



South Sudan

Primary Social Studies 2

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 2 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 2

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

Making Changes

New words

Event:	A happening or something that is taking place.
Object:	Something that we can see and touch.
Hoe:	A tool used for digging.
Company:	A group of people that work together.
Occur:	To happen or something taking place.
Sparse:	Something that is far from another.
Dense:	Something that is crowded together.
Vegetation:	A collection of plants.
Skinny:	Having little flesh, being slim.
Abandon:	To leave something or somebody behind.
Knit:	To put something together or closely using a string, to sew.
Initiation:	A stage of passage from childhood to adulthood.
Drilling:	Create a hole by removing materials with a drill glass. To dig a hole.

Key words

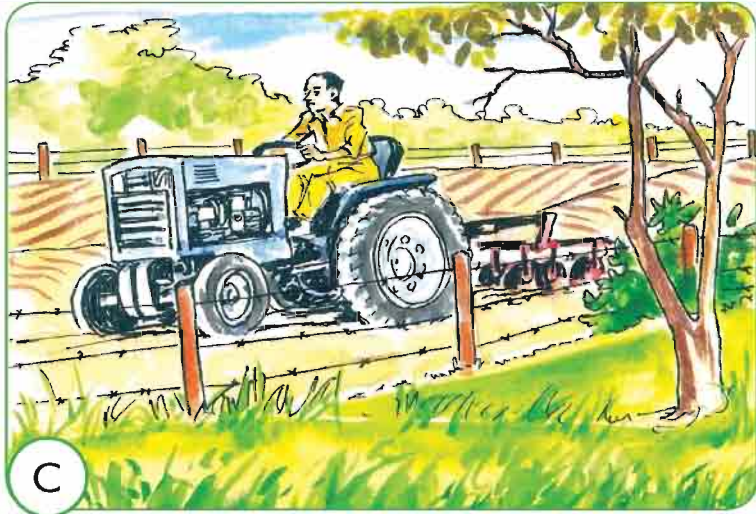
Change

Weapon

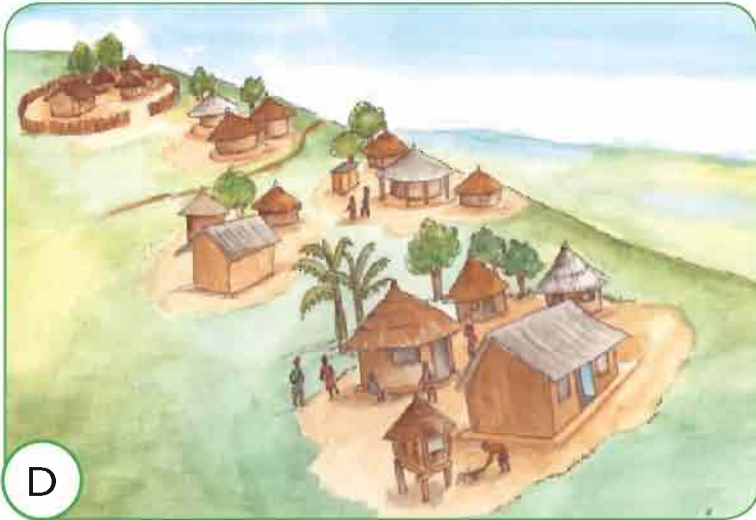
Communication

Look at the pictures page 2 and 3.

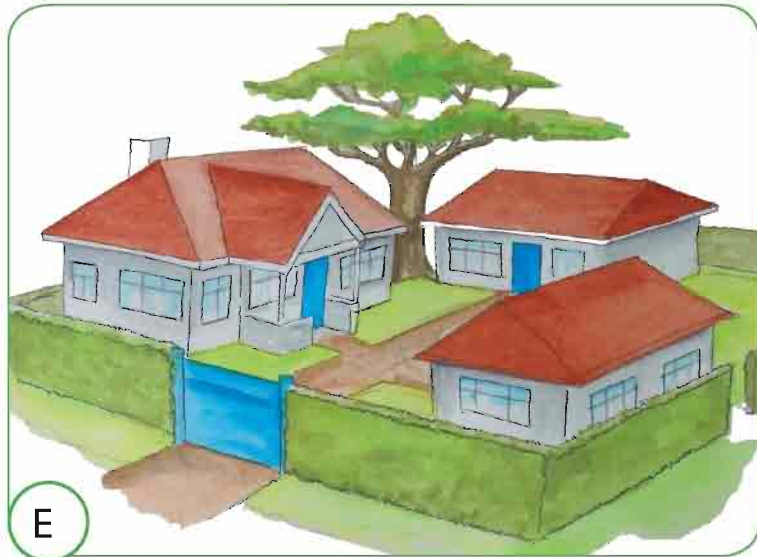




C



D



E

Pair work

Name the changes that are found in the pictures on page 2 and 3.

Changes that have happened over time include the following:

a

Look at the following pictures.



b

Look at the following pictures.



c

Look at the following pictures.



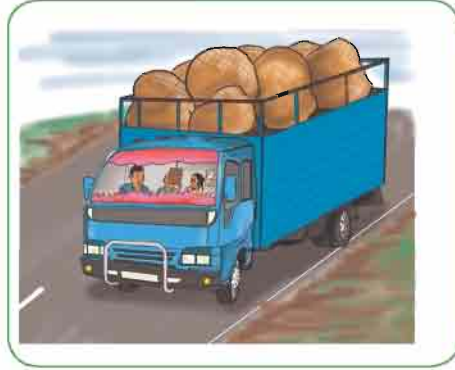
d

Look at the following pictures.



e

Look at the following pictures.

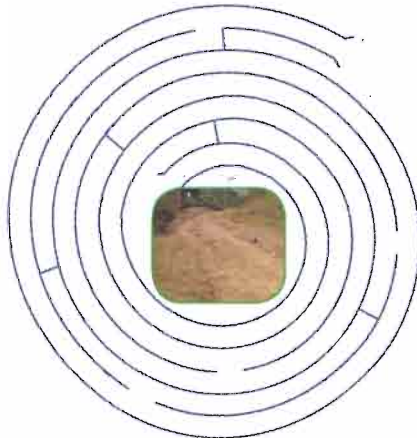


f

Look at the following pictures.



Help the girl find the road using the paths in the ring below.

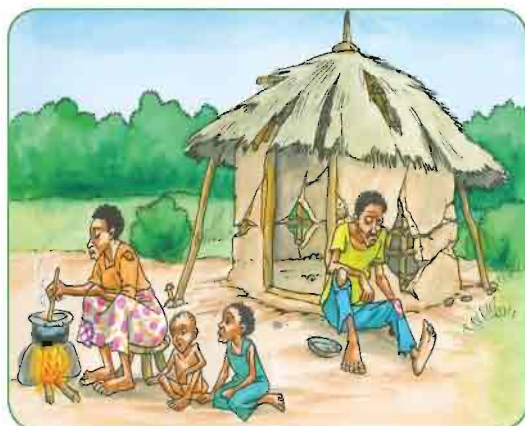


Pair work

Discuss how changes have affected way of life of the people.

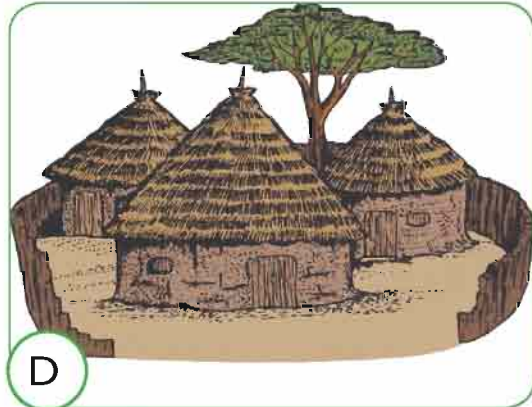
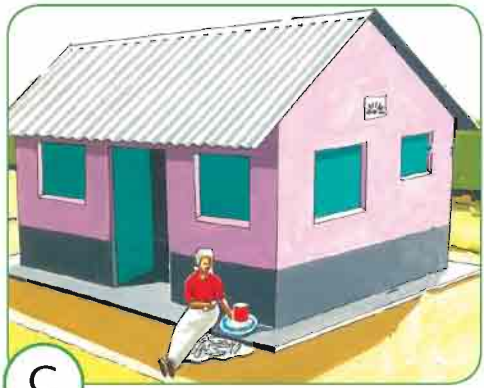
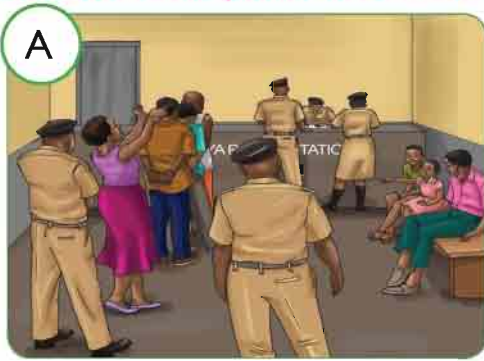
Look at the following pictures.

