health better,

You make our life brighter,

Technology, technology, you are such a wonder.



Find the benefits of technology from the poem on page 11.
Write them in your notebook.

Technology has brought the following items:

The plough

The steam engine

The printing press

The plough is used in preparing land for farming.

The first plough was invented by **John Deere** in 1837.



Homework

Ask your parents or guardians other ways that were used to prepare land for farming in the past.

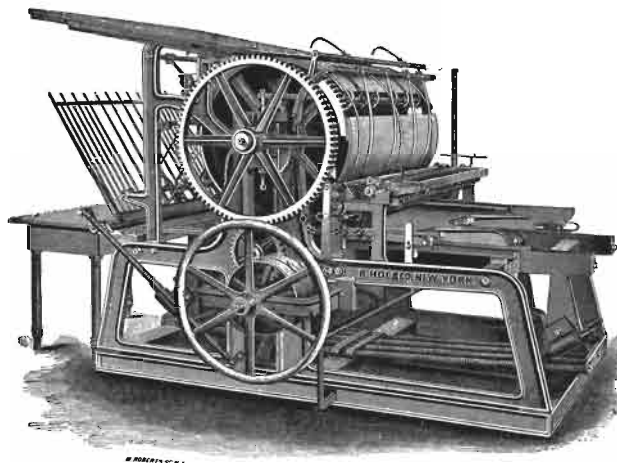
It is a heat engine that uses steam as its fluid.

It was invented by **Thomas Newcomen** in 1712.



It is a machine used to print books and newspapers.

It was invented by **Johannes Gutinburn** in 1440.



Group work

Make the following items using things found around you.

- (a) A car
- (b) An aeroplane
- (c) A Mobile phone

Put them at the learning corner of your class.

Individual work



A



B



C



D

Choose the best way of communication and transport from the pictures above.

Give reasons for your choice.

Time for riddles



I was invented by James Watt. People use me to make copies of paper. Who am I?

I move in the air. People use me to travel to far away places. Who am I?

I use electricity. People use me to communicate. I can fit in a pocket. Who am I?



Traditional cooking



Modern cooking



Traditional house



Modern house



Traditional transport



Modern transport

Pair work

Use the pictures above to compare life before and after technology.

Group work

Discuss the problems faced by your communities in:

Transport

Communication

Work to do

1. Which machines do you believe could be developed in future to help your community and why?
2. Compare how life was in the past and how life is today.
3. Explain the important benefits of technology to the people of your community.

UNIT 2

Weather and climate

New words

Pattern:	A repeated arrangement.
Elements:	Weather conditions especially bad ones.
Recording:	A process of storing something to be heard or seen later.
Effects:	A result of something.
Specific:	Relating to one thing.
Famine:	A situation in which there is not enough food.
Bare land:	Land without grass.
Describe:	To say or write what something or someone is like.

Weather is the daily condition of air in a place.

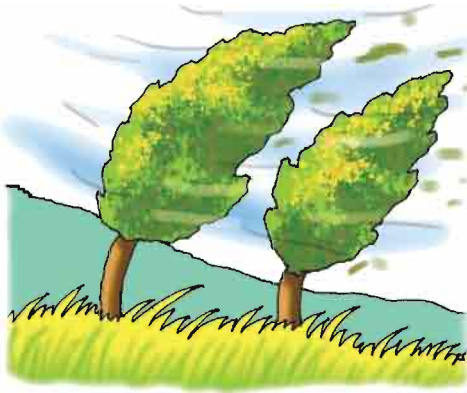
Nature walk

Look outside the classroom. Which weather condition can you see?

Sometimes it can be rainy, sunny, cloudy or windy. This is what we call **local weather patterns**.

Pair work

Look at the pictures below.



A



B



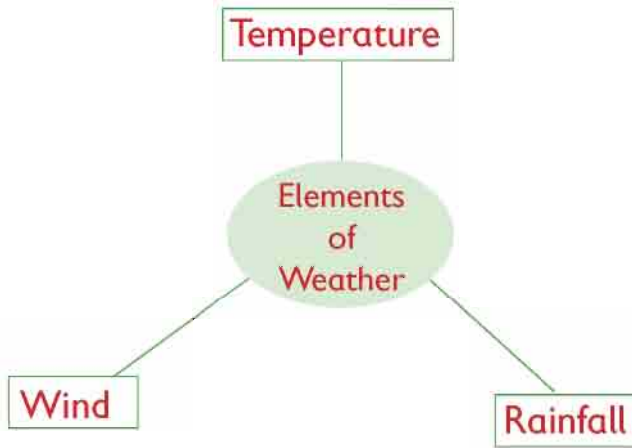
C



D

Write down the weather conditions in the pictures above.

Things that tell us the weather of a place are called **elements of weather**. They are:



Temperature is how hot or cold a place is.



We put on heavy clothes when its cold



We put on light clothes when its hot

Rain help us to know the weather of a place.

Group work



What do you see from the pictures above?
Discuss what you always do when it is raining.

Wind is moving air. It helps us know the weather of a place.

Pair work



Tell your friend what is happening in the pictures above.



A weather station

Weather is measured and recorded in a **weather station**.

Class project

Visit the nearest weather station.

Record what you have seen.

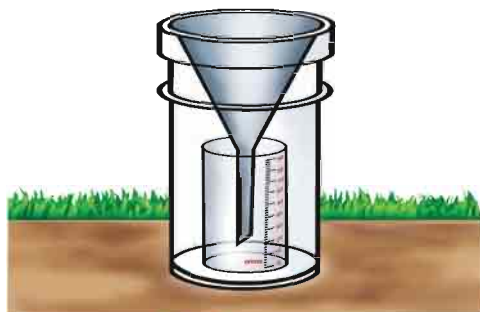
Present what you have recorded to your teacher.

Temperature is measured using a **thermometer**. The readings are in degrees Celsius ($^{\circ}\text{C}$).



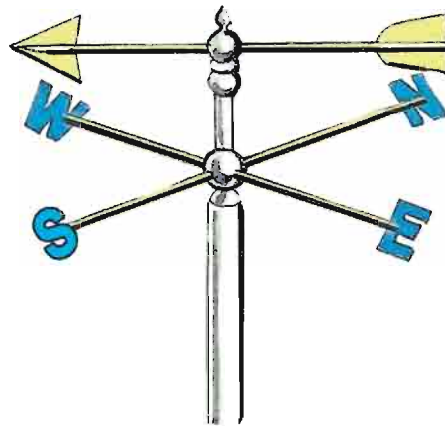
A thermometer

We measure rainfall using a **rain gauge**. Its measured in millimetres.



Rain gauge

We use a **wind vane** to tell the direction of wind. The pointer faces the direction wind is blowing from.



Wind vane

We use a **windsock** to tell the direction and strength of wind. Strong wind makes the windsock appear straight.



