



South Sudan

# Primary Social Studies 6

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 6 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.



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# Primary Social Studies 6

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# Social Studies

## Pupil's Book 6

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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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South Sudan was initially part of the larger Sudan before fully gaining independence from Sudan on 9<sup>th</sup> July 2011. The feeling of being marginalised, the exploitation of resources in the southern part of Sudan among other reasons necessitated the need for change. This change faced various challenges.

**Activity 1****Change in our country**

Look at the map below.

**Pair work**

Identify the countries shown above.

What changes do you think have taken place between these two countries?

Present your answers in class.

## Learning point

A **change** is a switch in the normal routine of something.

A change can also be done in structure of an item.

There are many changes which have taken place in South Sudan.

One of these changes is the **cessation from Sudan**.

**Cessation** means **breaking from something else**. South Sudan broke away from Sudan.

Other things that have changed in South Sudan are: The change in mode of dressing, change in technology and even the food we eat.

## Group work

Discuss the changes which have taken place in Sudan and present your findings to the class.

## Homework

Ask your parents or guardians to tell you some of the changes which have taken place in your home.

Write the changes in your notebook. Share your findings with your friend.

## Activity 2

### Causes of conflict in South Sudan

*Read the following story.*

*Nyibong, a primary 6 boy came from lunch and discovered that his pen was missing. He searched everywhere but he could not find it. That afternoon, their Social Studies teacher came to class and asked them to write down some questions. He soon noticed that Nyibong had no pen and punished him for being careless. That evening when they were going home, Nyibong discovered that his best friend had stolen the pen that led to his punishment.*

### Pair work

What do you think is going to happen between Nyibong and his friend? Share your findings with the other pairs.

Nyibong may accuse his friend of being a thief. This could probably result to a conflict.

A **conflict** is disagreement between two or more people. It can lead to violence which can easily cause death, injuries, more hatred or destruction.

Causes of conflict in the society are:

- Corruption by leaders.
- Inequality in sharing of resources.
- Discrimination against some faiths.
- Drug abuse.
- Political incitement of citizens against each other especially during election periods.
- Unemployment.
- Tribalism.
- Abuse of human rights.
- Poverty.

### Individual work

Choose any five causes of conflict mentioned above and briefly write down how each can cause conflict.

Present your answers to the teacher for assessment.

### Class activity

Your teacher will divide you into groups. Each group will be given a task to find out how the causes of conflict mentioned above have affected South Sudan. As you research, cite specific examples of the conflicts to support your answer.

Prepare a class presentation from your findings.

**Point to remember** – A conflict is a disagreement between two or more people that leads to violence which can cause death, injuries, more hatred or destruction.

## Homework

Find out the causes of conflict in your home. Compare your findings with the causes of conflicts in our country.

Share your findings with the rest of the class.

### Activity 3

### Ways in which we can resolve conflict in South Sudan

Look at the following pictures.



## Pair work

What do you think is happening in picture A and B? Present your answers to the class.

## Individual work

Have you ever solved any conflict? If yes, write a story about what happened that day and how you solved the conflict. Share your story with your classmates.

**Conflict resolution** means solving conflicts.

Conflicts can be solved in various ways. One of these ways is through dialogue. **Dialogue** is where people talk and come to an agreement. Other ways of solving conflicts are:

1. **Negotiation:** This is where communication between the parties in conflict is done with a goal of trying to find a solution. Negotiation allows you to participate directly in a matter that affects you. In the most successful negotiation, the needs of both parties are considered.
2. **Mediation:** It is the process in which a mediator helps with the communication and promotes reconciliation between the parties which will allow them to reach an agreement at the end of it all. The mediator does not make a decision nor force an agreement. The parties directly participate and are responsible for negotiating their own settlement.
3. **Arbitration:** This is the submission of a dispute matter to a neutral person for resolution. It is an out of court method for resolving a dispute. The arbitrator controls the process, will listen to both sides and make a decision.

## Discussion time

Discuss other ways in which conflict can be resolved. Share your findings with the class.



## Individual work

Identify the European powers that colonised the countries on the map. Present your answers to the teacher to assess.

The following table summarises the journey to independence for South Sudan.

Year	Event that took place
1947 to 1954	The Juba Round Table Conference or the Closed Door Ordinance was conducted where the Southerners demanded for separation from Northern Sudan as the British were preparing to grant Sudan independence which was completely rejected by the Northerners.
1955	The rejection of the Northerners to grant the Southerners independence resulted into the popular Torit Mutiny by the Southern army called Equitoria Corps led by 1 <sup>st</sup> Lt. Albino Tombek Lodwong from Lowoi in the town of Torit which eventually gained the name of Anya-nya 1 War led by General Joseph Lagu Yanga.
1963	Peace talks were initiated to address the grievances of the Southerners.
1972	The initiated peace agreement was signed in Addis Ababa where a regional government with semi autonomy status was granted to Southern Sudan. The Anya-nya delegations was led by Ezbon Mundri and the northern delegations was led by Justice Abel Alier Kuai.
1983	The 1972 Addis Ababa Agreement was abrogated by President Jaafari Nimeiri leading to the 1983 SPLM/A army resistance led by Dr. John Garang De Mabior which came to an end in 2005 after signing the Comprehensive Peace Agreement in Naivasha Kenya.
2005	The Comprehensive Peace Agreement set a referendum for sessions of Southern Sudan.
2010	The referendum set back in 2005 took place with 99% vote for separation.
2011	South Sudan was officially declared as an independent state with Lt. General Salva Kiir Mayardit as the first president of the Republic of South Sudan.

## Group work

1. Identify the leaders who led the struggle to independence in South Sudan.
2. Discuss factors you consider to be key turning points in the struggle for independence for South Sudan.

## Activity 5

### *Journey to independence for South Africa*

The journey to independence in South Africa started in the 1800s.

It is summarised in the table below.

Year	Events that took place
1910	British gave South Africa nominal independence. They had their local government but were still answerable to British government (semi independent).
1912	The Native National Congress was founded. It was later renamed the African National Congress (ANC). Nelson Mandela led it.
1913	Land act was introduced to prevent blacks from buying land outside reserves.
1914	National party was formed led by J.B.M Hertzog.
1931	There was more independence, though it was still answerable to Britain.
1934	South Africa was declared a sovereign independent state.
1948	The policy of apartheid (or separateness) was adopted when the National Party (NP) took power.
1950	The group areas act was passed which segregated blacks from whites. ANC led by Nelson Mandela responded with campaign of civil disobedience.
1964	Nelson Mandela (ANC leader) was sentenced to life imprisonment and ANC banned.
1966	Prime Minister Hendrik Vorwoerd was assassinated.
1989	FW De Klerk replaced PW Botha as president. He met Mandela and freed many activists.
1990	ANC won the first non-racial elections. Mandela became the president and formed a government.



## Pair work

The following is a map outline of South Africa. Copy it in your notebooks and name:

- (a) Countries that surround it.
- (b) Major water bodies that surround it.
- (c) Independent states that are either entirely enclosed or curved into the boundaries of the country.



## Group work

Discuss some of the people who led to the struggle for independence in South Africa.

Write short notes on key factors that led to independence in South Africa.

## Activity 6

### Comparison between changes in South Sudan and South Africa

Look at the pictures below.



## Pair work

Find out the similarities in their achievements to their countries.

Present what you have discussed in class.

South Sudan and South Africa has experienced alot of changes politically over many years. For both countries, they were at some point under colonial rule.

The struggle for independence, though it took a different course in these countries, is what gave them the current government.

There are many similarities and differences between the course of independence in these two countries. Some of these are:

- (a) South Sudan struggled for liberation from the **Arabs** while South Africa struggled against **white minority rule**.

- (b) Both countries underwent armed struggle, which involved war and blood shed.
- (c) Change in both countries involved a chain of meetings and agreement signings, which lasted for many years.

### **Group work**

Research and write down other similarities and differences of changes between South Sudan and South Africa.

### **Activity 7**

### **Comparison between changes in South Sudan and India**

There are different changes between South Sudan and India. Some of these changes include:

**Population** - Population in South Sudan is different from the population in India. The population size in India is larger than the population size in South Sudan.

**Health** - The health facilities in India are more advanced than those in South Sudan. In India there are more health centres and hospitals that enables the citizens to access health care more easily and affordably as compared to South Sudan.

**Education** - The education facilities found in India are more developed as compared to those found in South Sudan. For example, teaching and learning technology and resources used are more advanced than those used in South Sudan.

**Economy** - The economies of these two countries differ. While India is economically developed, South Sudan is still developing. The government of South Sudan has emphasised on enhancing economic infrastructures to achieve economic development.

## Pair work

Analyse how the government of South Sudan is improving social amenities in South Sudan.

Some of the changes that took place in India as they fought for liberation were:

- Mohandas Gandhi started the Swadesh Movement, which encouraged Indians to make their own cloth and use their own goods instead of British imports.
- He used Satyagraha, a non-violent way of resisting British rule in his push for independence.
- In 1930, Gandhi led a non-violent march against the English salt tax. He brought thousands of Indians to the sea to illegally gather their own salt.
- In 1942, India demanded immediate and complete independence. They chose not to cooperate and boycotted all British things.

**Point to remember** – Satyagraha is a form of a non-violent resistance or civil resistance which also means ‘insistence on truth,’ ‘loyalty to the truth,’ holding onto the truth’ or ‘truth force.’

## Group work

Find out other changes which took place in India.

Discuss how the changes in India were different to the changes in South Sudan.

Note down the points in your notebook. Present your work to the teacher for assessment.

## Homework

Research on other leaders who led to changes in India and write down their names.

Study the picture below.

**Pair work**

Tell your deskmate who these people are.

Give reasons why you think they are celebrating.

**Features** are the things one need for a particular thing or process.

For a change to be successful, some key features should be considered.

Some of these features are:

**Clear goal for the change** – A country or community should have a good reason why they need the change.

**Good will from the leaders** – The leaders should have their citizens at heart.

**Adherence to the rule of law** – A good change should follow law and these laws should not affect the lives of others.

**Adequate civic education** – The citizens should be aware of the change.

## Group work

Find out other features for a successful change and share your findings with the rest of the class.