Listen to your teacher reading a story about the pictures below.



Name the changes that happened in the family of Ajak.

Look at the pictures below.



Individual work

Write down the changes that have taken place in the pictures above compared to the past.

Know zone

For each of the following sentences, write whether it is **TRUE** or **FALSE**.

We report lawbreakers at the police station. _____

We learn in a chief's office. _____

We walk along the road when going to school. _____

We play on the road. _____

Homework

Alia and her parents lived a very poor life. The father of Alia had been looking for a job. He could not find a company that was willing to employ him. One day, the manager of a certain company came home looking for him. He gave him an employment letter. He also gave him car keys. The manager also showed him a house where they were to move in. Alia and her family members were very happy. They moved to the new house. Their life changed and they lived happily as a family.

What problem did Alia and her family members have?
What happened to the family of Alia after his father got a job?

Key words

Change
Causes
Community

Look at the pictures below.



Write down the causes of change in the pictures above.
Show your teacher what you have written

Look at the picture below.



Group work

Explain the changes that have caused the death of livestock in the picture above.

Look at the following picture.



Write down the causes of lack of food in the picture above. Share with your friend what you have written.

Homework

Find out from your parents the causes of change in your community.

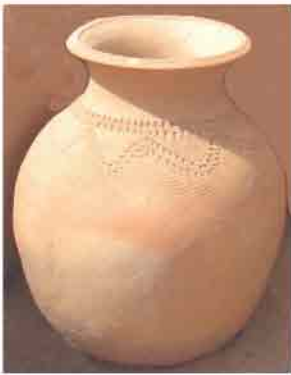
Key words

Objects

Metal bed

Hoes

Look at the pictures below.



A



B



C



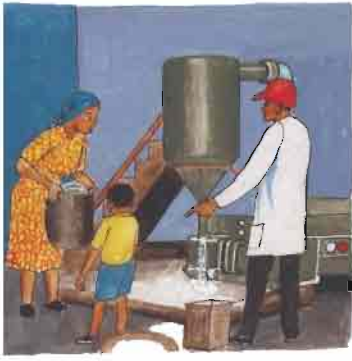
D



E



F



G



H



I



J

Pair work

Using the pictures on page 12 and 13. Fill the table below with the names of the objects that were used in the past in A and those used today in B.

Objects used in the past (A)	Objects used today (B)
(a) _____.	(a) _____.
(b) _____.	(b) _____.
(c) _____.	(c) _____.
(d) _____.	(d) _____.
(e) _____.	(e) _____.

Read the conversation below.



Keji: Good afternoon Adek. Do you know the objects that were used long time ago?

Adek: Good afternoon to you. There were different objects that were used by people long time ago.

Pita: What were some of the objects that were used?

Adek: Some of the objects that were used long time ago are spears, skin dresses, bangles, pots, hoes, wooden windows and skin ropes.

Keji: What were the uses of these objects?

Adek: Pots were used to fetch water. Pots were also used to store water.

Hoes were used for farming. Spears were used for hunting.





Spears were also used as security objects.

Pita: Are these objects still being used today?

Adek: Yes, some objects are still being used today.

For example, spears, pots and wooden windows are still being used today.

Join the dots to find the names of the objects below.

Picture	Name of object
	<p>Metal bed</p>
	<p>Bangle</p>
	<p>Spear</p>
	<p>Pot</p>

Homework

Find out from your parents or guardians, things that were used long time ago and the things that are used today.

Share in class what you were told.

Do you have some things in common?

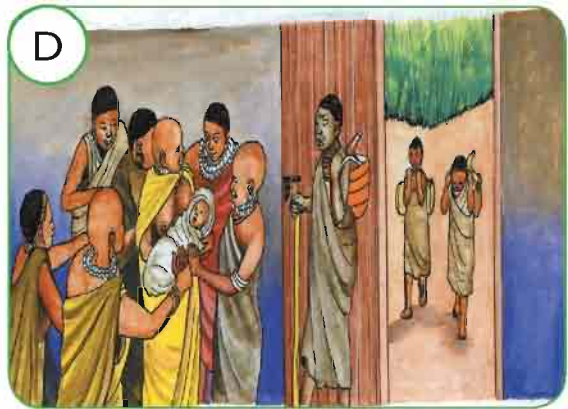
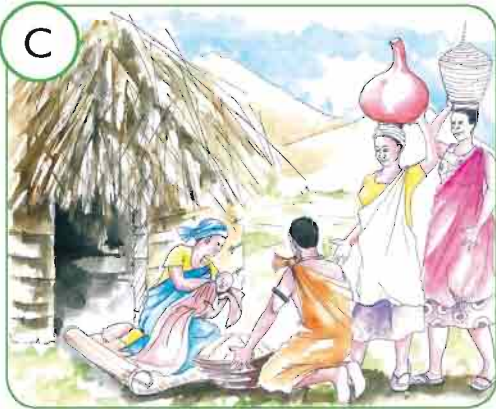
Key words

Events

Circumcision

Harvesting

Look at the pictures below.



Pair work

Identify the events that were practiced in the past and the ones taking place today from the pictures above.

Wedding, naming, harvesting,
Birthday, birth, circumcision,
All these are events,
Both the past and today,
We should always practice them x2.



Key words

Drilling
Community
Conflict

Look at the pictures below.



Building schools and planting trees,
Drilling boreholes,
Planting using planters,
Building roads,
All these are changes,
Positive changes X 2.



Homework

Find out the positive changes that have taken place in your village. Share your findings with the rest of the members in class

Work to do

Name four causes of change in your community.

Name some objects that were used in the past and are still used today.

Deng and his family moved from their home to a distant place due to fighting in their community. This is an example of a change caused by _____. (conflict, drought)

Fill in the missing letters. (Use the letters in brackets).

Bu__et.





Ma__.

__pear.

p__t.

(l,l,t,S,o)

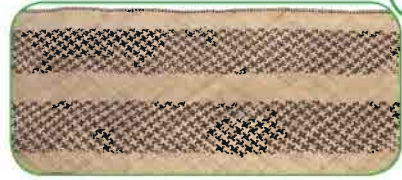
Match the events that are practiced in the pictures below with their names.

Picture	Event
<p>A</p> 	Harvesting
<p>B</p> 	Wedding
<p>C</p> 	Birth
<p>D</p> 	Birthday

Write down the name of the following objects that were used in the past. Use the words in bracket.



A



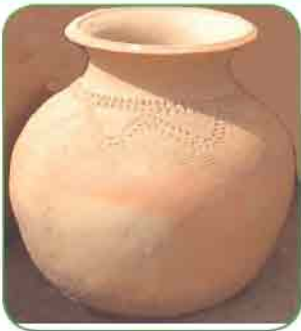
B



C



D



E



F

(Calabash, Granary, Pot, Mat, stool, animal skin)