Wind sock

Group work

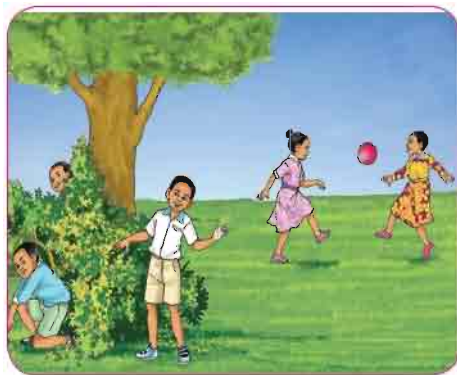
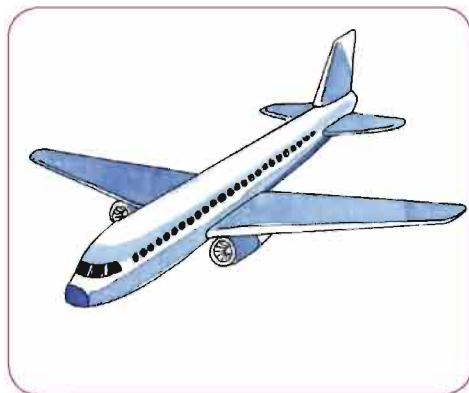
Use materials found around you to make the following instruments:

- Wind vane
- Wind sock
- Rain gauge

Class activity

Set up a simple weather station at school. Use the instruments you have made to measure elements of weather. Use what you have recorded to describe the weather patterns in your area.

The study of weather helps us plan our activities well.



Pair work

Using the pictures above, why is it important to study weather?

Group work

Share with your group members why it is important for us to study about weather.

Individual work

Have you ever been rained on from school? Why do you think the study of weather is important?

Class activity



Identify what is happening in the pictures above.
Which changes are harmful? Explain how.

Individual work

Explain the effects of good and bad weather in the environment.



Group work

Use the pictures above to answer the questions that follows.

What problems of weather can you see?

Discuss how weather has caused these problems.

Individual work

Identify the problems you face at home because of bad weather.



Tell your teacher what you can see.

Pair work

Listen to the text that your teacher will read for you and answer the questions that follows.

Why is it important to plant trees?

Explain what we should do to prevent the problems caused by weather.

Important

We should plant trees in our environment.



Climate is the average weather conditions of a place over a long period of time and over large areas.

Nature walk

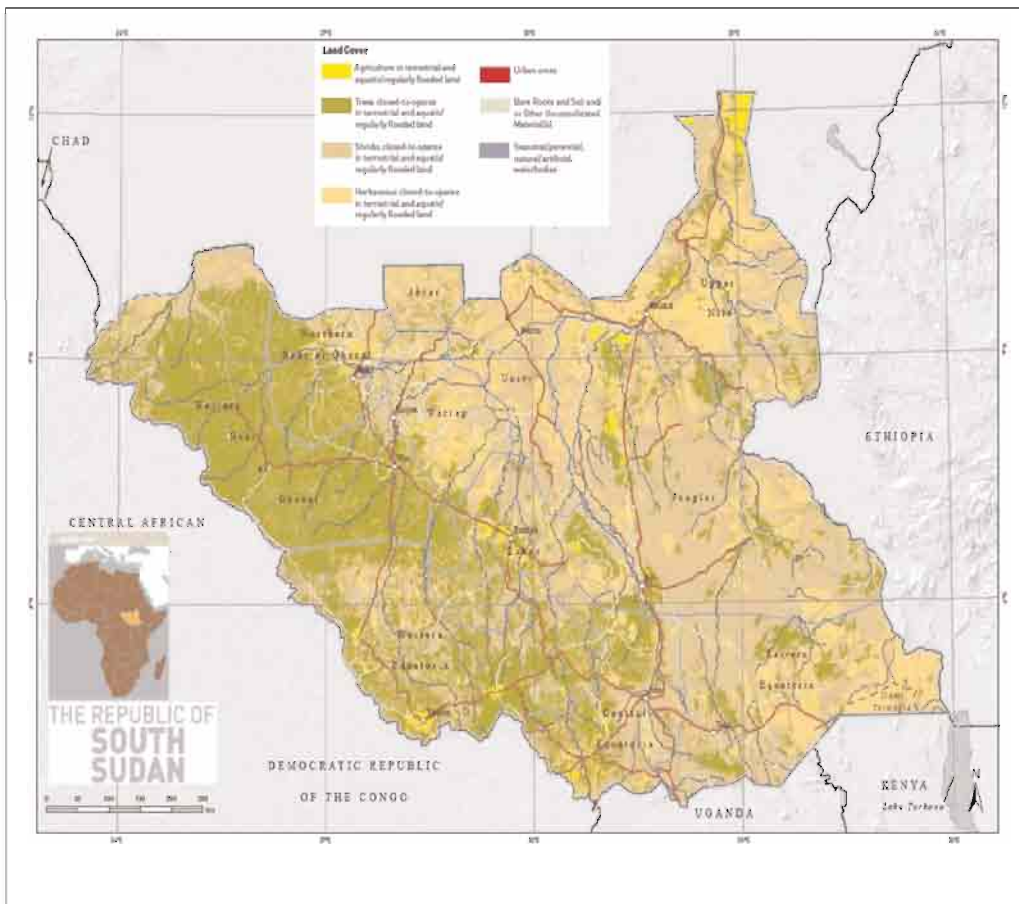
Get outside the classroom.

What is the weather like today? How can you tell? What was the weather like yesterday?



The table below shows the difference between weather and climate:

Weather	Climate
<ul style="list-style-type: none"> • Measured for a short period of time. • Weather covers a specific area. • Weather conditions change at intervals. 	<ul style="list-style-type: none"> • Measured for a long period of time. • Climate covers a large area. • Climate conditions take time to change.



Group work

In which months of the year does your area receive a lot of rain? In which months does it receive a lot of sunshine?

Discuss in groups why your area experience the type of climate you have observed.

Factors that make the climate appear differently



Relief features



Presence of water bodies



Type of cover crops



Cutting trees

Pair work

Copy and draw in your exercise books the map of South Sudan showing climatic regions. Label it correctly. Identify different activities taking place in the climatic regions you have shown on the map.

The wet and the dry climate in South Sudan are called **seasons**. A season is a long period in which the weather pattern is the same.



Individual work

What differences have you observed between wet climate and dry climate in your area?

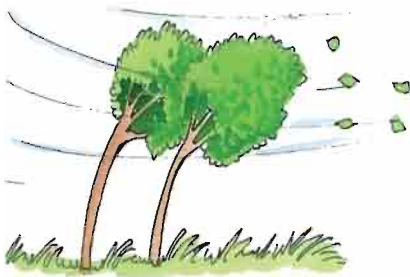
Similarities between wet season and dry season.