## Activity 9

## Importance of democracy

**Democracy** is the ability of the people to choose leaders for themselves. Citizens take part in forming and running the government. It can also be defined as a government of the people by the people and for the people.



## Pair work

Identify what people are doing in the picture above.

Why do you think what they are doing is good for them? Discuss your answers then present them to class.

Democracy enables people to choose leaders who are transparent. It enables people to live together in harmony. They also become accountable when they realise that their participation in the country or community is appreciated.

Through democracy, human rights are always observed.

### ***Class discussion***

Discuss reasons why you think democracy is important in our society. Write down the points in your notebook. Present your answers to the teacher for assessment.

### ***Homework***

Find out from your parents or guardians how democracy can be applied at home. Share the findings with your teacher and classmates once you get to school.

### **Revision Questions**

1. In less than 100 words, discuss some of the features of a democratic nation in one paragraph.
2. Compare and contrast the journey to independence of South Sudan and South Africa.
3. Draw a map of South Sudan and indicate the location of its neighbouring countries and the European powers that colonised each country on the map.

## Glossary

Causes	What gives rise to something.
Discriminate	To isolate basing on gender or relation to the person doing it.
Distribute	To share something among a number of people.
Resource	It is a source that gives people a profit such as land.
Independence	Freedom.
Tension	The act of unrest and being unsettled.
Rename	To give a new name.
Boycott	To protest something that is mostly not beneficial to every person.
Segregate	To isolate from the rest.
Struggle	To work hard despite all difficulties in order to achieve something.
Accountable	To be responsible for something.



Physical changes occur when objects undergo a change which do not change their chemical composition.

Examples of physical changes:

- Boiling water
- Mixing sand and water
- Breaking a glass

**Activity 1****Physical changes**

Walk around your school locality. Try to compare how the land is now and when you starting school. You will notice that there are so many changes. These changes are referred to as **physical changes**.

**Class discussion**

Imagine of a bare land. How do you think life would be if all the land was bare? Talk about this with your classmates.

Write down some of your findings.



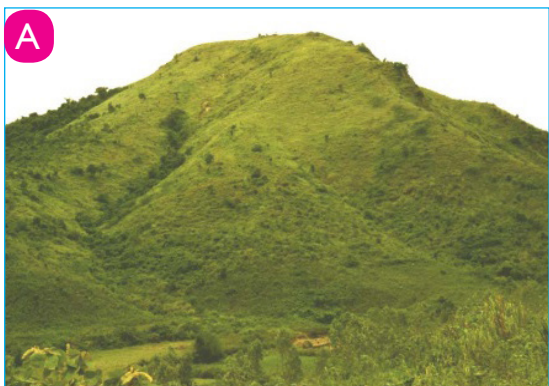
Examples of physical features

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

From the word search above, find the following words:

- Mountain
- Hills
- Valleys
- Lakes
- Plains

Discuss with your friend what makes the land attractive. The following pictures will assist you.





The things that we see on the surface of the earth which make the land look beautiful and attractive are known as **physical features**.

Examples of these physical features are mountains, hills, valleys, rivers, lakes and plains.

## Activity 2

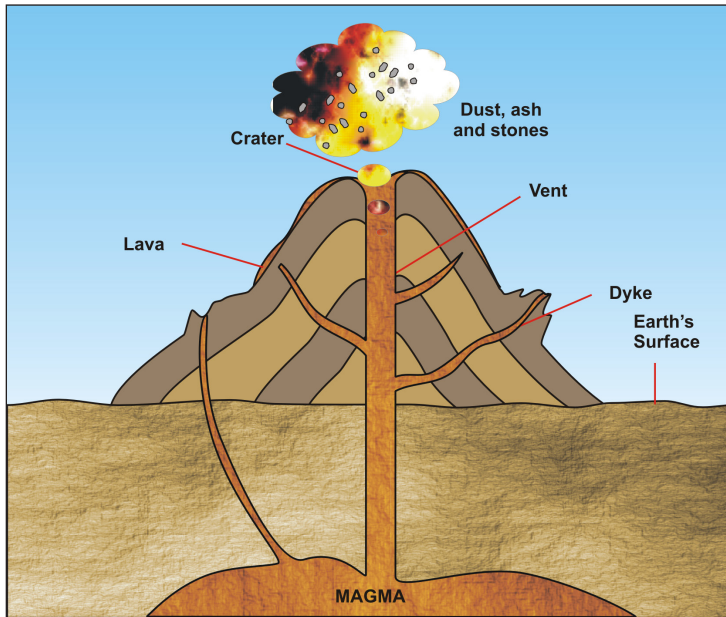
## Formation of physical features

Physical features in our area are as a result of the following physical changes. These changes include:

### 1. Volcanic activities

#### Formation of a volcano

- It is formed as a result of eruption of molten earth materials.
- The materials that erupt pile on either side of a hole called a vent.
- As a result of too much heat the rocks melt to form a hot liquid called magma.
- Magma passes through the vent and pile on either side as ash and lava.
- When the layer of lava and ash cool, they form a conical mountain.



### Formation of a volcanic mountain

There are three types of volcanoes namely:

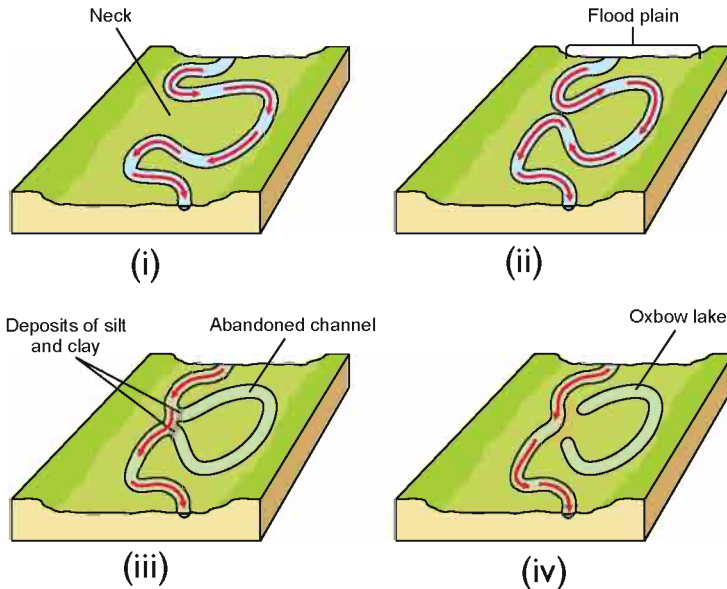
- **Active volcanoes** – Where lava and gases can be seen flowing.
- **Dominant volcanoes** – Shows some signs of activity but have not erupted.
- **Extinct volcanoes** – It is one that does not show any sign of eruption.

A **vent** is an opening that allows air, gas or liquid to pass out of a confined place.

## 2. Soil erosion and depositions

- Soil erosion is the carrying away of the top soil. Soil erosion is responsible for creation of hills and valleys.
- Ox-bow lakes are formed by deposition, these lakes are small crescent-shaped lakes. They are formed in flood plains.

- Slow moving rivers that deposit a lot of sediments develop curves called meanders. Part of the river is eventually cut off thus forming an Ox-bow lake which is u-shaped. Example of an ox-bow lake is Lake Kanyaboli.



An Ox-bow Lake

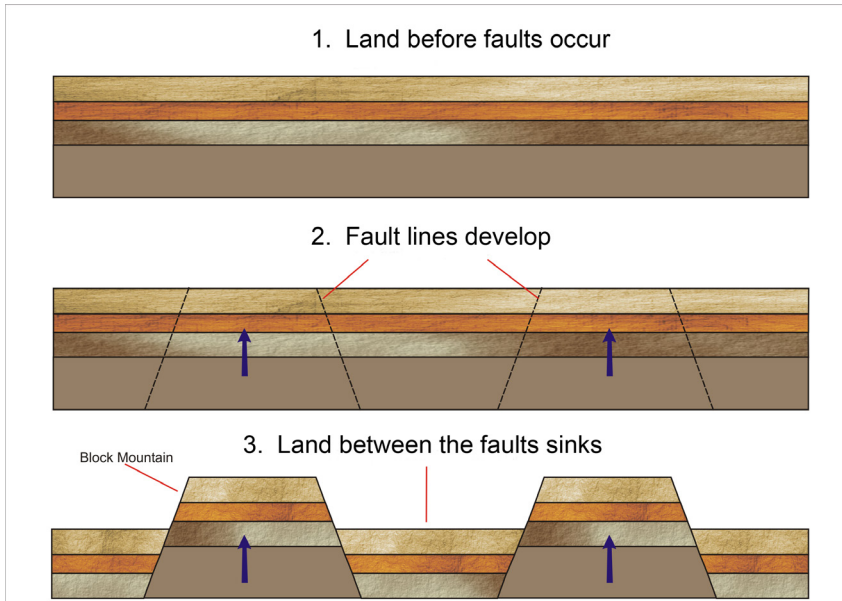
### 3. Earthquakes

- Some of the deep basins formed by earthquakes create fold or block mountain which are filled with water to form deep lakes.
- All lakes on the floor of the rift valley were formed by earth movements.
- Earthquakes force the earth to form depression which are filled by water to form lakes.

### 4. Formation of a Block Mountain

- It is formed through earth movements.
- An upland is created between two parallel faults or by the sinking of the land between the fold whose sides form a block mountain.

- Block Mountains are also known as Horst Mountains.
- Example of this type of mountain is Pare Mountain in Tanzania.



### Block Mountain

- 5.** Tectonic movements too lead to formation of physical features such as mountains.

Have you ever seen people digging out stones and packing them on lorries then transporting them to building sites. What is normally left where the stones have been removed? Perhaps a big depression. When it rains, rain water may settle in the depression. This may continue for years till a lake is formed. The formation of this lake is a result of extraction of stones which is a human activity.

#### Field work

Visit a hill, a mountain or a river in your locality and study it keenly. How do you think these features came into existence? You may consult your teacher or a resource person.

Write down your findings.

Present your answers in class when you get to school.

## Class activity

Take an atlas and observe physical features in other countries. Discuss within your groups how these physical features could have been formed. Share with your classmates what you discussed.