UNIT 2

The land of South Sudan

New words

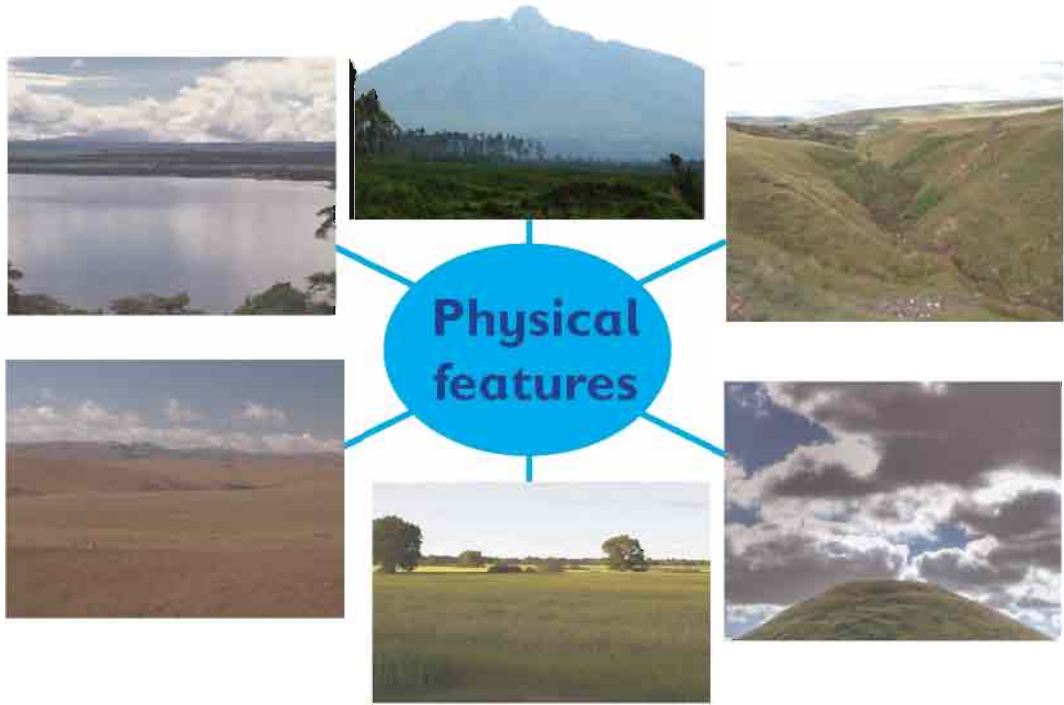
Physical features:	These are things that we can see and touch.
Environment:	These are things that surrounds us.
Riverbed:	A path where a river runs.
Stream:	A small river.
Bin:	A container for putting rubbish or dirty things.
Spoil:	To make something look bad.
Settlement:	An arrangement of a place where people stay.
Leak:	Water getting out of a water pipe through a hole found on the pipe.

Key words

Physical features
Fetch
Environment

Physical features are all things that we can see.
These features are naturally present in our environment.

Look at the pictures below.

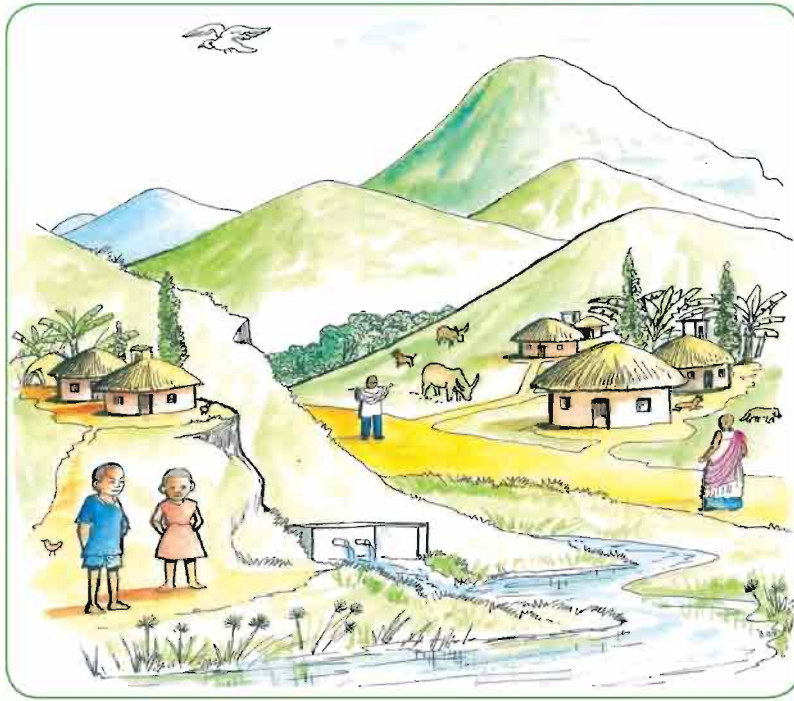


Individual work

Using the pictures above, identify the physical features found in your village, Boma or payam.

Write down the names of physical features in the pictures above.

Show your teacher what you have written.



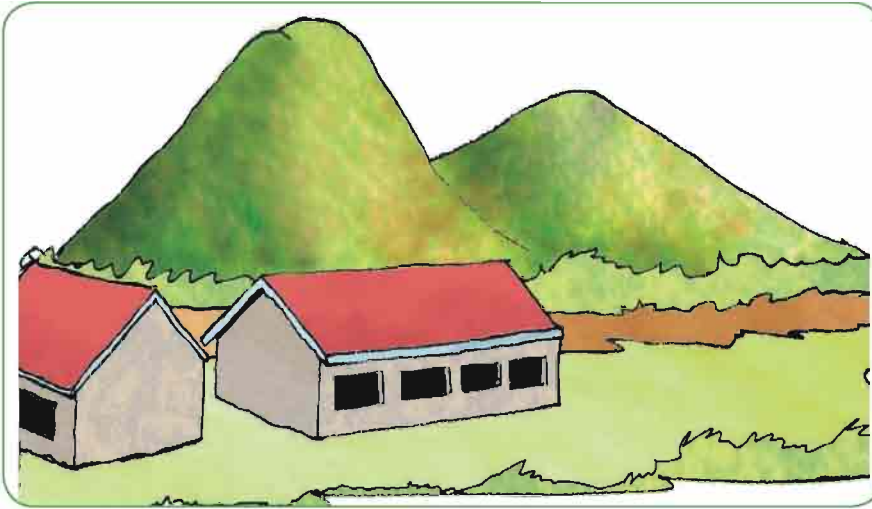
Write down the physical features you can see in the picture above. Share with your friend what you have written.

Riddle time

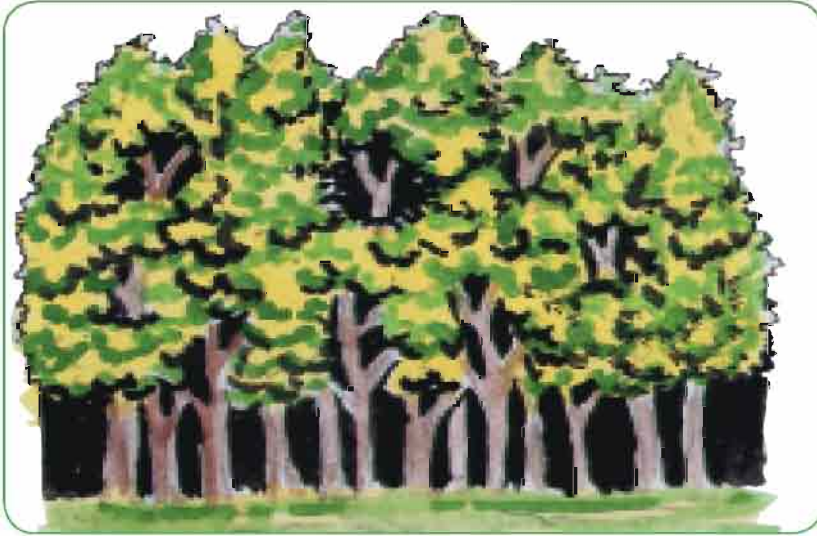


People come to fetch water from me.

Who am I? _____.



I am taller than your buildings. Who am I? _____.



In my family, we are many. We have many branches. We have green leaves. We make up a _____.

Individual work

Write down the physical features that are found near your home.

Key words

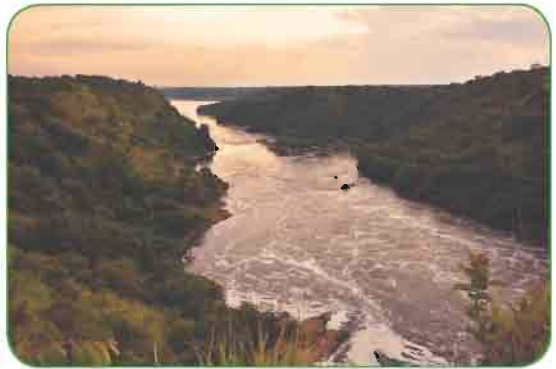
Stream

Riverbed

Look at the pictures below.



Mount Kinyeti.



River Nile.



White Nile.



Nile Valley.

Find and circle the physical features found in South Sudan from the word game below. One has been done for you.

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

(SUDD SWAMPS, RIVER NILE, NILE VALLEY, WHITE NILE)

Key words

Settlement

Physical features, hills, mountains, forests

Look at the pictures below.

A



B



C



D



E



F



Identify the way physical features are being used in the pictures above.

Our Land

South Sudan, a land that we love,
A land with water sources,
A land with mountains, hills, valleys,
South Sudanese, let us protect our land.



South Sudan, a land that we love,
A land with forests,
A land that encourages settlement of people,
A land that we can grow plants,
South Sudanese, let us protect our land.