Sunshine is in both seasons



Rainfall is in both seasons



Wind blow in both seasons



Clouds are in both seasons

Differences between wet season and dry season

Wet season	Dry season
1. We receive a lot of rainfall.	1. We receive little rainfall.
2. There are short periods of sunshine.	2. There are long periods of sunshine.
3. The ground is wet and slippery.	3. The ground is dry and dusty.

Activities we do during different seasons



Individual work

Identify the activities in the pictures and the seasons that they are carried out.

Pair work

Explain the activities that the people in your area carry out during wet and dry seasons.

Activities during the wet season



Cultivating our gardens



Spraying crops



Weeding our crops



Planting our crops

Activities during the dry season



Harvesting crops



Drying crops



Storing seeds



Grazing animals

Homework

Find out the ceremonies people in your area attend during dry season.

Climate change refers to the **changes in patterns of weather**. The changes last for a long period of time.



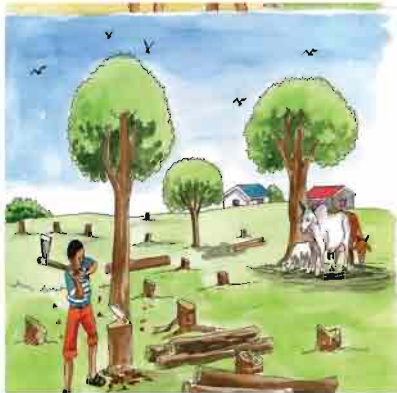
The following human activities causes climate change:



Burning charcoal



Over grazing



Cutting trees



Water pollution

Group work

Find out the things responsible for changes in patterns of weather in South Sudan.

Effects of climate change



Bare land



Dead animals



Flooding



Famine

Pair work

Discuss some of the activities in your area that can lead to climate change.



Pair work

How do such activities contribute to good climate?

Group work

Identify other sources of energy that can contribute to good climate.

Important

The government should invest on other sources of energy such as gas, solar and electricity to stop the public from using firewood.

Work to do

1. Explain why the study of weather is important in our country.
2. Explain why we have different types of weather.
3. Match the weather instrument with the element it measures.

Instrument

- i) Wind vane
- ii) Wind sock
- iii) Rain gauge
- iv) Thermometer

Element

- a) Rainfall
- b) Temperature
- c) Wind strength
- d) Direction of wind

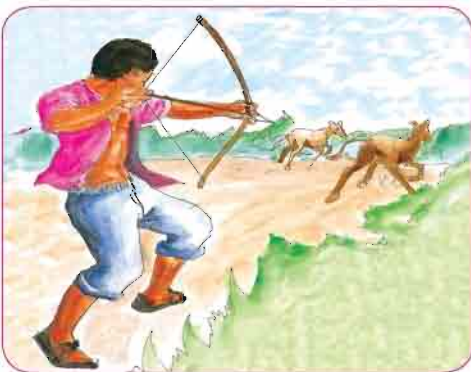
UNIT 3

Interesting industry

New words

Forestry:	A science of planting and taking care of large areas of trees.
Small scale:	Small areas.
Large scale:	Large areas.
Nutrients:	Anything that plants or animals need in order to grow.
Cultivating:	To prepare land and grow crops on it.
Lumberman:	A person who cut down trees.
Sawmill:	A factory where trees are cut into pieces with machines.
Value:	How useful or important something is.

Things that we do to give us money are called **economic activities**.



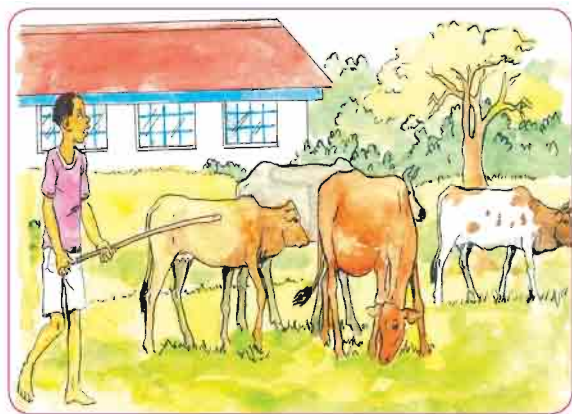


Pair work

Discuss what is happening in the pictures that you have seen.

Listen to the story that your teacher will read to you then answer the questions that follow:

What is the difference between the economic activities done by the parents of Aketch and that of Mr. Deng?





Pair work

Identify the economic activities shown in the pictures above.

Tell your friend the economic activity that you like and why you like it.

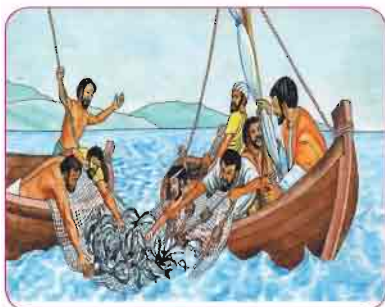
Some of the economic activities include:



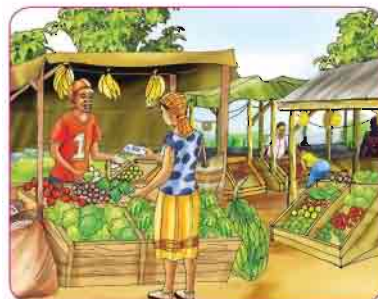
Farming



Hunting



Fishing



Trading

Group work

Discuss in groups the economic activities carried out in your community.

Pair work

T	V	B	K	R	U	S	I	M	A
H	U	N	T	I	N	G	F	S	G
T	L	B	K	F	R	T	A	T	A
R	F	A	Q	I	Y	G	R	V	R
B	B	S	P	S	P	A	M	U	T
R	C	K	H	H	G	B	I	T	H
T	F	E	M	I	N	I	N	G	E
A	D	T	Q	N	P	L	G	N	R
V	B	R	P	G	R	A	M	I	I
F	G	Y	H	M	W	N	O	D	N
A	E	T	W	W	A	M	A	R	G
F	O	R	E	S	T	R	Y	E	R
W	S	P	U	T	R	O	R	H	T

Find the following economic activities from the word search above:

Herding Forestry Gathering Farming Trading
Basketry Mining Hunting Fishing

Suggest other economic activities that you know.

South Sudan has many economic activities depending on the climate and the weather.



Identify the economic activities above.

This is the growing of crops on small scale and large scale.