### Activity 3

### Effects of physical changes on communities

Study the pictures below.

A



B



1. What can you see in this pictures above?
2. What do you think is happening in picture B?

How do you think the above physical changes affect communities?

The first picture shows soil erosion. When this happens, crops are destroyed and hence people are left without food.

The second picture shows volcanic activities leading to formation of a mountain. This physical change is very dangerous because of the hot magma and dangerous gases emitted. Communities are therefore forced to move away for their safety.

The following physical features affect human activities:

- Volcanic mountains produce fertile soil which are important for farming. Plateaus and plains are suitable for setting up large farms where machinery can be easily used.
- **Settlement** – Highlands have a cool and wet climate that attracts settlements while plain areas attracts settlement because they can be easily irrigated to grow different crops.
- **Water Supply** – Mountains are sources of rivers which supply water for domestic and industrial use. Rivers too provide water for irrigation.
- Activities such as **damming of a river** creates artificial lakes, such lakes are used as a source of hydro-electric power projects. They also provide water for irrigation, fishing and other purposes.

### *Group work*

1. What other physical changes do you know apart from the ones discussed above?
2. Explain other effects of physical changes apart from the ones mentioned in the text. Share your findings with members of other groups.



#### Activity 4

#### Protection of communities against physical changes

Visit a farm in your locality and observe how the owner has prevented soil erosion. Share your findings with your deskmate.

Look at the pictures below.

A



B



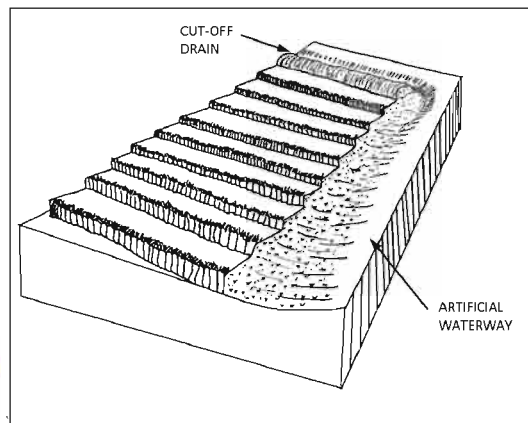
1. What can you see in this pictures above?
2. How do they prevent soil erosion?

## Ways of preventing soil erosion

- Cultivating across the slopes and not along the slopes.
- Constructing terraces on steep slopes.
- Applying mulch to cover the grounds so that soil is not hit directly by rain drops.
- Planting trees.
- Keep the right number of animals on a piece of land.
- Constructing of gabions.
- Constructing cut-off drains to reduce the speed of running water.



Mulch cover



Cut-off drains

### Group work

Prepare a presentation on other ways of preventing physical changes. Let your group leader present your findings in class.

Study the map below.



1. What can you see from the map?
2. Using an atlas, compare the physical features shown on the map with other physical features in the world.

Just like in South Sudan, many countries in the world have similar physical features. The Nile for example starts from River Kagera in Northern Tanzania to the Mediterranean Sea.

## Activity 6

## Physical features in Africa

Study the map of Africa below.



### Class activity

Complete the table below using the information in the Map above. Give examples of physical features found in the named countries.

Country	Mountains	Hills	Rivers	Plateaus	Plains
South Africa					
Kenya					
Ethiopia					
Sudan					

## Homework

Using an atlas, compare the location of the major cities in Africa and the location of physical features.

Share with your classmates what you have found out.

## Activity 7

### Importance of physical features

Observe or think about the small shopping centre in your village. Have you ever wondered how this shopping centre started? You may inquire from any elderly person about the beginning of this shopping centre.

Just as your shopping centre, many towns and cities in South Sudan and Africa started in the same way. It could be because of:

1. Agriculture.
2. Industrialisation.
3. Education.
4. Mining activities.
5. Government policy.

Most cities in Africa are located near water bodies such as lakes, rivers, seas and oceans. This is because they may have started due to industrialisation. Industries require water to operate.

Others Physical features that attract human activities are:

#### A. Mountains and hills

- Crops such as coffee, tea and pyrethrum grow well in high altitudes making people on these areas practice cash crop farming.
- People settle on the windward side where there is enough rainfall for growing crops.
- Many people live on the gentle slopes of mountains because it is easy to build houses and settle.
- Mountains and hills are a tourist attraction centres.

## **B. Lakes and rivers**

- They provide water for domestic use.
- Water from some lakes and rivers are used for irrigation.
- Presence of rivers encourage people to practice fishing. Fish is used as food.
- Some lakes and rivers are also used as a form of transport system.

## **C. Plains and plateaus**

- People who settle on plains usually practice large scale farming.
- People practice pastoralism in the plains due to plenty of grass coverage.
- People carry out ranching activities on the plains where animals are kept for beef.
- Most plains are homes for wild animals.
- People practice large scale farming on plateau where machines can be used to till the land.
- People practice mixed farming too on the plateau.

### ***Class activity***

Explain other importances of lakes and rivers apart from the ones mentioned above. Share your answers with your classmates.

### ***Group work***

Discuss other uses of physical features apart from the ones discussed. Exchange your books with the other groups to find out what they have written. Are their answers correct?

## Revision Questions

1. Explain some of the things that people do to protect themselves against physical changes.
2. Draw a map of Africa, and indicate the major physical features found in different countries.
3. In not more than 200 words, discuss the effects of physical features on the lives of people of South Sudan.
4. Describe the formation of Fold Mountain.

## Glossary

Tourism	Travelling for leisure.
Depression	A place which is lower than the surroundings. Most depressions filled with water form lakes or swamps.
Earthquakes	The shaking or trembling of the earth's surface because of the forces operating under the earth's surface.
Agriculture	The practice of cultivating crops and keeping of animals.
Industrialisation	The change that occurs when industries are introduced on a large scale to a region or country. For example, when an economy goes from being based on agriculture to being based on manufacturing and other industries.
Mining	The act of obtaining minerals from under the earth's surface.
Soil erosion	The removal of the top, fertile soil by moving water or wind.

**Activity 1****Tourism and wildlife**

Think of a day you left your home to visit other places maybe on foot or by other means of transport.

What really made you visit those places?

**Learning point**

By visiting those places you were a tourist and you were practicing tourism.

**Wildlife** – Refers to plants and animals growing in their natural environment.

**Tourism** – Is travelling and staying in places outside one's usual environment for study or pleasure.

Examples of animals of interest to tourists include:

- Lion
- Cheetah
- Giraffe
- Deer
- Tiger
- Monkey
- Elephant
- Crocodile among others.



Study the pictures below.



### Pair work

What can you see from the pictures above?

Name other wild animals that you know.

### Learning point

When you choose to visit the above creatures you are touring wildlife. Wildlife therefore, includes plants, insects, birds and animals that live on their own in the bush and in forests.

**Point to remember** – South Sudan has the world's second largest animal migration and therefore is considered a good place of ecotourism.

### Role play

Your teacher will help you role play. Some of you will be tourists. Others will welcome the tourists in a new place while others will act as animals for the tourists to see.

## Individual work

Write down names of places of tourist attraction in South Sudan that are interesting. Tell the class the areas you have named and if there is any of you have visited.

## Activity 2

### *Tourist attractions in South Sudan*

Tourist attractions are interesting things that tourists would like to see. What do you love most about the place you live? Share your experiences with your classmates.

### Major tourist attraction in South Sudan

- Wildlife
- Natural scenery
- Warm climate
- Historical sites and Monument
- Cultural attraction
- Sandy beaches

### Examples of tourist sites in South Sudan

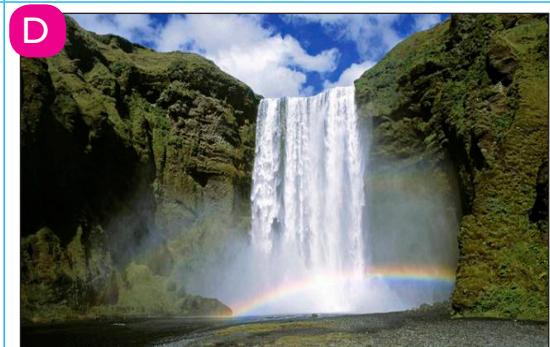
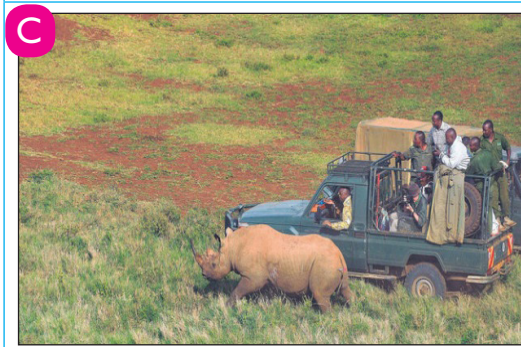
- St. Teresa Cathedral Kator
- Nimule National Park
- Boma National Park
- Shambe
- Radom
- Zoaaa
- Southern National Park
- Badingilo National Park
- All saints Cathedral found in Hai Cinema in Juba.

## Group work

Find out other places in our country which your friends find interesting. You may visit these places too.

Discuss within your group why these places are considered interesting. Share what you have discussed with members of other groups.

Look at the pictures below.



What can you see from the pictures above?

Mention them to your classmates.

### *Class activity*

- a) With the help of your teacher, fill in the missing words with places where the tourist attractions are found in South Sudan.
1. We can find crocodiles in \_\_\_\_\_.
  2. We can find Zebras in \_\_\_\_\_.
  3. We can find birds in \_\_\_\_\_.
  4. We can find forests in \_\_\_\_\_.
- b) Make a list of tourist attractions found in your home area.

c) Find the following animals in the word search below.