South Sudan, a land that we love,
We can protect it by planting more trees,
To avoid soil erosion,
We get water from the sources,
Hills, mountains and valleys make our land beautiful,
South Sudanese, let us protect our land.



Rearrange the words according to the numbers given.
Use them to get the uses of physical features.

⑥ ⑤ ③ ④ ② ①
land on grow plants can We.

③ ④ ⑤ ① ② ⑥
water from the We get sources.

② settle ① People on land. ③ ④

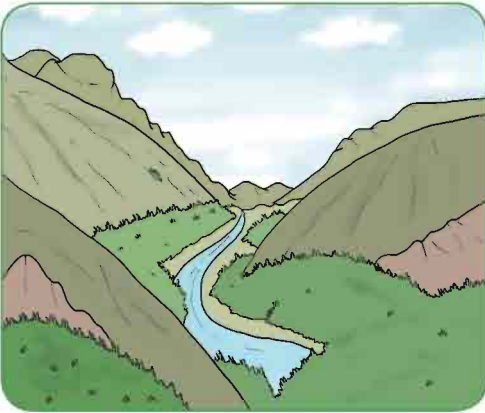
Key words

Formation

Physical features

Stream

Look at the pictures below.



A river valley.



A mountain.



A river flowing from a hill as a result of relief rainfall.

Riddle time



I begin by running as a small stream. Many streams join to make me. People come to fetch water from me.
Who am I? _____.



I have raised surfaces with high points on the earth. Rocks, soil or sand come together to form me. Wind carries stones from a place to form me.
Who am I? _____.



I have a big hole with water. I am filled with water from rivers and rain water.
Who am I? _____.

Pair work

Go outside your classroom. Use soil to make:

A hill.

A river.

Using water, show a river.

Show your teacher the models of these physical features.

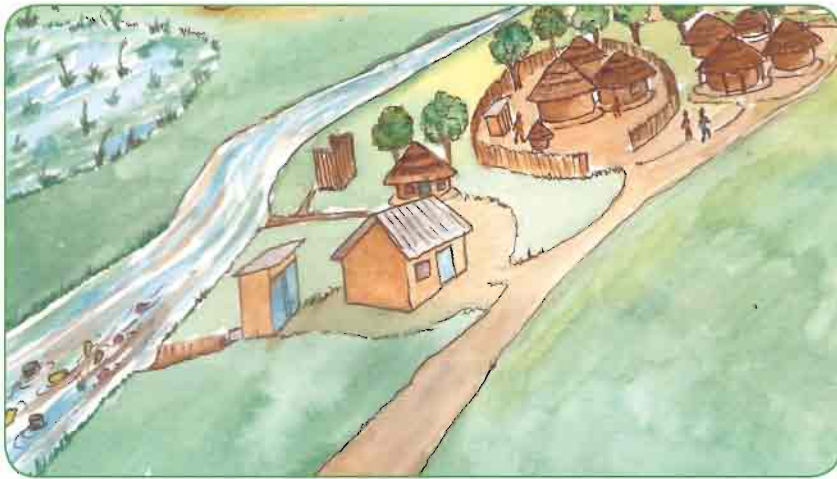
Key words

Bin

Spoil

Care

Look at the pictures below.

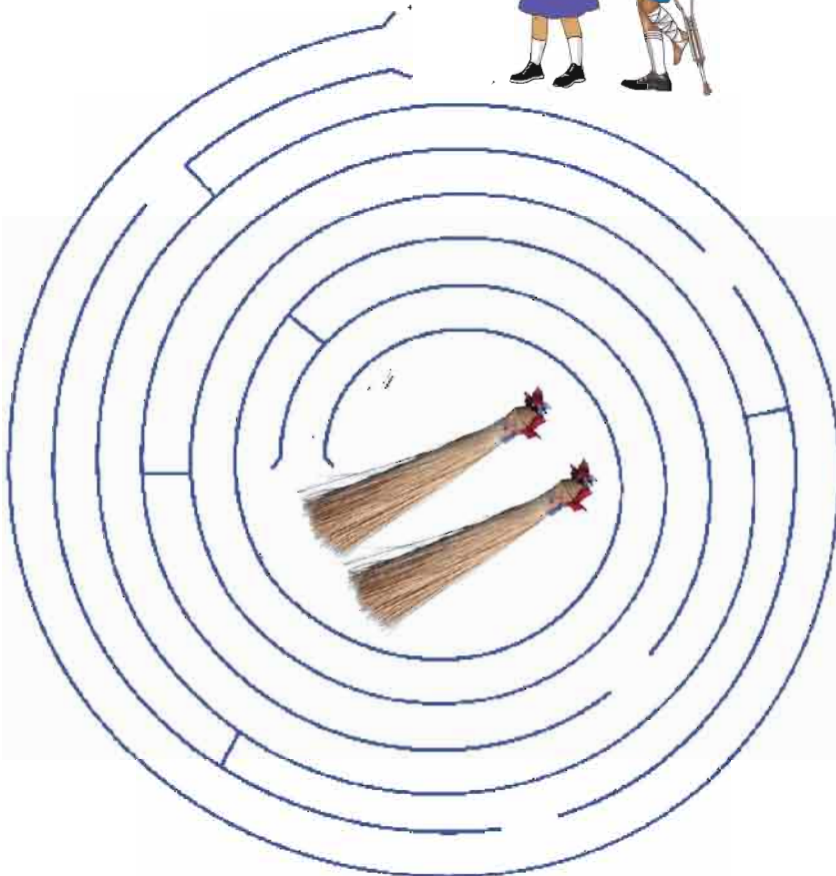


Identify ways in which the environment is being destroyed and how it is cared for in the pictures above.



Write down how the pictures above are used to show caring for the environment.

Help the boy and the girl find the brooms using the paths in the ring below.



The environment that surrounds us is soil, air and water.

Read loudly.

Caring for the environment is important because of the following:



We care for the trees in the environment because trees help to prevent soil erosion.

We care for the environment to enable it to be clean.



We care for the environment because it is a home for the animals and human beings.

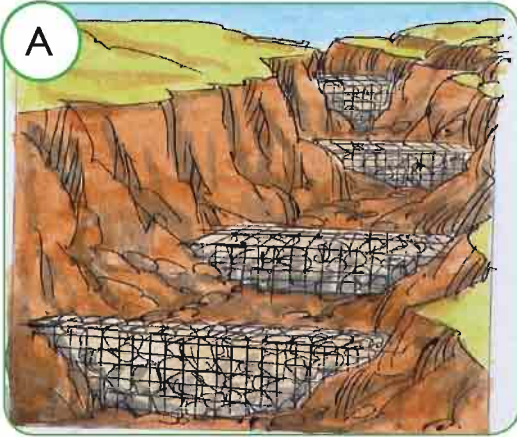


We care for the environment because it is where we live.



The environment can be cared for in different ways.

Look at the following pictures.



Building gabions



Write down the ways used to care for the environment in the pictures B, C and D.

The first one has been done for you.

Homework

Read the story below.

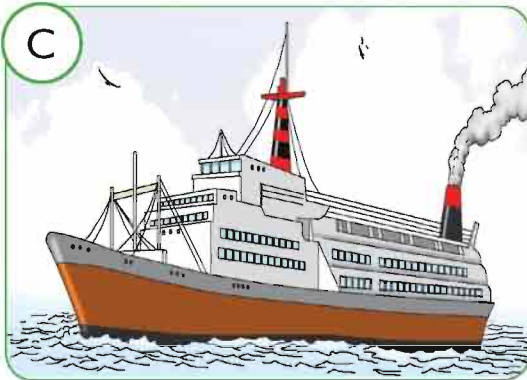
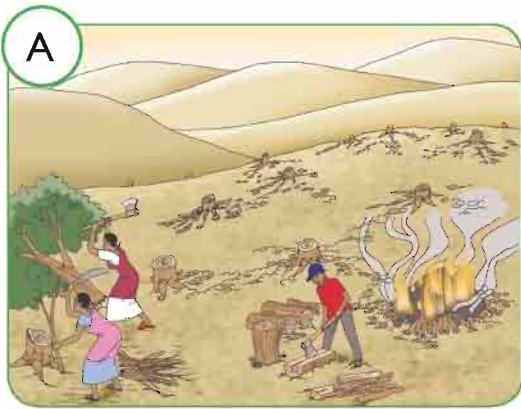


One day, Alik and his friends went around their village. They swept their village. They also collected all the litter in their village. Their village became very clean. They were given gifts by their village elder for cleaning their village environment.