Pair work



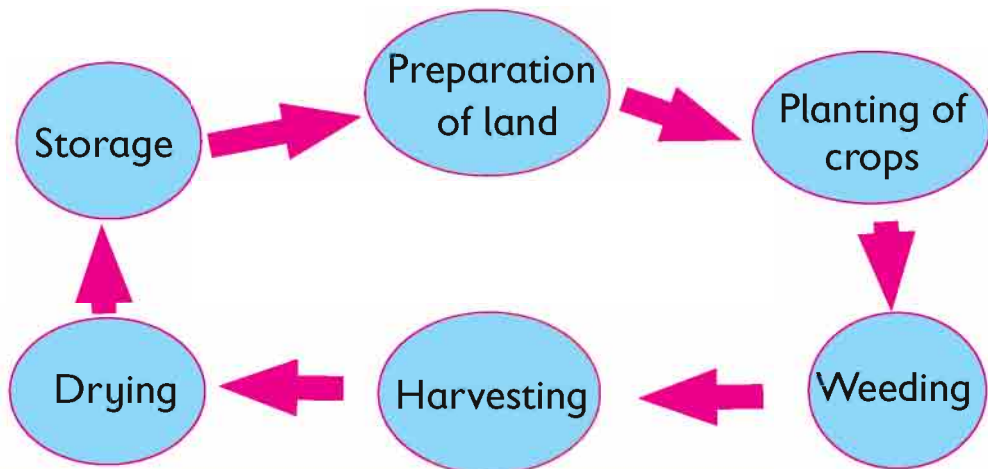
From the pictures on page 44 explain the good things that we get from each of the crops that you have seen.



Group work

Discuss the nutrients we get from the fruits and the vegetables above.

Crop farming process





Bad road



Pests



Drought



Floods

Group work

Explain how the above problems affect farmers.

A **forest** is a large area with trees.

Forestry is the activity of cultivating and managing the forest.



Sing the song below.

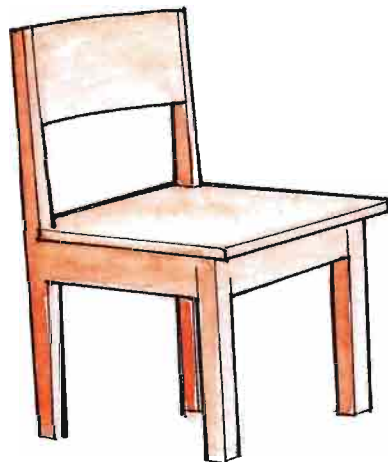
*Up in the forest, stand big tall trees,
Lumberman, Lumberman, cut down the tall trees,
Timber is rolling, Timber is rolling,
Take it to the sawmill,
Saw mill, sawmill,
Take it to the carpenter,
Carpenter, Carpenter,
Make a chair for me,
And I sit on it and I think about,
The big and tall trees.*



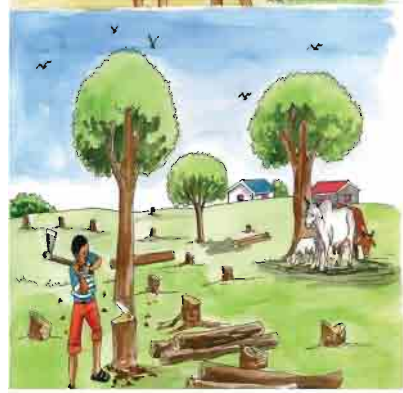
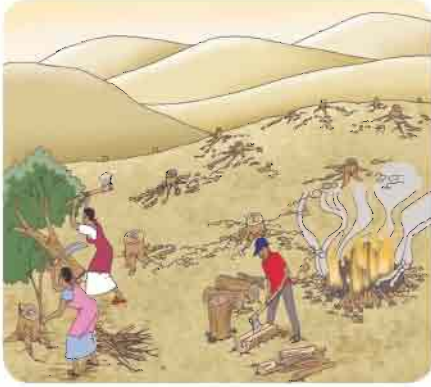
Pair work

Use the song above to write a story about how a tree becomes a chair. The following words will help you:

- Cutting
- Sawmill
- Carpenter
- Timber
- Forest
- Hammer
- Nails



Problems facing forestry



Individual work

Explain how the activities above are a problem to forestry.

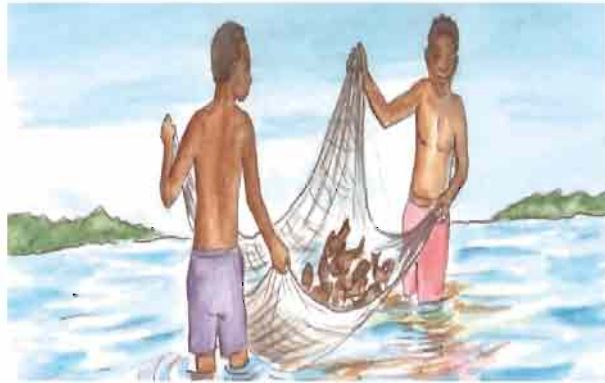
Important

We should plant more trees.



This is the activity of catching fish.

Fishermen in South Sudan catch fish along the White Nile, lakes, streams and waterfalls.



It brings people together.

It brings money from other countries.

It is a source of food.

It also create jobs for the jobless people.





Water pollution
kills fish



Bad roads make fish
go bad before they
reach the market

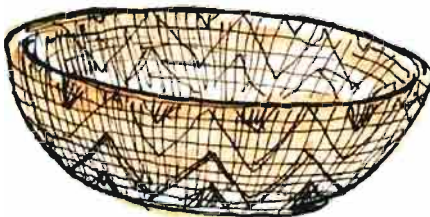
Group work

Explain some of the problems facing fishing industry in your community.

Homework

Ask your parents some of the economic activities that they know. Write them down.

Which economic activity produces the items below?



Economic activities that add value to South Sudan

Let Adhol, Adek and Kur tell us the economic activities that make our country important.



Adek

The crops
give us food and money.

River Nile brings Tourists.



Kur



Adhol

The beauty of animals and
the fresh air attracts tourists.

An industry is a place where raw materials like cotton are made into finished products like clothes.



Class project

With the help of your teacher, visit a local industry.

Find out the reasons why it was started there.

Find out about the problems facing the industry.

Write down what you have been told.

Take your book to your teacher.

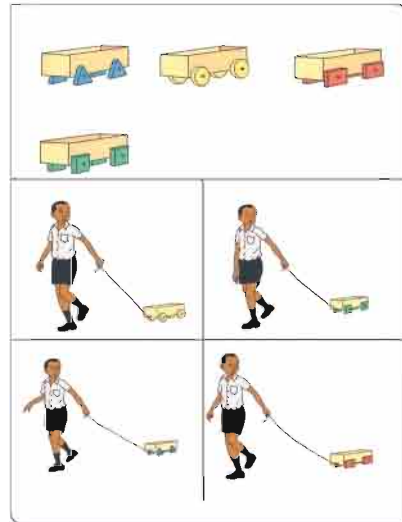
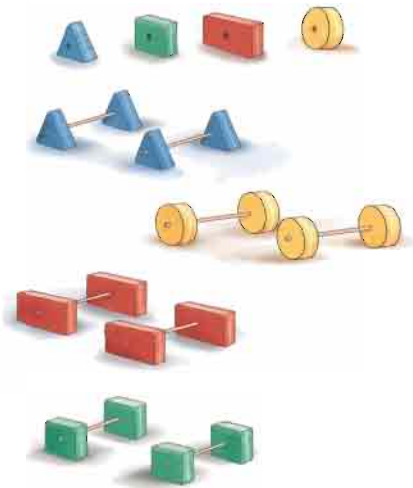
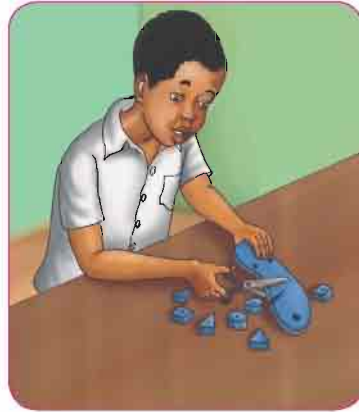
Pair work



Match the items with what is used to make them.