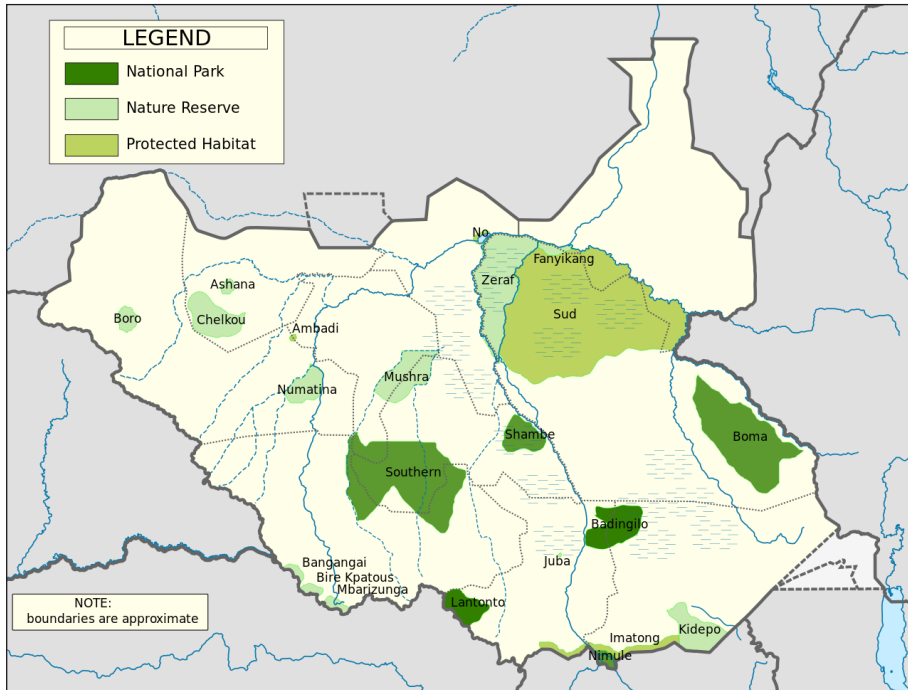
M	W	X	Z	Z	A	A	B	C	Z
O	C	R	O	C	O	D	I	L	E
N	G	I	R	A	F	F	E	T	L
K	Y	X	Z	D	U	W	X	I	E
E	C	H	E	E	T	A	H	G	P
Y	Y	S	B	E	A	B	C	E	H
A	X	T	R	R	C	C	U	R	A
B	Z	D	A	Q	B	A	V	A	N
C	W	C	A	R	L	I	O	N	T

The first one has been done for you.

(Lion, zebra, deer, giraffe, monkey, crocodile,  
cheetah, tiger and elephant)

## Location of tourist attraction sites

Study the map below and answer the questions that follow. It shows location of national parks, nature reserves and protected habitat found in South Sudan.



**National park** – Is an area or land owned by the government that is usually set aside to take care of animals.

**Game reserve** – Is an area owned by a local authority that is set aside to protect wildlife.

### Pair work

Discuss reasons why Bandingilo National Park is likely to attract more tourists. Present your findings in class.

One of the reasons maybe that it is located near Juba which is the capital city of South Sudan hence it is connected to good roads and security is guaranteed too.

Your teacher will help you find out the tourist attractions in the national parks using the Map.

**Note:** Apart from wild animals, there are many other tourist attractions in South Sudan.

### Activity 3

### Comparison of tourism between South Sudan and South Africa

Study the map of Africa below.



### Pair work

Using the map above, describe the location of South Sudan and that of South Africa. What do you think is the advantage of a country like South Africa being located near large water bodies? Share what you have discussed in class.

South Africa is likely to attract more tourists than South Sudan because:

1. It is bordered by the sea whereas South Sudan on the other side is a landlocked country and lacks an ocean or a sea which are tourist attraction sites.
2. It also enjoys a more developed infrastructure in terms of roads and hospitality than South Sudan.

### ***Class activity***

Discuss other reasons that favour tourism in South Africa than South Sudan. Present your answers in class.

### ***Pair work***

Compare tourism in South Sudan and in Kenya. Analyse your findings and thereafter let one member present the work in class.

### ***Activity 4***

### ***Comparison between tourism in South Sudan and the rest of the world***

As we learnt earlier, tourism is travelling and staying in places outside one's usual environment for study or pleasure. South Sudan has various tourist attraction centres which include Badingila National Park, Nimule National Park, Boma National Park and Fulla Rapid among others. Other countries in the world such as Kenya, South Africa and Tanzania have different tourist attraction centres just as South Sudan.

Other tourist attractions in South Sudan include: Artifacts, people with body decorations, carvings, traditional bows and arrows, cultural items such as pots, waterfalls, mountains and lakes.

Some countries in the world such as Switzerland have features like: Good roads, snow-capped mountains, good and advanced hospitality like hotels and beautiful beaches. These make them attract more tourists than South Sudan.

Look at the pictures below.



### Pair work

1. What can you see from the pictures above?
2. Write down the correct tourist attraction in the pictures above.

### Class activity

Think of more features which can make a country attract more tourists. Use it to explain what we can do to improve tourism in our country. Prepare a class presentation for your findings.

### Tourist attraction in Africa and other parts of the world

Tourists from countries like Europe and North America come to South Sudan during the winter season in their countries. Winter is a cold season. They come to South Sudan because of the warm climate in the country.



## Group work

Discuss and write the names of countries where tourists who visit South Sudan come from. Tell the class about the countries where tourists come from. Also tell the class the tourist attractions they come to see.

## Activity 5

### Benefits of tourism to South Sudan

*Read the story below.*

*Paul Scout is an American citizen who is determined at his work. As a normal human being, he however, takes a break to regain his energy. He does this by travelling to South Sudan for holiday. He books a room at a hotel where he spends his nights and pays for food too at the same hotel. He however, spends the day visiting different attraction sites where he pays too.*

## Class activity

In what way do you think Paul benefits our country?

Find out from your classmates other benefits of tourism.

You must have discussed a number of things that make you think Paul benefits our country. Some of these may include:

1. As a tourist he pays foreign currency for the services he is offered. The government can use this money to build schools, roads and hospitals.
2. He is also a source of employment to the tour guide and the driver who takes him around our country.

There are many benefits that members of a community living in areas that have tourist attractions enjoy.

## Group work

- a) Discuss the way your community benefits from tourism. Write the benefits in your note books.
- b) Look at the following benefits and tell the class if your community has people who have benefited in these ways:
  - Tourism earns a country foreign exchange.
  - It helps the government to earn revenue because people who run tourist businesses always have to pay taxes and license fees.
  - It helps to promote development of infrastructure in areas around tourist sites.
  - Tourism creates employment to South Sudan people.
  - It helps to promote agriculture because these agricultural foods are used in the tourist hotels.
  - It promotes local industry such as carving and selling baskets to tourists.

When people are employed, they benefit because they are paid for the work they do. When people sell things, they benefit because they get money.

## Homework

Explore more on the benefits of tourism from your parents or guardians. Note down your findings and present them in class.

## Activity 6

### *Ways of making tourism to grow*

There are many ways that a community and the government can use to make tourism grow. These ways are:

- Educate people living near these areas on the importance of wildlife and how to conserve them.
- Reduce over-crowding of animals by transferring them to other parts.
- Establishment of more game parks, game reserves and forests which are guided by game and forest rangers.
- Establishment of animal orphanages to provide treatment for injured animals and to act as rehabilitation centre for wild animals.

- Establishing of anti-poaching unit to deal with poachers.
- There should also be a ban on trade in wild animals' products such as tusks, skins and horns.

### Class activity

Look at the pictures below.



- Describe what has happened to the animals shown in the pictures above. Note down your observation from the pictures.
- What will happen to tourism if all animals are killed?

The people who kill wild animals without permission are called **poachers**. They kill these animals and remove some parts which they secretly sell. One of the ways to make tourism grow is by protecting wild animals from poachers.

Tourism can be enhanced if we educate people about the need of preserving the attraction sites we have. We can also train and employ game rangers who will provide protection to these animals.

### Pair work

Look at the map on page 37 showing National Parks in South Sudan.

- Revise the names of the National Parks that you wrote down in Activity 2.
- Write down names of areas that have forests in South Sudan.
- Prepare a poster and write down the things that can attract tourists in your community.

Animals in a national park are protected. People are not allowed to hunt or kill them. Forests are also protected. People are not allowed to cut trees in the forests without permission.

Protecting wild animals and vegetation from being destroyed is known as **wildlife conservation**. When wild animals are protected, they increase in numbers and many tourists come to see them.

### *Group work*

Discuss how tourism can grow if we do the following things. Your teacher will help you find out more about them.

- a) Making sure there is no conflict in our country.
- b) Protecting historical sites.
- c) Building roads to enable people get to attractive areas.
- d) Advertising the good things of the Country for other people to know.
- e) Making people aware of benefits of tourism.

### *Activity 7*

### *Problems facing tourism in South Sudan*

Tourism faces some problems in our community. These problems are:

- **Competition from the rest of the world** – Countries like Switzerland have beautiful scenery and other tourist attraction sites, thus making South Sudan share the market reducing its revenue.
- **Terrorism attacks** – Some tourist are captured and attacked before arriving to the country to view the tourist sites.
- **Marketing strategies** – The ministry dealing with trade has had little falls and exhibition in the act of marketing the tourist destinations.
- **Poor transport networks** – Most roads leading to these tourist attraction sites are not tarmacked thus make it difficult for tourist to travel.

- **Political instability and diseases** – Lack of security and peace makes many tourists fear for their lives. Disease outbreak including airborne diseases such as the swine flu pose a threat to tourists as it is a form of pandemic.
- **Poaching of wild animals** – A number of wild animals are killed especially for their products including skins and ivory.
- **Clearing of forests** – Is a problem too because these forests act as a home of these wild animals.

### Individual work

Apart from the problems facing tourism mentioned above, explore more problems encountered by the tourism industry in South Sudan. Present your work to the teacher for assessment.

Look at the pictures below.



What is happening in the pictures above? How do you think this may affect tourism?

This is a big threat to tourism. Poaching and wars are some of the problems facing tourism in our country. When animals are killed, tourists will have nothing to see. War on the other side makes our country unsafe for tourists.