Individual work

Using the picture above, write down the ways they used to clean their village.

Look at the pictures below.



Write down ways in which the environment is being destroyed in the pictures above

Look at the following pictures.



Write a story from the pictures above about the importance of caring for the environment.

Know zone

Leaving uncollected bins spoils the environment.

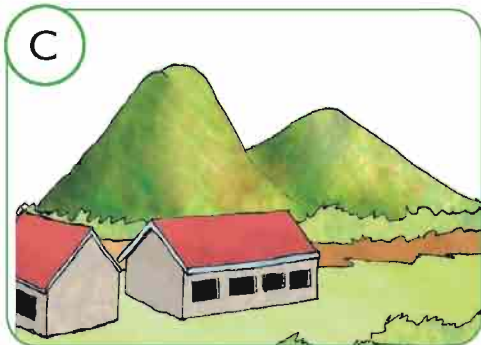
Throwing used papers everywhere is caring for the environment. _____

We care for the environment by placing used papers in dustbins. _____

We care for the environment by planting trees.

Work to do

The following are physical features found in our country. Write down the names of the features below.



Write down the importance of physical features.

Why do we keep our environment clean?

What ways do you use to care for the environment at home?

The following steps show how recycling of waste paper is used to keep the environment clean. Arrange the steps in order.

Taking the waste to the industry to be processed.

Collecting waste papers from different places.

Processing the papers to form tissue papers.

UNIT 3

Jobs here and there

New words

Product:	Anything that can be taken to a market that is needed by people.
Masonry:	Is the act of building using stones or bricks.
Cobbler:	A person who makes shoes that are torn.
Skill:	Qualities that enable you to be successful in a place of work.
Plumber:	A person who makes broken water pipes.
Green Grocer:	A person who sells fruits and vegetables.
Location:	A place or point.
Community:	People or a group sharing a common language, tradition and interests.
Typing:	The act of putting information in a computer using a keyboard.
Observe:	To see or look at something with attention.

Key words

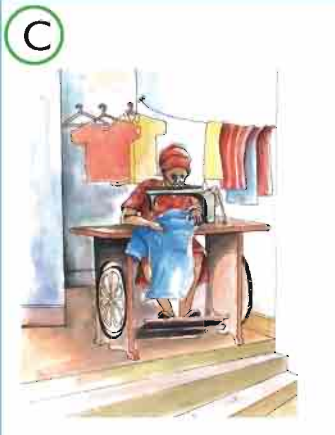
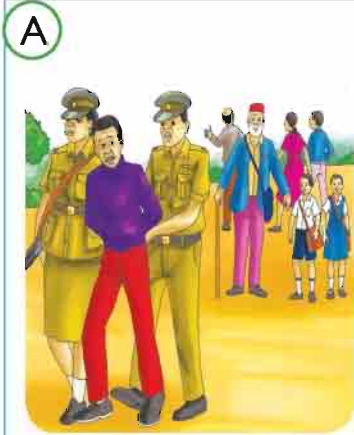
Job

Cobbler

Banker

People in our village do different jobs.


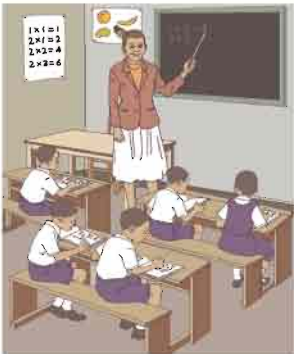

Look at the pictures below.



Write down the names of the jobs being done by the people in the pictures above.

Matching

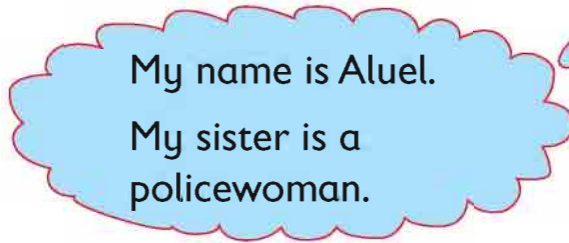
Match the picture of the people with the type of job they are doing.

Picture	Type of job
<p data-bbox="128 363 181 420">A</p> 	<p data-bbox="721 405 826 442">Fishing</p>
<p data-bbox="128 757 181 814">B</p> 	<p data-bbox="738 799 865 836">Treating</p>
<p data-bbox="128 1202 181 1258">C</p> 	<p data-bbox="738 1249 873 1286">Teaching</p>

Read aloud.



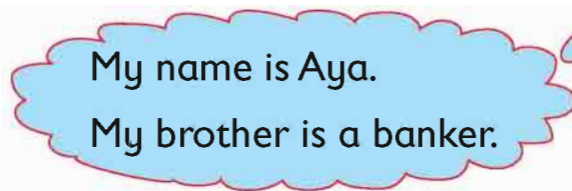
My name is Ajak.
My mother is a teacher.



My name is Aluel.
My sister is a
policewoman.



My name is Kur.
My father is a doctor.



My name is Aya.
My brother is a banker.

Look at the following pictures.

A



B



C



D



E

Nurse



F

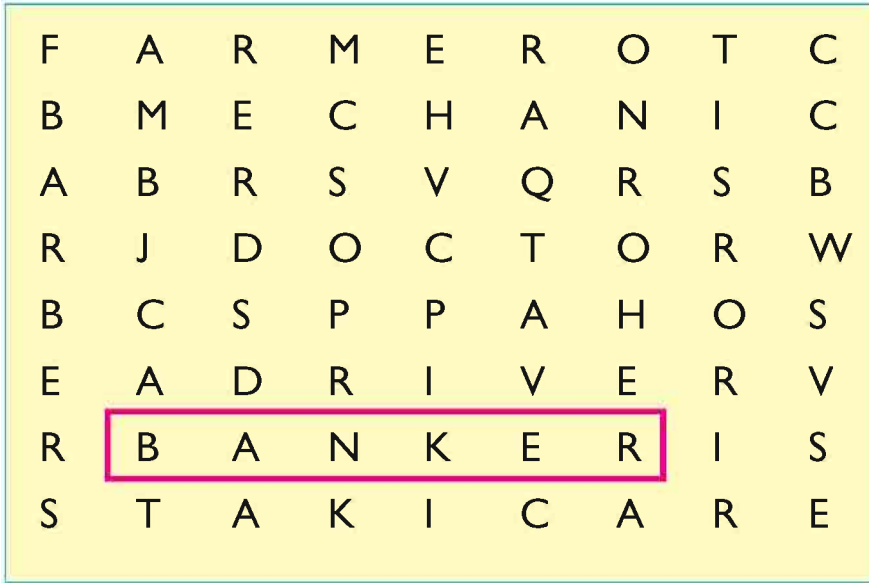


Write down the name of the job that each person is doing in the pictures above. One has been done for you.

Look at the pictures below.










Find and circle the names of the people in the pictures on page 45. One has been done for you.



(BANKER, FARMER,
BARBER, DRIVER,
MECHANIC, DOCTOR)

Pair work

Match the following pictures with the correct name of the job.
One has been done for you.

Picture	Type of job
<p>(A) </p>	Guards
<p>(B) </p>	Welds or unites pieces of iron by welding
<p>(C) </p>	Grows crops
<p>(D) </p>	Shaves hair
<p>(E) </p>	Takes care of patients
<p>(F) </p>	Repairs vehicles
<p>(G) </p>	Builds houses

Key words

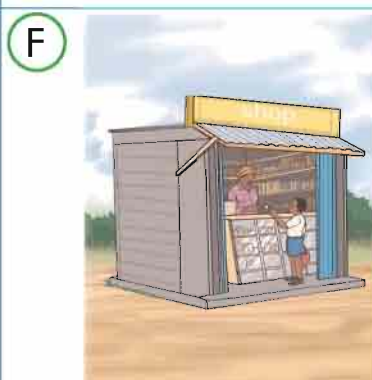
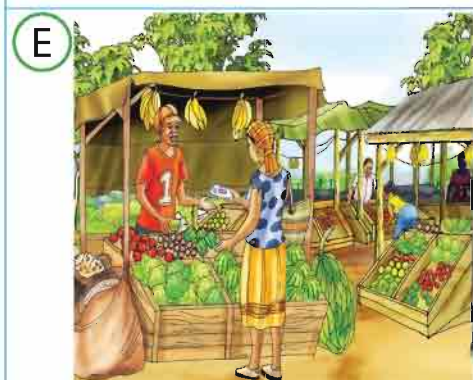
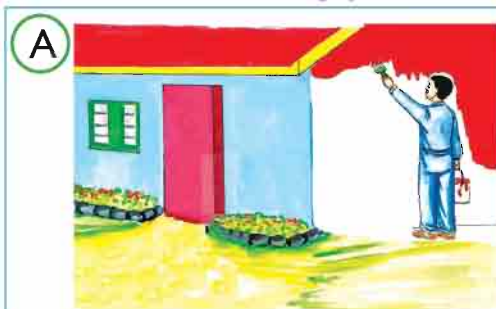
Effects

Community

Jobs

The jobs people do are important. They help us live well.