Traditional industries make traditional goods using readily available things.

Modern industries make modern items using raw materials.



Explain how you can make a toy vehicle using the pictures above. The following words will help you.

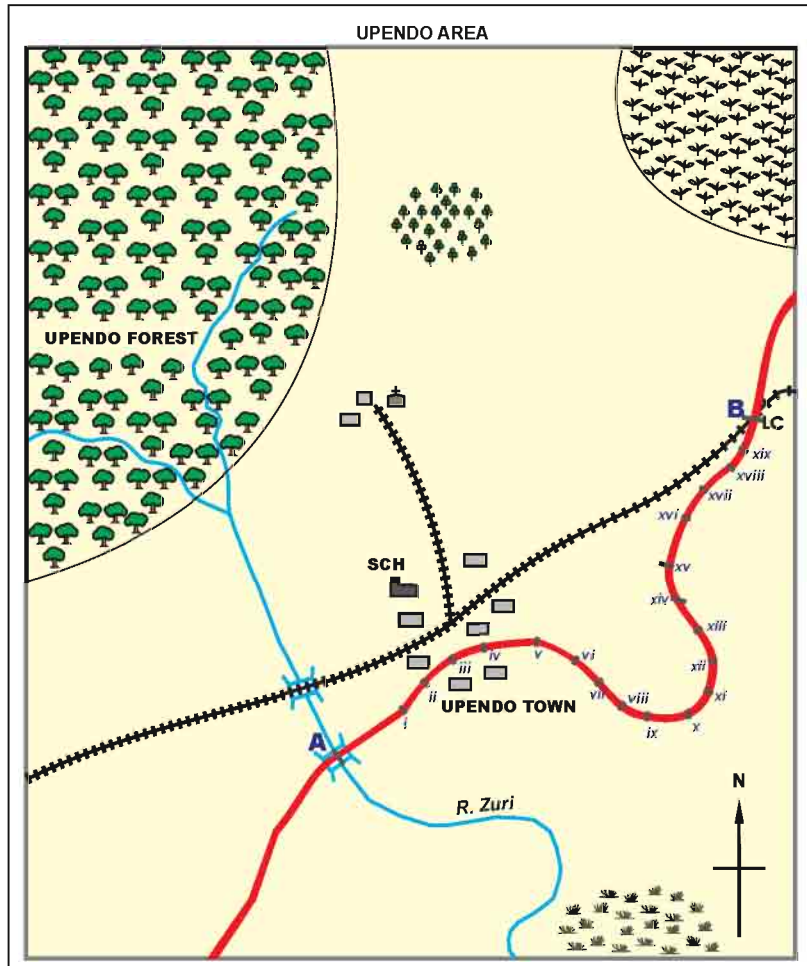
- Sandles
- Cutting
- Wheels
- Sticks
- Thread
- Toy vehicle



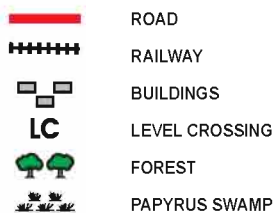
Homework

Explain how technology has changed the way of life of people in your area.

A **map** is a drawing showing an area of land or sea.



This is a **scale**. It is used to measure distance on a map.



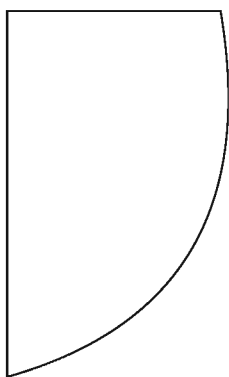
These are **symbols**. They stand for different items on a map.

Group work

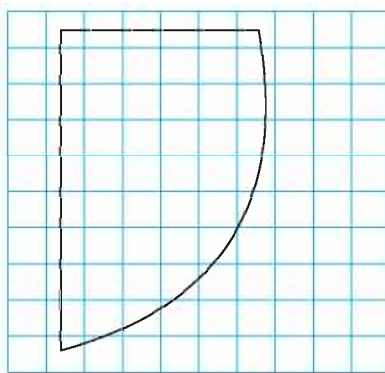
From the map on page 55:

Name any physical features that you can see.

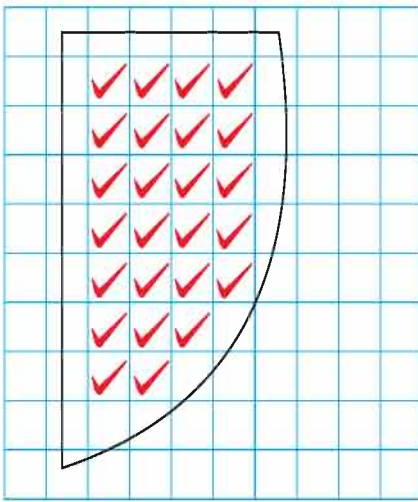
Identify the economic activities that you can see.



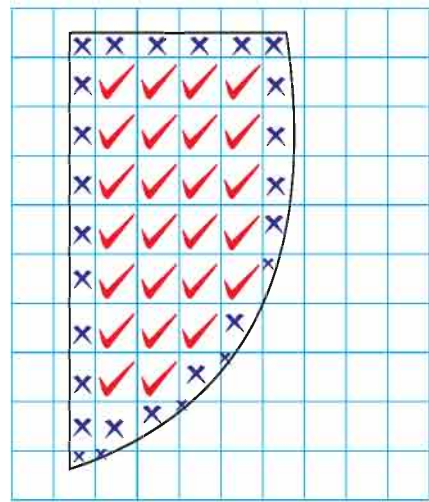
Trace the region
on a tracing
paper.



Draw squares of one
centimetre
each



Count all the full squares



Count the incomplete squares then divide by two.

Add to the complete squares

Full squares = 25

Incomplete squares = 27

$$\begin{aligned} \text{Area} &= \frac{\text{Incomplete squares}}{2} + \text{Complete squares} \\ &= \frac{27}{2} + 25 \\ &= 13.5 + 25 \end{aligned}$$

Area = 39 squares

Work to do

1. Describe any traditional industry that you know .
2. Investigate how industries in South Sudan affect the way you live.