## *Class activity*

1. Find out other challenges facing tourism.
2. Your teacher will help you find out how the following problems come about because of tourism.
  - a) Introduction of new culture
  - b) Drug abuse

## *Activity 8*

### *Solutions to challenges resulting from tourism in a community*

What do you think can attract more people in your school? One of the reasons could probably be improved infrastructures such as roads leading to the school and even the school being friendly such as secured. Just like the school, the tourism sector can be improved in various ways:

- Conservation of wildlife should be done because it is mainly wild animals which attract tourists. To conserve wildlife, the South Sudan government should make great efforts and establish national parks and game reserves.
- Development of suitable facilities especially hotel industry has to expand to accommodate the increasing number of tourists visiting the country.
- Infrastructural facilities such as roads in most of the parks and those leading to the parks should be improved to facilitate movement around the parks.
- Political stability and government projections are major determinants of the country's future success. Stability of the political and economic climate is crucial because it provides tourists with the assurance of peace and comfort and therefore able to visit the country.

## *Pair work*

With your friend, explore more on the solutions to challenges facing tourism industry in South Sudan. Present your findings in class.

## Group work

Discuss the measures that can be taken to improve tourism.

**D.A.R.E.**  
**Drug Abuse Resistance Education**

Look at the poster above.

Talk about the information given on the poster. Share your findings with other group members.

## Learning point

The government can teach its citizens about the dangers of some drugs brought to our country by tourists. These will make the citizens avoid using the drugs.

## Individual work

1. Design a poster informing the public on dangers of drugs.
2. Write down other solutions to challenges resulting from tourism.

## Revision Questions

1. Draw a map of Africa and indicate five tourist attraction in each of the following countries:  
Kenya  
Uganda  
South Sudan  
Tanzania
2. In paragraph form, suggest solutions to problems facing tourism in South Sudan.
3. Discuss other benefits of tourism in the country apart from the ones in the text.

## Glossary

Tourism	The travel for pleasure or business.
Poaching	This is the illegal killing or hunting of wild animals to obtain their parts.
Wildlife	These are living things and especially mammals, birds, and fishes that are neither human nor domesticated.
Tourist attraction	These are things of interest that tourists travel to see.
National parks	These are set aside places where wild animals and plants are preserved for tourists and conservation.
Artifacts	This is an object made by a human being, typically one of cultural or historical interests.
Winter	This is the coldest month of the year in countries that are far from the equator.



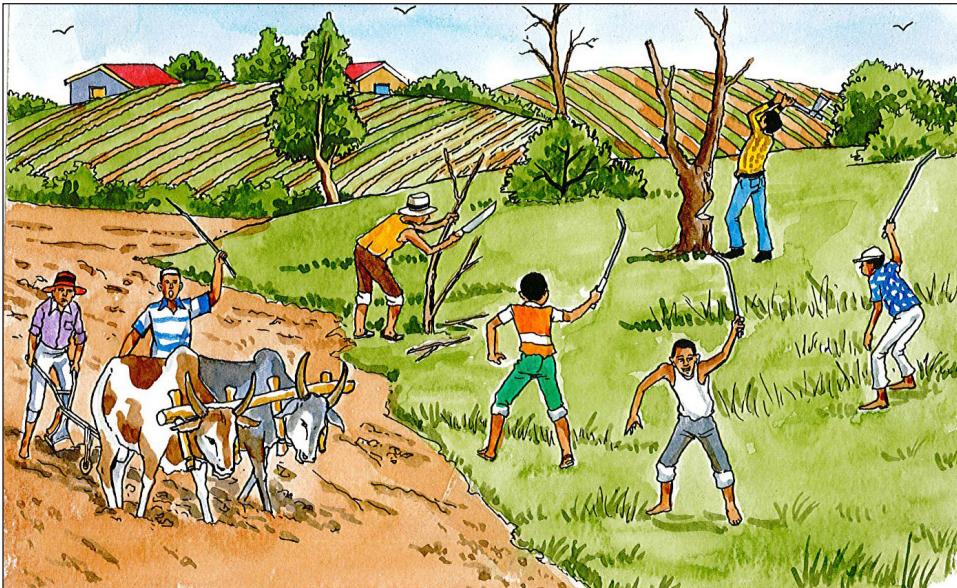
## Activity 1

## Valuing one another

Read the following story

*In the village of Magwi, Aketch the village elder always calls a meeting at the end of every month. Village members come together and Aketch organises an environmental cleaning duty per group. These groups work together to clean the environment and by doing this, everyone's effort is valued and appreciated.*

Study the picture below.



## Pair work

What are some of the reasons that make people work together as shown in the picture above?

From the picture above, what do you think of their relationship? Is it a good or a bad relationship?

## Learning point

- Valuing one another is regarding each other highly.
- We should value each other because it promotes human rights.
- When we value others we demonstrate good citizenship and patriotism.
- This promotes peaceful co-existence among the people and hence reducing conflict in the society.
- When we value others, we make them gain confidence in themselves and therefore, their self-esteem is raised.

## Homework

Inquire from your parents or guardians how valuing each other in the community have created cohesion and co-existence.

Report to your class about your findings.

## Activity 2

### *Respect and trust in promoting peace and democracy*

#### *Read the following story*

*Wari is a village elder. His days are normally very busy characterised by listening to different cases and giving judgement. He has always been fair and just in his judgment hence he has earned great respect among the villagers. This has led to peaceful co-existence amongst the villagers. Everyone is very careful not to hurt the other.*

## Pair work

1. Write down the role of Wari in promoting respect and trust in his village.
2. What has led to peace and democracy in the village?
3. What would happen if Wari was not fair when passing judgment in the village?

### Learning point

Respect and trust promotes democracy and peace by:

1. Everybody's rights are observed and upheld.
2. There are equal opportunities for all.
3. Respect and trust ensures there is equity in the distribution of resources.
4. Gender equality is observed when there is respect and trust hence democracy and peace is promoted.

### Individual work

Using locally available materials, make posters with messages of respect and trust in promoting peace and democracy. Display them in class.

### Activity 3

#### *Social and political interactions between South Sudan and her neighbours*

**Social interaction** is an interaction relating to the society and its members. When we interact with each other, we come to understand the cultural values of different members in the society.

The first people we normally interact with are our parents and other close relatives.

**Political interaction** is the relationships between different governments or leadership of different countries.

Study the map below.



**Group work**

Hold a group discussion on the following about South Sudan and her neighbours shown in the map.

1. In which ways does South Sudan interact with her neighbours?
2. How does the social and political interactions between South Sudan and her neighbours promote peace in this region?
3. Are there benefits of the social, economic and political interactions between South Sudan and her neighbours to the people of South Sudan? Identify the benefits.

## Learning point

Social interaction is an interaction relating to the society and its members. Political interactions are the relationships between different governments or leadership of different countries.

Economic interaction is an interaction based on how to make a country develop.

## Pair work

### Read the following story

*Maliech, a standard six student from Kololo Primary School in Nimule transferred to Mayoko Boarding Primary School. When he joined the school, he was able to associate and make friends of his own choice. He was allowed to meet any of his relatives during school visiting days. Maliech used to go to the mosque on Fridays to pray with some of the Muslim students while Christian students would worship on Sundays.*

From the above story, what are some of the freedoms Maliech exercised? Human rights are basic rules for fair treatment of all human beings in a country. Every human being has a duty to respect these rights and respect each other. Some of these human rights include:

- Right to equality
- Right to a fair trial
- Right to life
- Freedom of association (who to associate with)
- Freedom of assembly (who to meet with)
- Freedom of speech
- Freedom of religion

How do these rights affect South Sudan?

## Homework

Name some of the human rights that are usually violated in South Sudan?  
What steps can be taken to uphold human rights in South Sudan?

Recite the following poem.

### A pledge for human rights

*I will respect your rights  
Regardless of who you are,  
I will uphold your rights even when I  
disagree with you.*

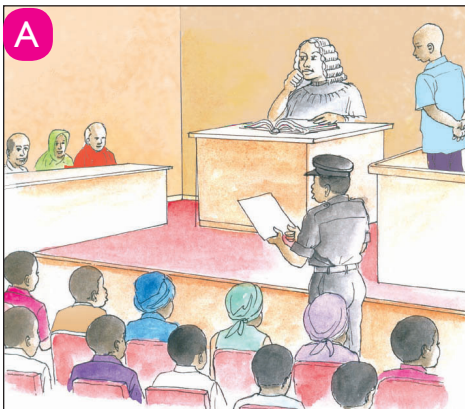
*When anyone's human rights are denied,  
Everyone's rights are  
undermined, so I will stand up.*

*I will raise my voice,  
I will take action,  
I will use my rights to,  
stand up for your rights.*

## Activity 4

## Systems that protect us

Study the pictures below.



## Group work

1. Discuss what is happening in the pictures above.
2. Explain what happens in a court during proceedings, share your findings in class.

## Learning point

There are laws that protect human rights in the constitution. There are also many systems and organisations that work to protect us. These are government systems and non-governmental organisations. These systems and organisations ensure that human rights are observed. They also play a role in ensuring that peace and democracy is upheld.

1. What role do these government and non-governmental bodies play?
2. How does their intervention and decision making protect the people of South Sudan?
3. Which other bodies in South Sudan or any other part of the world plays a similar role in ensuring there is peace and democracy?
4. Discuss the different groups which are fighting for our rights in the society.

## Time to draw

1. Draw and colour the logo of any organisation that advocates for peace and human rights, using materials provided by the teacher.
2. Design a poster with the following message: RESPECT AND TRUST FOR PEACE AND DEMOCRACY.

## Homework

1. Explain three reasons why a constitution in South Sudan is important.
2. Identify five rights that are guaranteed in the constitution of South Sudan.
3. Share the findings with your classmates and your teacher.

## Activity 5

## Forced marriages and its effects in the community today

Look at the picture shown below.



### Pair work

1. What can you see in the picture above?
2. What do you understand by the terms early marriages and forced marriages?
3. Write a story about a girl who was forced to get married. In not more than 250 words. Present your story to the teacher for assessment.



## Learning point

Early marriages and forced marriages are particularly widespread in South Sudan.

Nearly half of women between ages 15 and 19 are married and some as young as 12 years.

This is a serious violation of human rights leading to poor maternal health, violence against women, poverty and pain.

## Group work

Discuss other negative effects of early or forced marriages in South Sudan.

Explore factors that have led to the high rates of early and forced marriage in South Sudan.

Discuss their findings with your classmates and your teacher.

## Homework

Explain five steps that can be taken to curb early marriages in our community.

Give examples of successful women in your society.

Investigate the factors that have led to their success.