Look at the following pictures.



Group work

Use the pictures on page 48 to complete the following sentences.

In a, the person is _____.

In b, people are _____.

In c, people are _____.

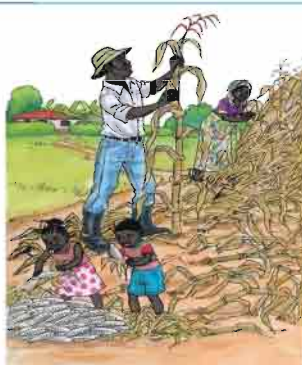
In d, people are _____.

In e, people are _____.

In f, the boy is _____.

Effects of jobs done by people to the community

Look at the following pictures.



Find and circle main activities done by people in your village.
One has been done for you.

T	E	A	C	H	I	N	G
Y	B	Y	T	D	S	Q	W
I	D	R	I	V	I	N	G
P	V	I	N	Z	X	T	S
G	B	A	G	B	X	D	E
T	Y	P	I	N	G	E	N

(TEACHING, DRIVING, TYPING)

Circle the names of jobs given in the box below.
One has been done for you.

Teaching	Sleeping	Typing
Eating	Driving	Walking
Selling in a shop	Reading	

Pair work

Listen to your teacher reading a story about the pictures below.



Homework

Find out from your parents or guardians other jobs done by people in the country. Share your findings in class.

Key words

Product

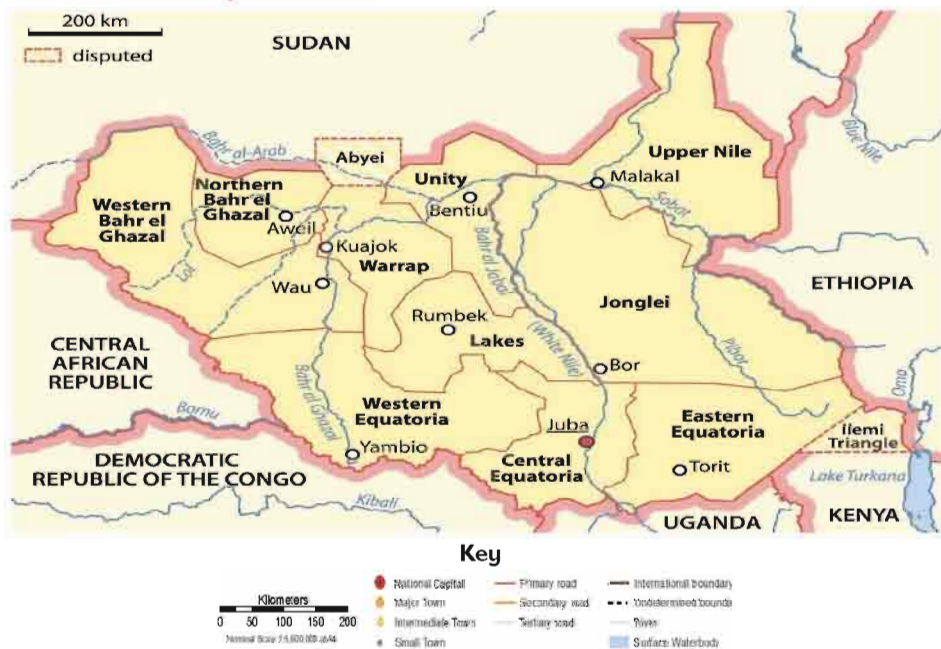
Locality

Income

Look at the following pictures.



Look at the map below.



Observe the map and tell one city or town near your village.

Which jobs do you think people do in the city or town near your village?

Products, products,

South Sudan has agricultural products,

These products earn the country income,

South Sudanese, we should promote production of items.



Benefits of economic activities



Write down the benefits of economic activities from the pictures above.

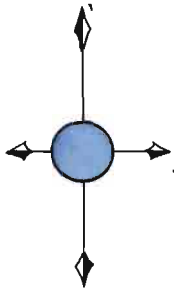
Homework

Find out from your parents or guardians, the economic activities of South Sudan that you would get involved in.

We locate places using a map.

We also locate places using a compass.

Listen to your teacher reading a story



Identify the compass points from the story that your teacher read.

Direction, direction,

We locate places using maps,

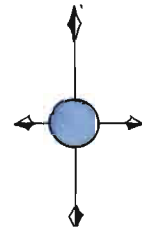
They help us to locate directions,

We locate places using a compass,

North, South, East and West,

These are the compass directions,

We use them to locate places.



North, South, East and West,

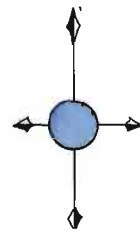
We use them to locate our schools,

We use them to locate our homes,

We use them to locate our churches,

We use them to locate our country,

Compass directions enable us locate different places.



Work to do

Name four jobs done by people in your community.

What are the effects of jobs done by people to a community?

What are the things we get from economic activities?

Rearrange the following sentences in order for Mr. Farmer to generate income.

Mr. Farmer harvested his crops. He weeded his plants. He planted his plants using a planter. He applied fertiliser to his plants. He took his farm products to the market place.

UNIT 4

Our community

New words

Assist:	To help somebody in doing something.
Ceremony:	An event that is done at a specific time.
Community:	A group of people sharing common interests.
Festival:	A party where people drink, dance and eat different foods.
Ritual:	Traditional performance which is made to clean an individual or a society.
Role:	A function of something or somebody.
Participate:	To get involved in doing something.
Swear:	To be put in a position by making promises that should not be broken.
Tradition:	Habits that are passed from one generation to another.

Key words

Community
Tradition
Homestead

People live together in groups. These groups form what is called a **community**.

Community, community,

We are people from different communities,

We have different traditions and languages,

We have common interests,

We should promote peace in our communities,

Let us love our communities.



Write down the things that communities have in common.

Share with your friend what you have written and show your teacher.

Time to draw

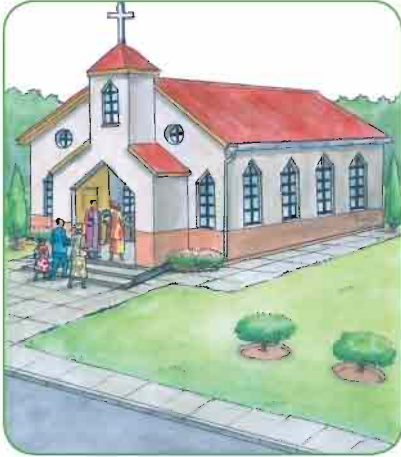
Draw your homestead, showing features that are found in your homestead.

Key words

Homestead

Look at the following pictures.

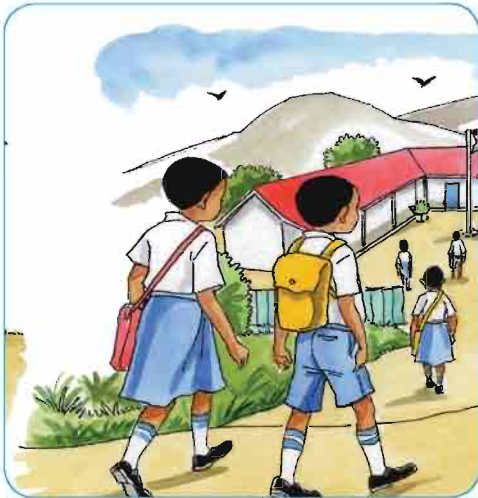
Use the pictures provided below to answer the riddles.



People come to my place to pray. Who am I? _____.



People visit me to be treated. Who am I? _____.



People come to my place to learn how to read and write. Who am I? _____.



People visit me to report their cases. Who am I? _____.

Homework

Find out from your parents or guardians other community groups found around your homestead.

Key words

Origin

Community

Origin of a community is how a community started.

We are the Dinka, we are from the mud,

The black mud of the Niles,

We believe in a god, Nhialic is his name,

We love our community,

We are always ready to protect our community.