UNIT 4

Stories and symbols

New words

Community:	A group of people living in the same state.
Society:	A place where people live in an organised way.
Laws:	A system of rules.
Moral laws:	Rules that guide on how to behave.
Symbols:	Images used to represent something.
Beliefs:	A feeling of being sure that something exist or is true.
Origin:	Beginning of something.
Govern:	To control.



The people of South Sudan came from different places to settle in their current places.

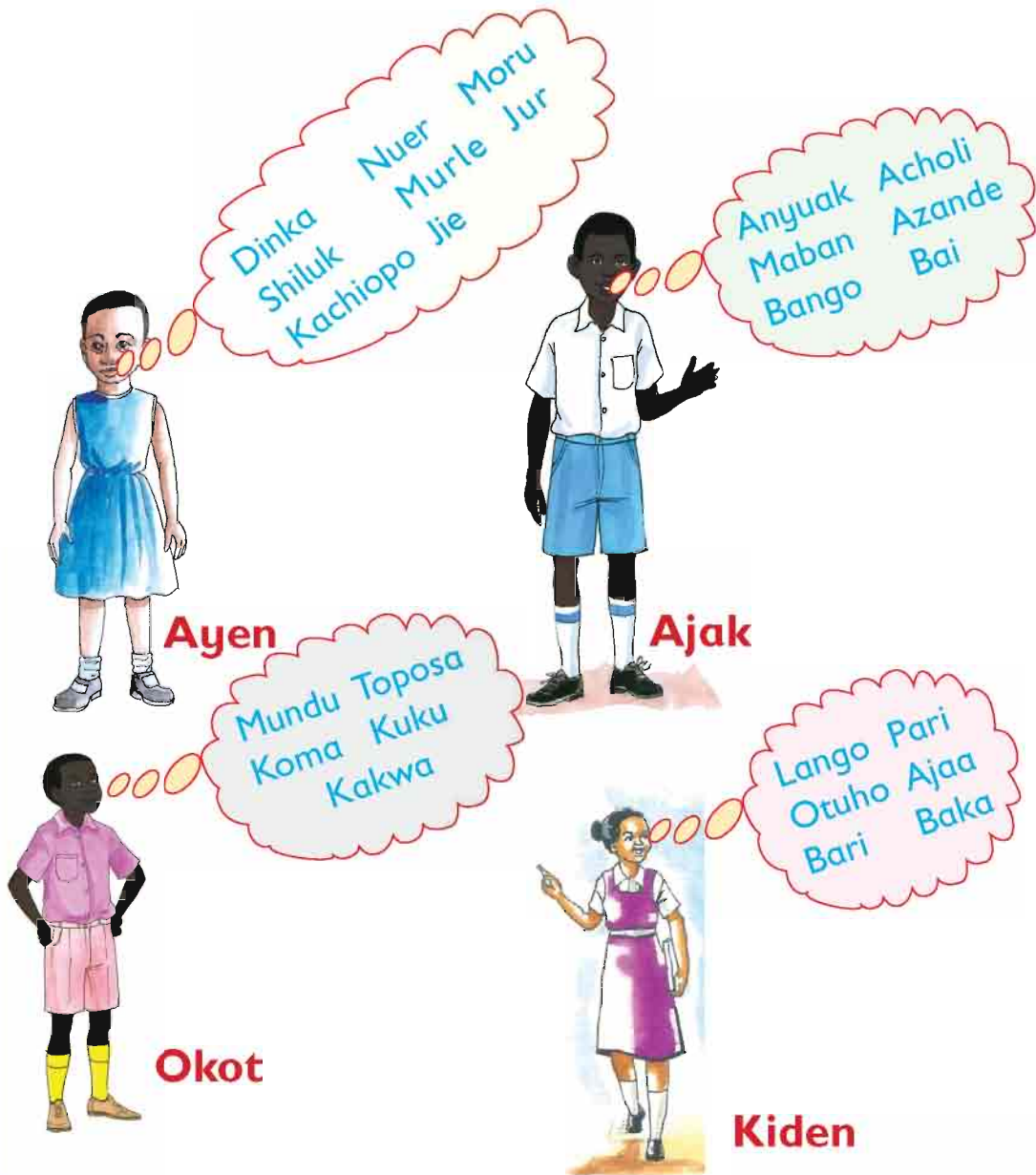
Plain Nilotes came from Ethiopian Highlands.

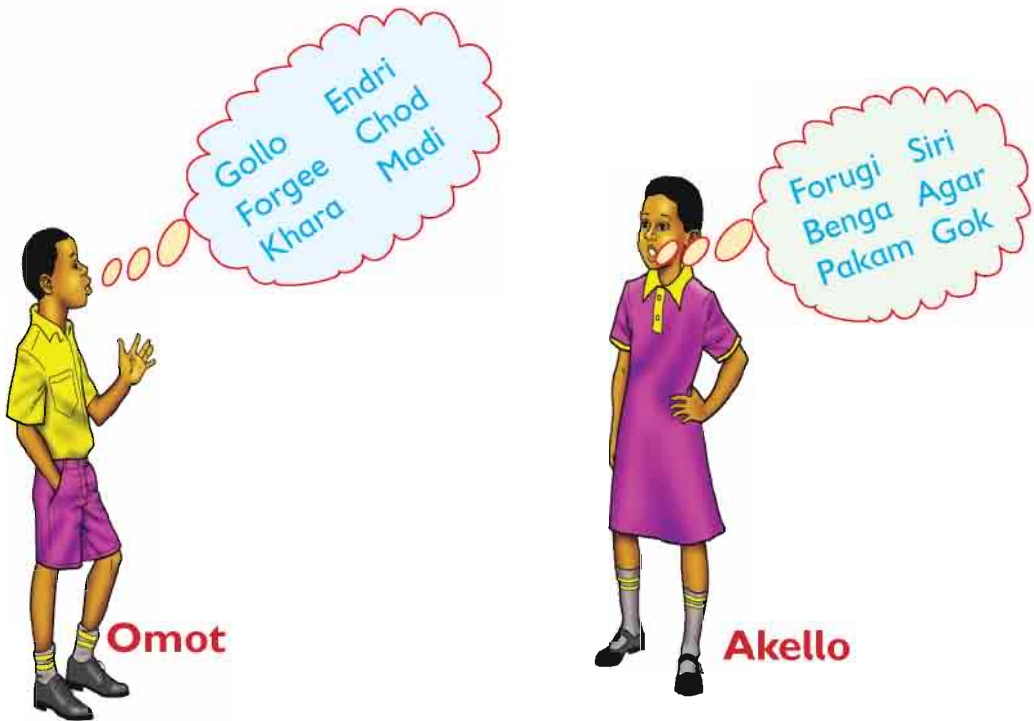
The River-Lake Nilotes came from Northern Sudan from the Kush kingdom.

The Bantu group came from West Africa.

The Sudanic group came from West Africa .

Ayen, Ajak, Okot, Kiden, Omot and Akello will tell us the communities in South Sudan.