Discuss their findings with your classmates and your teacher.

## Activity 6

### *Human rights abuse in relation to forced marriages*

*Read the story below.*

*Nyanyot is thirteen years old girl. She cannot go to school like other girls of her age because she has been forced to marry a thirty-year-old man. Nyanyot's father believes that educating a girl is a waste of money and time.*

*Nyanyot's father was waiting eagerly to marry Nyanyot off so that he could receive the bride price and increase his wealth. Nyanyot's husband beats her, mistreats her and physically abuses her.*

## Role play

Role play the above story with your class members, each member to choose their roles. For example, one could be Nyanyot, another one Nyanyot's father and the other to act as the old man who is to marry Nyanyot among other roles.

## Group discussion

1. How has the rights of Nyanyot been abused in the role play that you have acted.
2. What can we do to rescue Nyanyot? Which avenue is there that can be used to help Nyanyot.

## Homework

1. Talk to your parents or guardians about the traditions that surround early marriages in the community.
2. How has forced and early marriages contributed to human rights abuse?
3. Give five ways through which early marriages undermines human rights.

## Activity 7

### HIV and AIDS and STI's

Look at the poster below and discuss the message on the poster.



## Individual work

1. What information do you get from the poster?
2. What do you understand by the terms HIV and AIDS and STI's?
3. What lesson have you learned from the above poster and writing?

## Learning point

**HIV** in full means Human Immunodeficiency Virus. This virus fights the immune system of a person making it weak.

**AIDS** stands for Acquired Immunodeficiency Syndrome.

**STI's** stands for Sexually Transmitted Infections. Examples are syphilis, gonorrhea and chancroid.

## Class debate

Hold a class debate with the motion.

“AIDS is a curse.”

## Developmental stages of AIDS

AIDS has four major developmental stages. These stages are:

- (a) Window stage or incubation stage
- (b) Asymptomatic stage
- (c) Symptomatic stage
- (d) Full blown stage

### (i) Window or incubation stage

This is the period that one gets infected until when the test will give an accurate result.

At this stage the virus have entered the body although medical tests cannot indicate that. This is termed as the most dangerous stage.

## **(ii) Asymptomatic stage**

This is the period where there are no symptoms of HIV infection yet the immune of the person is getting weaker.

Medical tests show the presence of the virus in the blood.

There are no visible signs or symptoms.

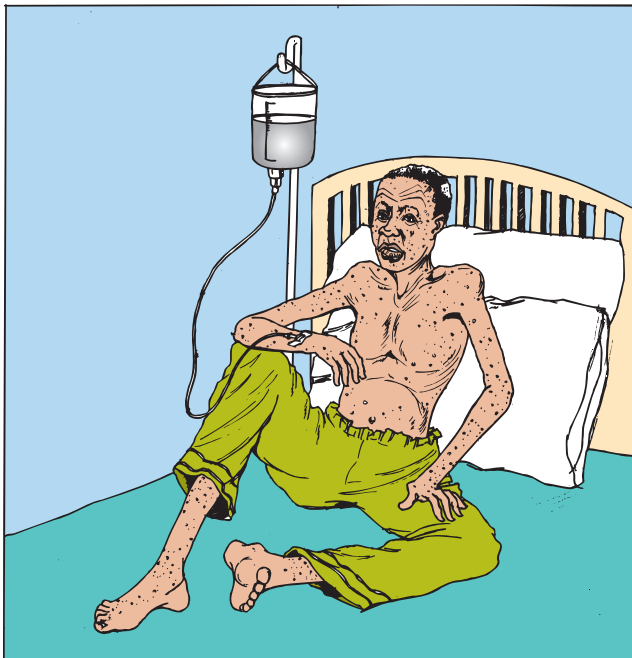
## **(iii) Symptomatic stage**

This stage is characterised by a very weak immune system. The person can easily get infected.

The signs and symptoms as a result of the weakened immune system are visible.

## **(iv) Full-blown**

This is the last stage. The body's immune system is so weak. One cannot fight viral or fungal infections. This is the last stage where the body's immunity is completely destroyed. There are many opportunistic diseases affecting the patient.



A person at full blown stage of HIV and AIDS

## **Signs and symptoms of HIV and AIDS**

- Fever
- Headache
- Fatigue
- Swollen lymph
- Sore throat
- Loss of weight, getting thinner and thinner at a very high rate.
- General tiredness and weakness of the body.
- Loss of appetite.
- Itching of the skin, this comes with skin infections.
- Sore around the mouth and sex organs.

## **Ways in which HIV and AIDS spreads**

- Having unprotected sexual intercourse with an infected person.
- Sharing of sharp and piercing instruments with an infected person.
- Through blood transfusion with an infected person.
- Through fluids including sexual fluids and saliva of an infected person.
- An infected pregnant mother can pass this to the unborn child.

## **Ways of preventing the spread of HIV and AIDS**

- Avoid unprotected sexual intercourse with people whose HIV status is not known.
- Avoid sharing sharp and piercing instruments.
- Avoid contact with fresh blood from other people.
- Blood transfusion should always be checked to ensure it does not contain the virus.
- Pregnant mothers should attend antenatal clinics.

## Self-care strategies for managing HIV and AIDS

- Eat a wide variety of fruits, vegetables and dairy products.
- Get adequate sleep and rest.
- Spend time with family and friends.
- See your doctor for routine checkups.
- Take your medication.

### *Class discussion*

1. Discuss ways through which HIV and AIDS and STI's can be spread.
2. How can the community curb the spread of HIV and AIDS and the STI'S? Give your suggestions.

### *Homework*

Explain effects of HIV and AIDS to the community and to the individual.

## Effects of HIV and AIDS on the community and individuals

HIV and Aids has got effects to the individuals who get infected.

It also affects the community in which the people who are affected live.

### *Class discussion*

Hold a class discussion on effects of HIV and AIDS in the communities in South Sudan.

## Guiding points

Individuals become weak and may not be able to work.

When they don't work, they fail to provide for their families leading to poverty.

## Class debate

Hold a class debate on the topic:

“People living with HIV and AIDS in our communities should be supported”.

## Activity 8

*Awareness on behaviours and practices that prevent the spread of STI and HIV and AIDS*



There are many ways of creating awareness.

We can spread messages on behavior and practices that can prevent the spread of HIV and AIDS and STI's.

## ***Pair work***

Make flyers to spread HIV and Aids awareness messages.

Your teacher will provide materials required for making flyers.

Make flyers with awareness messages on behaviours and practices that can prevent the spread of HIV and AIDS and STI'S.

These behaviours could include:

1. Abstinence.
2. Being faithful to your partner for those who are married.
3. Having HIV and AIDS tests.
4. Use of contraceptives such as condoms.

The flyers that have been made should be widely circulated in order to reach as many people as possible.

## ***Homework***

1. Find out from your parents some behaviours and practices that could prevent the spread of HIV and AIDS in the society.
2. Identify five modes of passing messages that could be used to pass information on behaviour change to the people of South Sudan. Share all these with your classmates and teacher when you get to school.



## Revision Questions

1. Describe four non-governmental organisations that protect human rights in South Sudan.
2. Discuss the benefits of interaction between South Sudan and her neighbours.
3. Explain signs and symptoms of an HIV and AIDS patient under the following stages:
  - i. Asymptomatic stage.
  - ii. Symptomatic stage.

## Glossary

<b>Patriotism</b>	The act of being loyal to your country.
<b>Coexistence</b>	To live in harmony despite having different ideologies and beliefs.
<b>Self-esteem</b>	It is how one values themselves.
<b>Uphold</b>	It is to maintain certain customs and practices.
<b>Violate</b>	It is the act of treating someone badly and with disrespect.
<b>Widespread</b>	It is when something is found all over.
<b>Abuse</b>	To treat badly and in an unacceptable manner.
<b>Abstinence</b>	The act of controlling oneself from engaging in something like alcohol or sex.

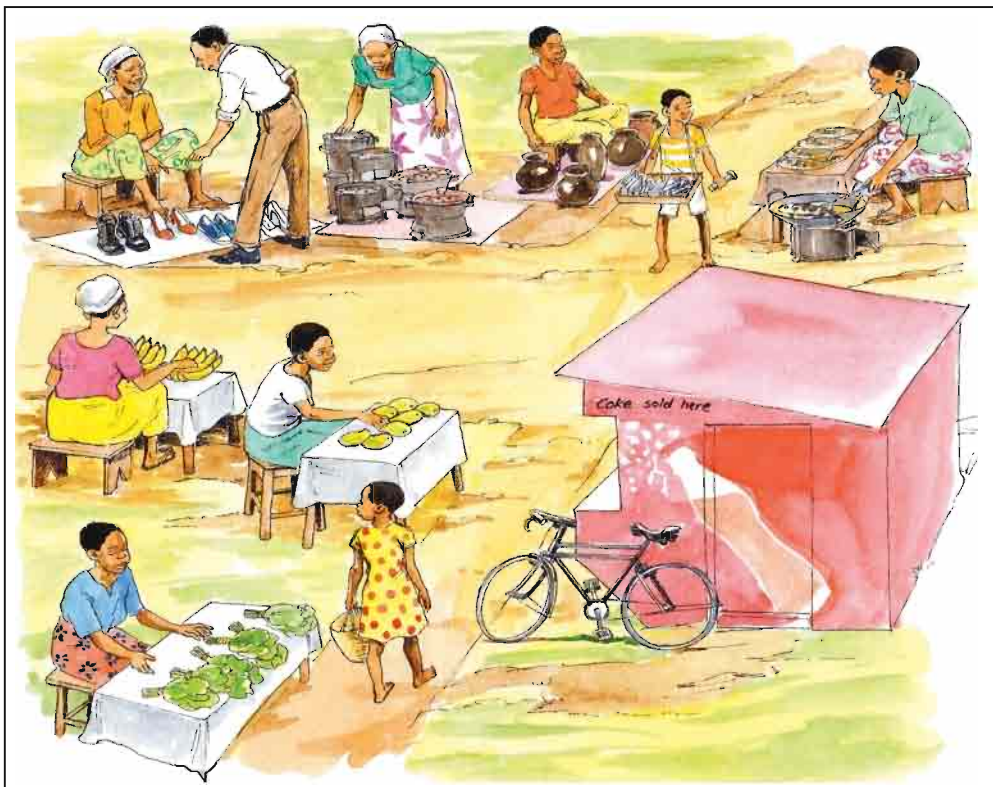
An **industry** is a place where goods are manufactured or produced. It can also mean the people who engage in a particular kind of commercial or profit making activities. For example, fishing, agriculture among others.