Find out from your parents or guardians the origin of your community.

Key words

Rituals

Ceremony

Festival

Initiation

Look at the following pictures.



Write down the names of the ceremonies taking place in the pictures above.

Arrange the following ceremonies in order starting from the first ceremony to the last ceremony in life.

Wedding

Naming


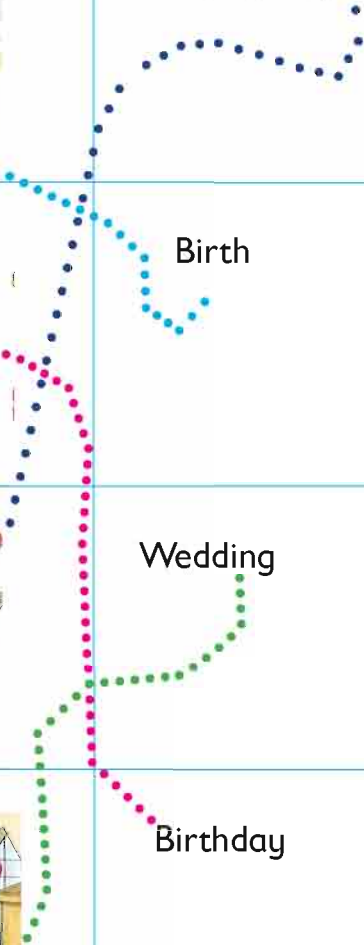



Burial

Birth

Initiation

Matching

Join the dots to match the pictures below with the name of the ceremony.

Ceremony	Name of the ceremony
	Christmas 
	Birth
	Wedding
	Birthday

Homework

Find out from your parents or guardians about some ceremonies, rituals and festivals practiced by people in your community.

Key words

Similarities

Differences

Costumes

Different activities in a community happen for different reasons. Some rituals and ceremonies are performed using same tools, at the same time, with the same costumes. These are called

Some rituals and ceremonies are done using different tools, at different times. These are called

Write down the similarities and differences between rituals and ceremonies.

Similarities	Differences

Know zone

Write whether the following sentences are TRUE or FALSE.

People are always divided by ceremonies in their communities. _____

People come together during festivals in their community.

Different activities in a community happen for different reasons. _____

Rituals, ceremonies and festivals are done to mark a certain event in a community. _____

Homework

Find out from your parents or guardians the rituals and ceremonies practiced in your community.

Key words

Voting

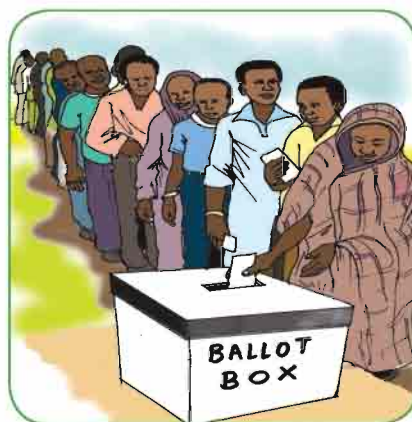
Harvesting

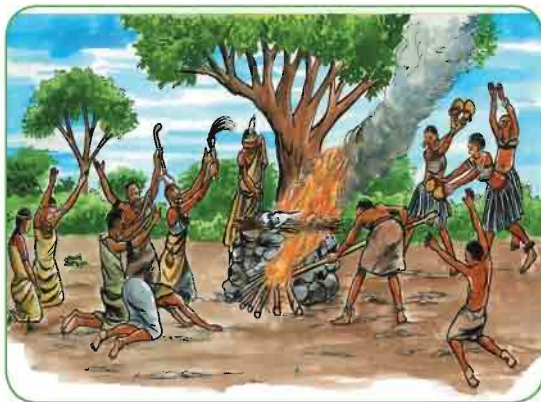
Performed

Some activities that happen in communities are very important. These activities are performed differently.

They are performed at a specific times of the day, month or year.

Look at the following pictures.





Find and circle the activities taking place in the pictures on page 62 and 63. One has been done for you.

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

(THANKSGIVING, SWEARING IN, PLANTING TREES, VOTING)

Write down the importance of these activities in your community.

Homework

Ask your parents or guardians why different rituals and ceremonies are done in your community.

Tell your group members and your teacher what you were told.

Key words

Roles

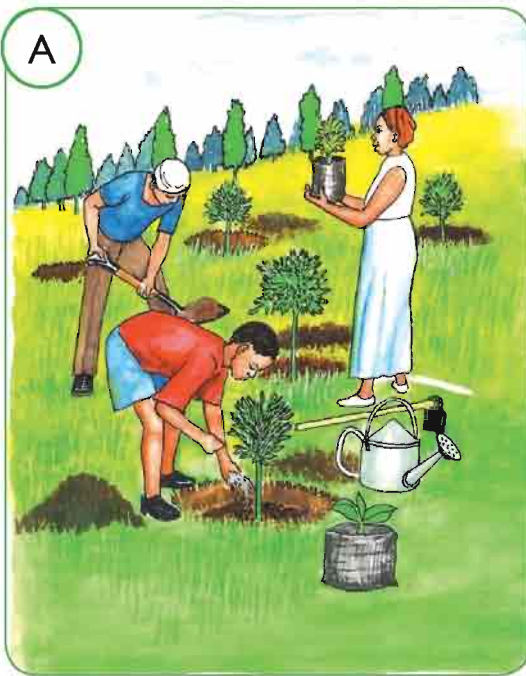
Community

People play different roles during community activities.

People come together to do different jobs.

People carry out different community activities.

Look at the pictures below.



Write down the community activity being carried out in each picture above.

People come together to play different roles during community activities.

Look at the picture below.



Homework

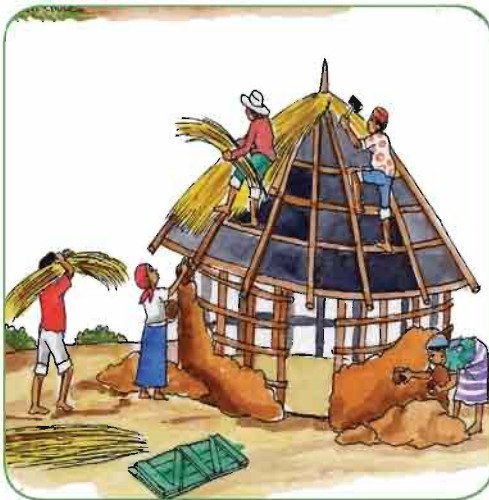
Ask your parents or guardians other activities that require people to work together.

Key words

Work

Together

Listen to your teacher reading a story about the pictures below.



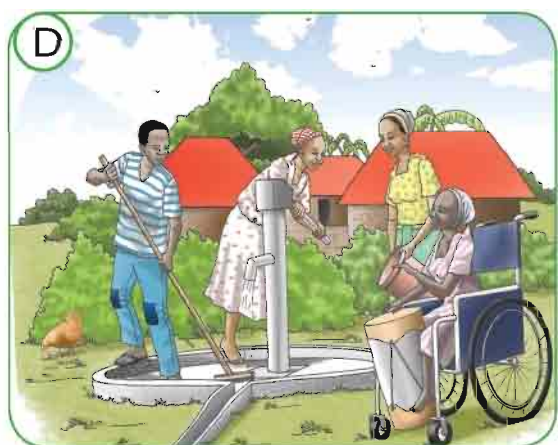
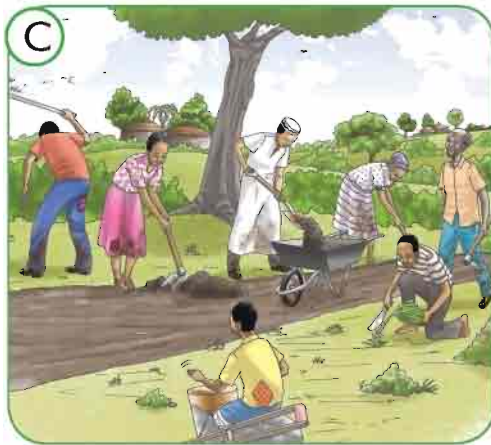
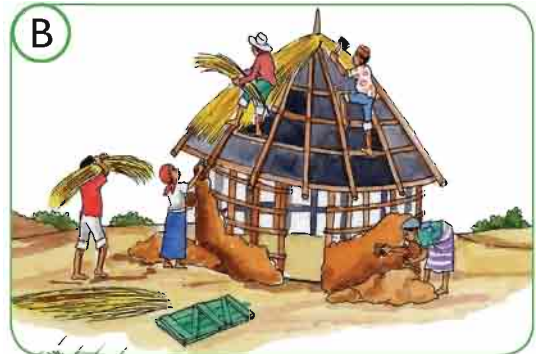
What do you think would have happened if everyone in the community acted as Ria.