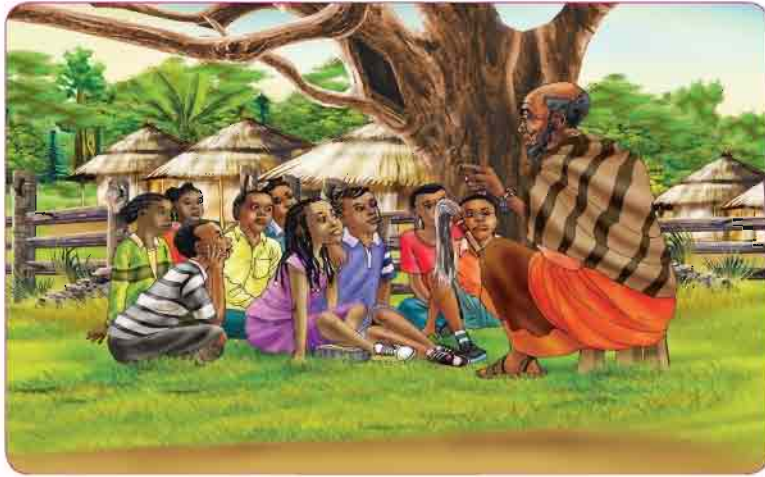
Group work

Identify the Plain Nilotes from the names that you have read.

Individual work

Write a letter to your friend in another school from a different community asking him or her to tell you about the people living in their community.

These are stories with beliefs on where people came from.



Listen to the story that your teacher will read to you and then answer the questions that follows.

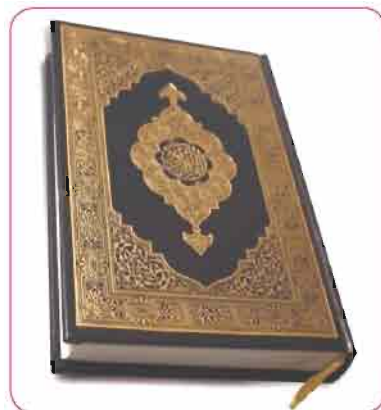
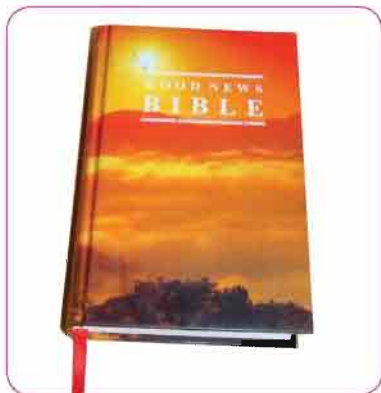
Pair work

Where did Garang and Abuk come from?

How is the story important?

Group work

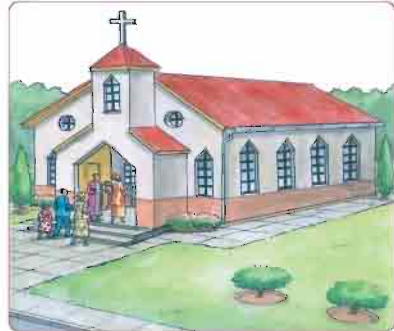
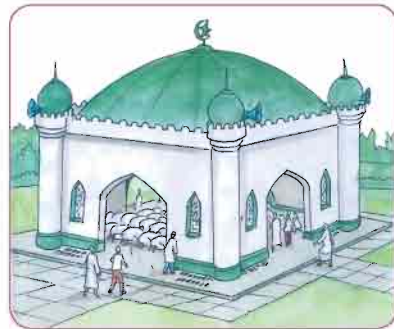
Discuss the creation story in the Bible if you are a Christian or the Koran if you are a Muslim.





Some people believe they came from the moon.

Others believe they were created by a superior being, while others believe that they came from the mountains or hills.



Homework

Ask your parents about the people in other parts of your state and their stories of origin.

Religious practices are the activities we engage in to stay in line with our various gods.

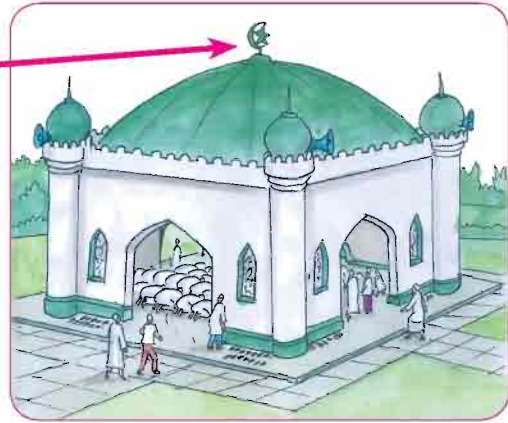
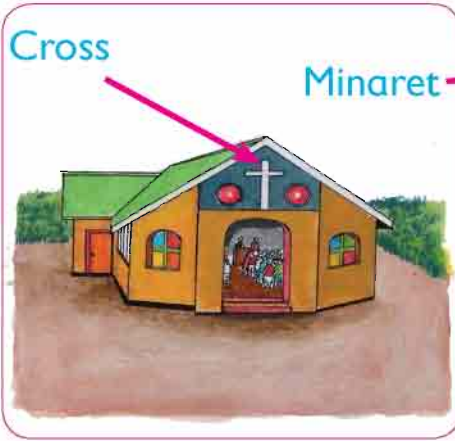
Some religious practices are:



Individual work

Identify and write down religious practices in each of the above picture.

Symbols are images used to represent something.



Time to draw

Draw any religious symbol that you know.

What does it represent?

Group work

Are the religious practices in your communities the same or different? Discuss.



Cross

Pair work

Write down the meaning of religious symbols in your religion?

Time to draw

Draw the flag of your country.

Explain what each colour of your flag represent.

Homework

Ask your parents or guardians some of the religious symbols that you have in your religion and write them down with their meaning.

Laws are used to direct someone on what to do and what not to do. Each community has laws that govern them.



Pair work

Explain some of the things that can make people to be arrested.

Individual work

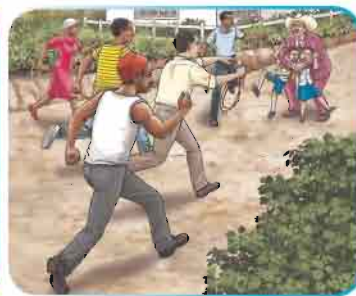


Explain what is happening in picture A and B.
What could be the possible causes of the accident?

Group work

Tell your group members why class rules are important.
Write down what you have discussed.

Laws guide us on how to behave.



Group work

Explain what is happening in the pictures on page 66.

Hold a debate on the topic “School rules are important”

Work to do

1. Explain why stories of people origin are important.
2. Investigate the religious practices in your religion.
3. Compare the laws in your community to that of other states.