Industries produce goods which are sold bringing about trade.

### Activity 1

*How industries and trade operate in South Sudan and neighbouring countries*

Study the pictures below.



- Some of the goods being sold in the picture are vegetables, fruits, shoes among others.
- A system that allows trade is called a market.

**Point to remember** – Market is a system that allows trade.

## Individual work

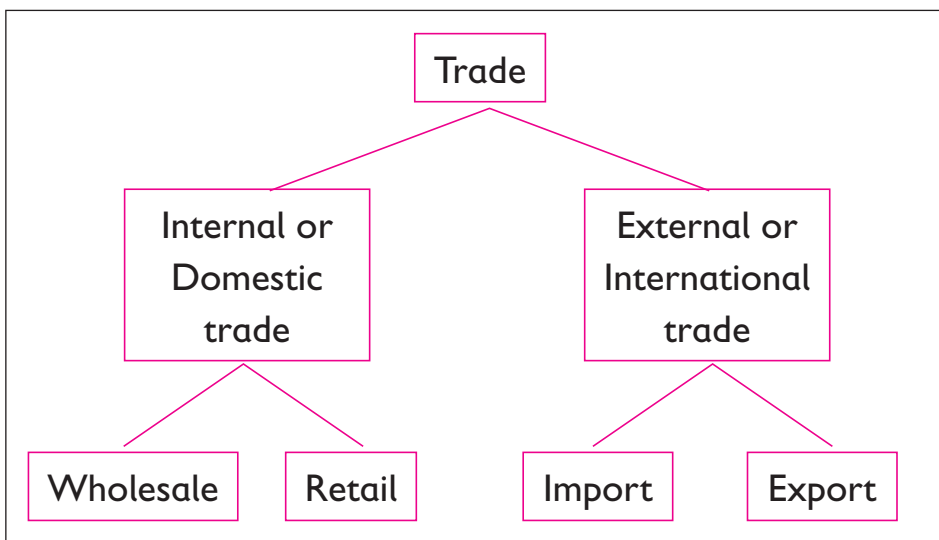
Identify and list some of the goods bought and sold in your local market. How is trade conducted in your local market?

## Learning point

**Barter trade** refers to the exchange of goods with goods.

Goods may be exchanged for money. They can also be exchanged with other goods (Barter Trade). At the same time, services can be exchanged for other services.

Trade in South Sudan and neighbouring countries can be divided into:



### Internal trade (Domestic trade)

This trade can be divided into two namely:

1. Wholesale
2. Retail

**Wholesale trade** – Is the buying of goods from manufacturers or producers in large quantities.

**Retail trade** – It is concerned with the sales of goods in small quantities to consumers.

## Importance of internal trade

1. It facilitates exchange of goods within the country.
2. It improves the living standards of residents of the country.
3. It enhances employment.
4. It helps in the growth of industries by ensuring the availability of raw materials.
5. It ensures that factors of production reach the right place so that the economy of the country grows.

## External trade (International trade)

South Sudan does trade with different countries in Africa. These countries include: Kenya, Uganda, Tanzania, Rwanda, China, Japan, France among others.

## South Sudan trading goods

### Imports

- Raw sugar
- Medicine
- Cereal flour
- Cars

### Exports

- Coffee
- Oil

## Group work

Discuss some of the trading goods that the neighbouring countries of South Sudan export and import to their countries. Let your group leader present your findings to the class.

## Pair work

Identify the type of trade that each of the following descriptions represents.

<b>Descriptions</b>	<b>The type of trade (internal or external trade)</b>
Hakeem supplies fish from South Sudan to Kenya.	
Allan from South Africa supplies peas to an industry in Tanzania.	
I buy wholesale goods in a supermarket then sell it to the people in my village.	
Lia bought Ugandan bananas in a supermarket in South Sudan.	
Aketch sells fish to the people of his state on market days.	

Study the picture below.



1. What can you see from the picture above?
2. How is trade affected by what is seen in the picture above?

Some of the factors influencing trade include:

1. Availability of resources enables a country to trade for what they do not have. For example, in South Sudan availability of oil makes it to trade with one another.
2. Good transport and communication enhances trading activities because it encourages easy transportation of goods from one point to another. A lot of goods are imported and exported.
3. Large population enables the growth of domestic or local trade. People are able to buy what they can afford.
4. Government policies are critical to trade. Government sometimes impose price controls on essential goods so that everyone can afford them.
5. Foreign influence affects trade patterns. Countries still trade heavily with former colonial powers because they relate well. Markets and trade routes are well-established.
6. Availability of market helps in improving trade in the country.

### **Individual work**

In less than 100 words, summarise factors that influence trade in one paragraph.

Share with your deskmate what you have written.

### **Pair work**

With your friend, explain to each other the importance of trade in your country. Note down the explained points and present your findings in class.

### **Importance of trade**

- Trade encourages quality production of goods.
- It encourages closer ties between countries.
- Exports earn a country foreign currency which can be used to pay for imports.
- Trade creates job opportunities, especially in transport and other services such as banking.
- It develops transport and communication.
- Government earns revenue through taxes on trade.

### **Group work**

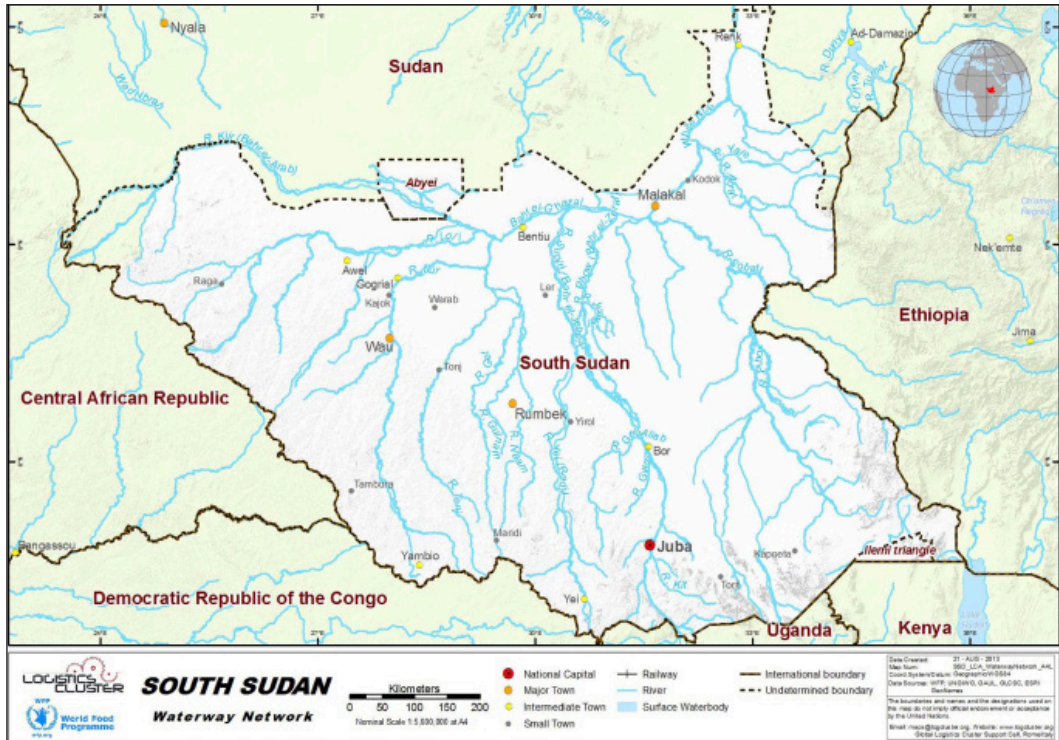
Discuss the factors that promote trade between South Sudan and the neighbouring countries.

Make a presentation in class to report your findings.

### Activity 3

## Location of fishing industries (grounds) in South Sudan

Study the map below.



The Nile River is one of the fishing grounds in South Sudan.

South Sudan comprises of groups of wetlands, lakes, swamps, marshes and flood plains which are important breeding grounds.

There are other major and minor wetland systems comprising of lakes, rivers and streams which provide huge breeding grounds for diversity of fish species.

Some of the fishing grounds in South Sudan include:

1. Lakes
2. Rivers
3. Ponds



## Pair work

Using a map, locate other fishing industries in South Sudan linking them with the physical features explored earlier in unit 2.

Draw the map of South Sudan.

On the map, indicate the following physical features:

- a) The Sudd
- b) Bahr el Ghazal
- c) Bahr el Naam

## Activity 4

### Importance of fishing in South Sudan (Economic growth and creation of jobs)



Fishing is an important industry in South Sudan because:

- Fish provides nutrients and micronutrients which is essential in physical development.
- Fish is a primary source of proteins.
- Fishing provides employment to local people.
- It acts as a source of income.
- Its productivity reduces hunger and poverty to millions.
- It has enabled growth of fishery industries.
- It has led to the growth of South Sudan's economy.

## Homework

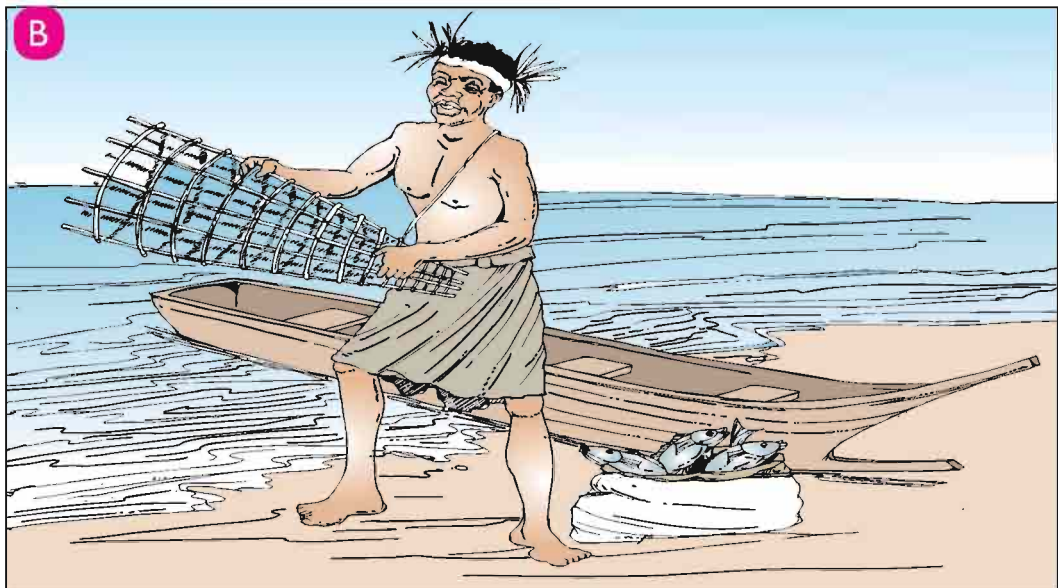
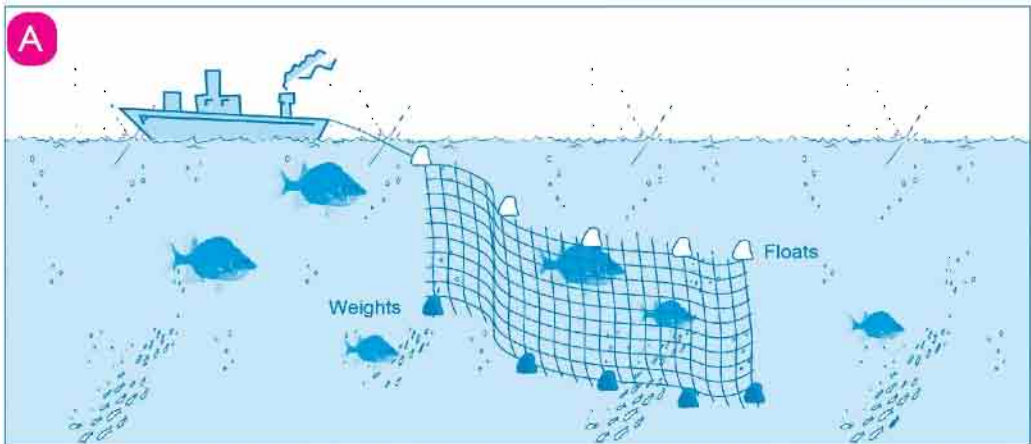
Talk to your parent about other ways that fish can be used today. Give your findings to your class for further discussions.

## Class discussion

Discuss about:

- (i) The different types of fishing grounds in South Sudan.
- (ii) Types of fish found in South Sudan.

Present your answers in class.



Study the pictures showing different methods of fishing in different fishing grounds on the previous page.

Tilapia and Nile perch are some of the species of fish caught in South Sudan. In some of the neighbouring countries like Kenya, king fish, barracuda, crabs and lobsters are some of fish caught.

### **Individual work**

What other type of fish do you know that is only present in South Sudan?

Share your answers in class.

### **Group work**

Compare fish farming in South Sudan and Kenya. Let your group leader present your findings in class.

### **Activity 5**

#### ***Comparison of fishing in South Sudan and the neighbouring countries***

Fishing ground is a drainage system where fishing is carried out.

South Sudan fishing grounds are different from that of the neighbouring countries.

However, some South Sudan neighbours have same fishing grounds as South Sudan.

### **Pair work**

Analyse the similarities and differences of fishing in South Sudan and fishing in the following countries:

1. Ethiopia
2. Sudan

## Individual work

Write notes on the similarities and differences of fish farming in South Sudan and Sudan. Present your work to the teacher for assessment

## Activity 6

### Challenges facing fishing industries

1. **Pollution** - Chemicals from agricultural industries are washed into rivers and lakes thus resulting to water pollution.
2. **Over-fishing** - Fishermen try to earn a living by fishing. By doing so, they end up catching young fish before they get a chance to reproduce.
3. **Poor transport** - Roads leading to River Nile are poor which delays fish transportation to the market thus making fish go bad.
4. **Market problems** - Due to low population of fish consumers in the region, fishermen find it hard and expensive to transport fish to the large markets.
5. **Conflict** - Fishermen cross state borders in search of fish resulting to conflicts.
6. **Lacks of equipments** - Fishermen often have outdated equipment, like harpoons, which only catch a small number of fish. They cannot also afford refrigeration to preserve fish until they reach the market.

## Individual work

In a paragraph of less than 150 words, explain challenges facing fishing industries in your country. Thereafter, let your teacher assess your work.

### Group work

Walk out of your class and take a nature walk around your school.

How is waste disposed around your school?

Are they dumped into the river?

Discuss your findings in groups. Present your group findings in class.

### Learning point

**Industrial waste** and **dumping materials** are major water pollutants.

Waste from industries, raw sewage and dumping cause pollution in rivers and other fishing grounds.

Pollution reduces the population of fish. This is because many fish die because of the dirt and chemicals dumped in the water.

Use of illegal nets which catch young and mature fish lead to overfishing.

### Pair work

Apart from the problems mentioned above, what other problems does fishing industry experience?

Discuss the problems identified in pairs. Let your teacher assess your group work.

### Activity 7

### Creating fish models to develop awareness

The fish should be modeled to a range of scales.

Examples of labels that you can use are:

- a) Fish the heritage of South Sudan.
- b) Preserve fish preserve life.
- c) Pollution is a threat to our aquatic life.

### *Individual work*

Ask your parents or guardians to help you come up with examples of fish models to develop awareness in the country. Write down the models you have been told. Share your work with your classmates and the teacher.

### *Group work*

You need the following materials to create fish models:

- a) Clay
- b) Plasticine
- c) Paper mache

Model fish considering the knowledge you have acquired about fish.

Label the fish to create awareness concerning the challenges facing fishing.

You can also label them depending on the type and the natural habitat in South Sudan.

### *Pair work*

With your friend, make a summary on the problems facing fishing industries. Present your work to the teacher for assessment.

### *Activity 8*

### *Solutions to problems facing fishing industry*

Fish farming is faced by several challenges.

However, there are efforts being made to find solutions to the challenges facing fishing industries in South Sudan and its neighbours.

Below are some of the solutions:

1. **Pollution:** Water sources like rivers, lakes and swamps should not be polluted. Laws should be enacted to curb the problem.
2. **Provision of capital:** There should be more capital input in the fish industry to promote the buying of modern machines used for fishing and preservation of fish.

- 3. Improvement of infrastructure:** Roads that are in poor conditions especially near fishing grounds should be improved. This will ensure that fish can reach the market fast enough to prevent rotting of fish considering that fish is very perishable.
- 4. Increasing market for fish:** Encouraging communities that do not eat fish to embrace the consumption of fish. This can be achieved through educating communities on the nutritional value that fish has on human body. Especially the brain.

### *Pair work*

With your friend, discuss how the government of South Sudan has assisted in improving the fishing industry? Present your answer in class.

### *Individual work*

Write down other solutions to problems facing fishing industries in South Sudan apart from the ones mentioned above. Share your findings with your classmates.

### *Group work*

Compare challenges facing fishing industry and mining industry in South Sudan. Write down your findings and present them to the teacher for assessment.

### *Individual work*

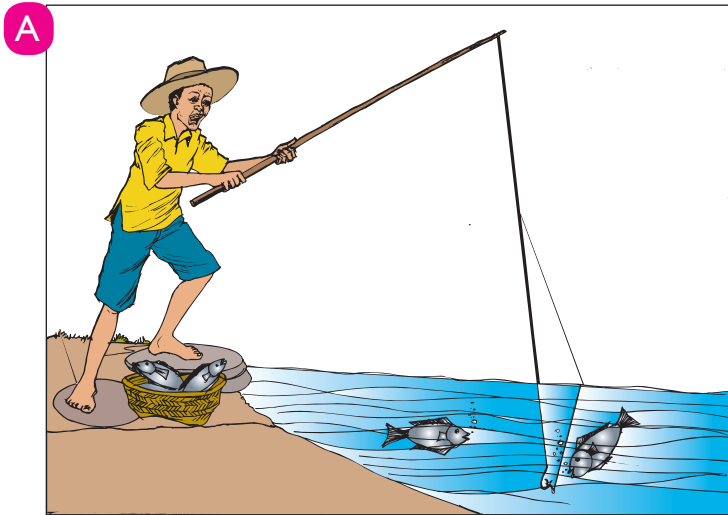
Draw and label some of the modern fishing methods used in South Sudan. Present your work to the teacher for assessment.

## Activity 9

### Comparison between fishing industry and other industries (their challenges and solutions)

Fishing in South Sudan is one of the most carried out economic activity in the country. Fishing industry differs with other industries production in the country in many ways. The fishing industry had faced challenges which later on got some solutions.

Look at the pictures below.



The pictures above show different types of activities. Both can be referred to as industries.



An industry is a place where goods are manufactured or produced.

An industry can also mean people who engage in a particular kind of commercial or profit making activities. For example, fishing and agriculture.

Industries can be categorised into:

- a) Primary industries or processing industries.
- b) Manufacturing or secondary industries.
- c) Assembly industries.
- d) Service industries or tertiary industries.

### Group work

Compare the problems that face fishing industry and other industries (list the problems). Share the answers with your teacher.

### Revision Questions

1. Draw three examples of traditional method of fishing in South Sudan.
2. Discuss the differences between internal and external types of trade.
3. Mention some of the fishing grounds in the country bordering South Sudan to the south on the Eastern African map.
4. Write an essay of less than 500 words on the solutions to challenges facing fishing grounds in South Sudan.

## Glossary

<b>Territory</b>	An area under the control of a ruler or the jurisdiction of a certain state.
<b>Drainage system</b>	Refers to patterns formed by water bodies in a particular region.
<b>Breeding ground</b>	An area where animals such as fish and birds habitually breed.
<b>Infrastructure</b>	The physical structures such as roads, buildings and even power supplies.
<b>Pollutant</b>	A substance that pollutes something else. Such as a water body.