UNIT 5

Avoiding conflicts

New words

Symbols:	Images used to represent something.
Conflict:	Disagreements between two or more people.
Peer pressure:	An act of doing something because your friends are doing the same thing.
Originate:	Coming from.
Factors:	A situation that leads to somethings.
Argument:	A disagreement.
Ideas:	A suggestion or plan for doing something.

A conflict is a serious argument between two or more people that leads to a fight.



Group work

Discuss what is happening in the picture on page 68 and their causes.

How can you solve the problems that you have discussed above?

Pair work

Tell each other the arguments that you have ever had and their causes.

P	O	V	E	R	T	Y	I	M	A
H	U	G	T	I	N	G	F	S	B
T	P	R	I	D	E	T	A	T	F
S	T	E	A	L	I	N	G	V	Z
C	B	E	P	S	P	A	M	U	T
O	C	D	H	H	B	B	I	T	R
R	F	E	M	I	N	I	N	G	E
R	E	L	I	G	I	O	N	N	P
U	B	R	P	G	R	A	M	I	I
P	G	Y	H	M	W	N	O	D	N
T	E	T	W	W	A	M	A	R	G
I	O	R	E	S	R	B	Y	E	R
O	S	P	U	T	R	O	R	H	T
N	W	W	A	M	A	R	G	E	R

Individual work

Find the following causes of conflict from the word search on page 69.

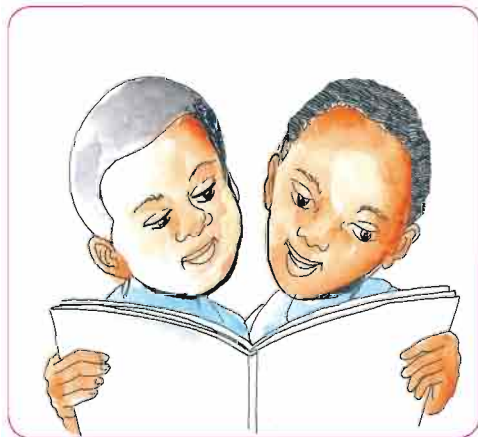
Greed, poverty, stealing, pride, corruption and religion.

Group work

Use a dictionary to find the meaning of the words you found.

Recite the poem below.

*Conflict, ooh conflict,
We should avoid conflict,
it may lead to a fight,
It may lead to hatred,
Items may be destroyed,
People may also die,
We should always live in peace,
And love each other.*



Pair work

Identify the effect of conflict from the poem above.

Homework

Find out from your parents other effects of conflict in your society.



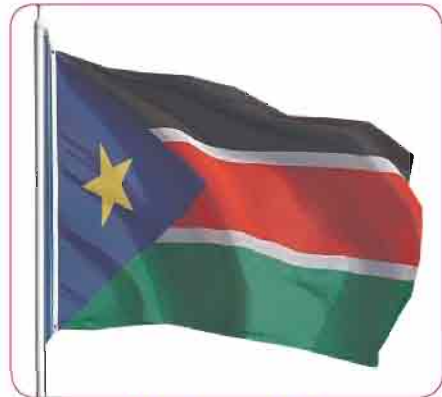
Games and sports



Presidency



Education



National flag

Oh God!

We praise and glorify you

For your grace on South Sudan

Land of great abundance

Uphold us united in peace and harmony

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
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!*



Sing the National Anthem.

Group work

Explain how games and sports bring people together.

Ways of solving problems in communities

Discuss the cause of the problem.

Get help from another person.



Listen to each other and come with ideas that will help solve the problem.



Role play

Using role play, dramatise how you can solve a problem in school.

Stop a fight.

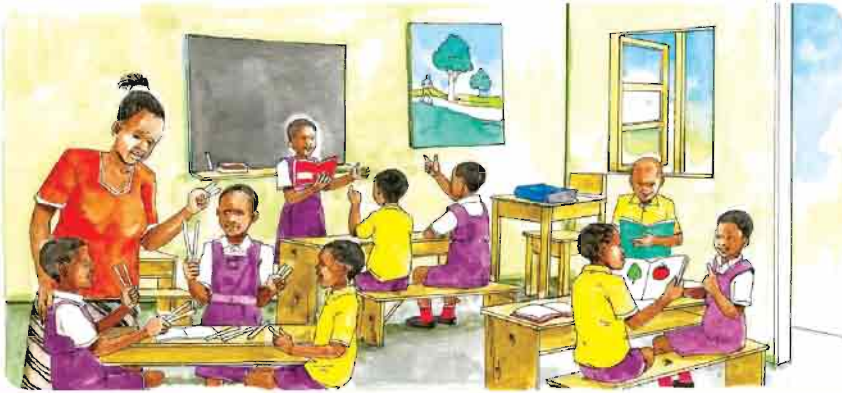
Discuss your problems.

Give a person a chance to speak.

Answer other people with respect.



Peer pressure is an act of doing something because your friends are doing the same thing. It can be positive or negative.



Group work

Discuss how you can avoid negative peer pressure.



Negative peer pressure

Decision making is the ability to make choices.

A **skill** is the ability to do something well.

Therefore, **decision making skill** is the ability to come up with the right choices.



Individual work

Have you ever made a choice in your life? Was it good or bad? Share with your teacher what it was about.

Listen to what Lokonyen, kaka and Kiden are saying about the good effects of solving problems.



Kaka

Help us trust each other.



Kiden

Makes our surrounding friendly.



Lokonyen

Helps us work together.

Group work

Talk about some of the common problems that the young people face.

Right things are good things.
Wrong things are bad things.



Good



Bad

Pair work

Complete the following table by writing right or wrong. One has been done for you.

Activity	Right or wrong
Taking someone's property without permission.	
Going to Church or Mosque.	
Gossiping.	Wrong
Not greeting the elders.	
Helping your parents at home.	
Working hard in class.	
Making noise in class.	
Drug abuse.	
Negative peer pressure.	
Sex before marriage.	

Group work

Come up with five right and five wrong things in your community. Exchange with your deskmate.

A **drug** is any thing which when taken into the body affects how the body works.



A



B



C



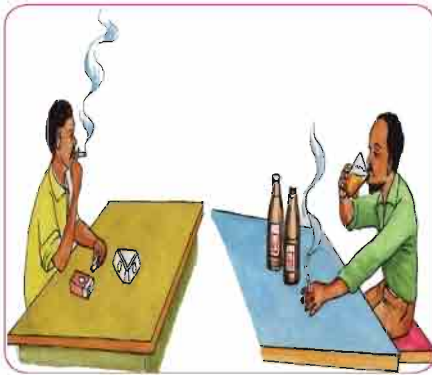
D

Pair work

Identify the correct drug from the pictures above.
Identify the ones that are good. Explain why.
Which ones are bad? Explain why.

Drug abuse

Drug abuse is the use of drugs wrongly.



Important

Say no to negative peer pressure.

Work to do

- 1 Jada on his way to school found two boys fighting. Using what you have learnt, explain how he should have stopped the fight.
- 2 Describe how you can resist negative peer pressure.