Write down the importance of working together.

What lesson have you learnt from the story?

What advice can you give to others?

Look at the pictures below.



Identify the work being carried out in each picture above.

Time to draw

Draw your family members working in a garden.

Share with your friend what you have drawn

Homework

Find out from your parents or guardians some of the activities that require people to work together.

Work to do

Define the term community.

Rearrange the words according to the numbers given to get the importance of working together.

② ① ③ ④
makes It working easier.

④ ③ ① ②
Ideas sharing It promotes.

④ ⑤ ⑥ ② ③ ①
in a community promotes unity It.

Write down four examples of community activities.

Name two roles of people in the community.

UNIT 5

Time to decide

New words

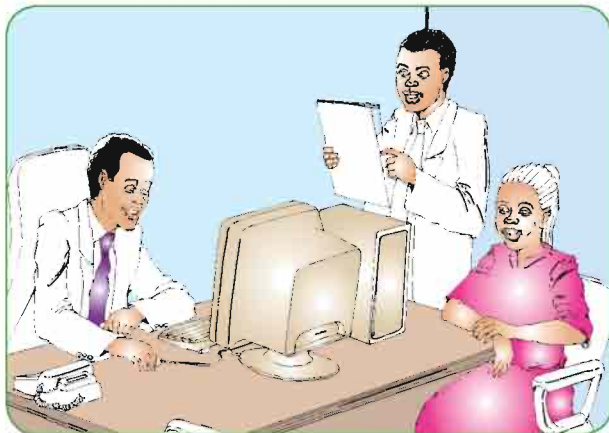
- Choice:** The ability to pick something over something else.
- Community:** A group of people living together.
- Decision:** The act of deciding.
- Right:** Something that is accepted by all.
- Role:** The function of something or somebody.

Key words

Community
Tradition
Homestead

Look at the pictures below.





Word game

Find and circle the choices made by the people in each picture on pages 68 and 69. One has been done for you.

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

(DRUNKARD, WORK, FIGHT, FRIEND)

Homework

Find out from your parents or guardians other situations that require us to choose well.

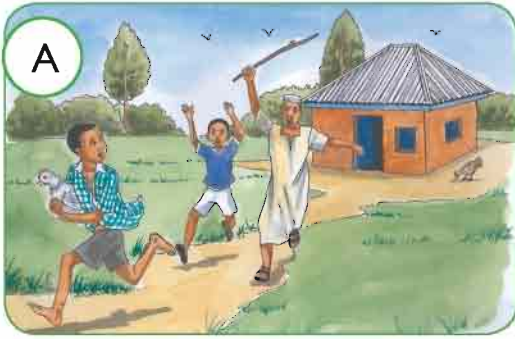
Mention any of the situations in class.

Key words

Decision

Effects

Look at the pictures below.



Write down the effects of the decisions in each picture above.
Share with your friend and show your teacher.

Group work

Using the pictures above, discuss the choices that:

Affect one person.

Affect other people.

Decisions, decisions,
Everyone has his or her own
decision,
Others make decisions as a
group,
Our decisions will always affect
us,
Either positively or negatively,
We should always make positive
decisions.



Write down other choices we make that:

Affect one person.

Affect other people.

Homework

Ask your parents or elders some of the decisions that we make that affect other people.

Tell your teacher any decision that you were told.

Key words

Decision making

Situations

Indicate

Sometimes we need other people to help us make decisions.

Look at the pictures below.



For people to decide together, they need to agree.
They also need to know the effects of their decisions.
They should as well be ready for the result of their decisions.

Homework

Ask your parents or elders some of the situations that indicate group decision making.
Tell your group members and your teacher.

Key words

Healthy

Safe

Some of the decisions we make keep us safe and healthy. When we play together we keep ourselves healthy.

Look at the pictures below.



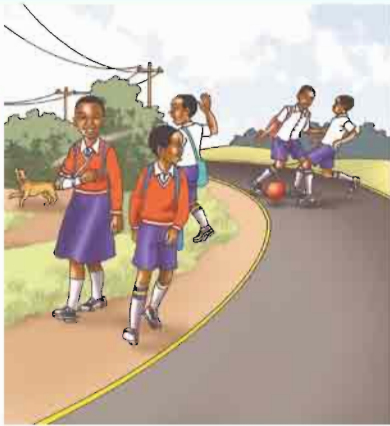
C



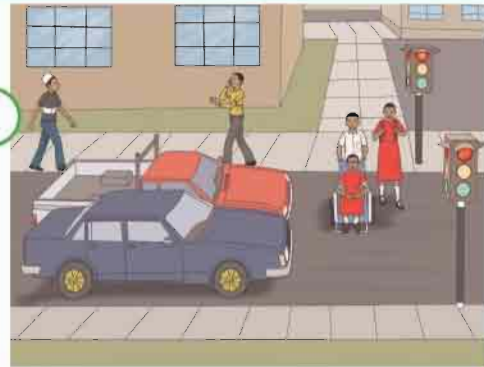
D



E



F

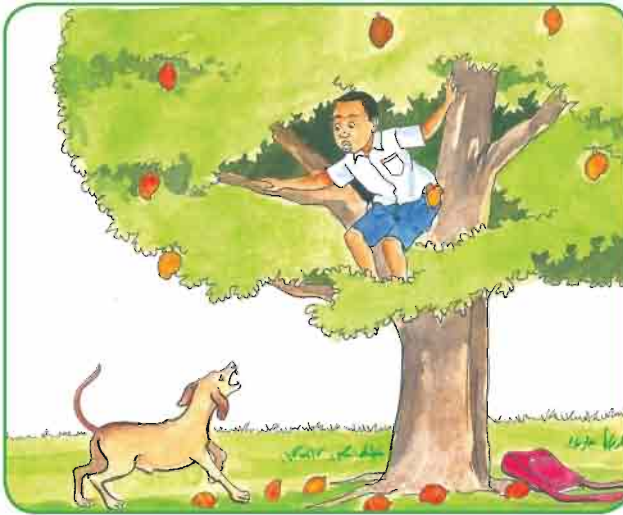


From the pictures on pages 73 and 74, put a tick (✓) on a picture with a healthy decision and (✗) on a picture with unhealthy decision.

A B C D E F

Sometimes we need people to help us make healthy decisions. This helps us to be safe.

Listen to your teacher reading to you a story about the picture below.



Answer the following question.

Write down the lesson that you have learnt from the decision of Ajok.

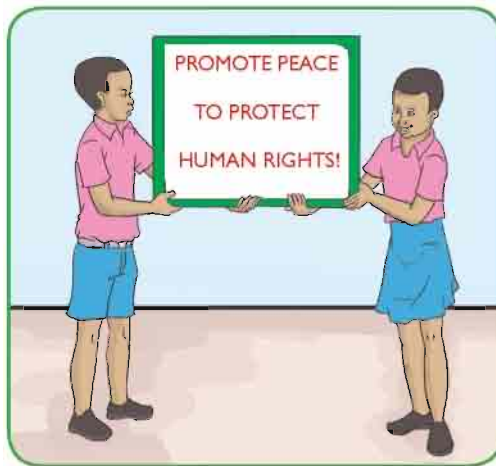
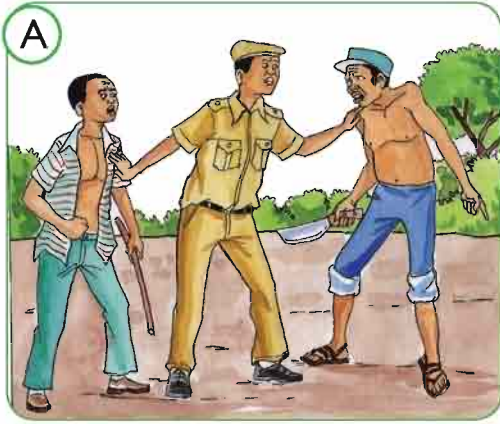
Homework

Ask your parents or guardians about their roles in good decision making. Share with your friend in class.

Key words

Decision
Importance
Right

Look at the pictures below.



E

Group work

From the pictures on page 76, identify the pictures that show support of:

Human rights.

Peaceful living.

Homework

Find out from your parents or guardians other activities that support:

Human rights.

Peaceful living.

Work to do

Define the term decision making.

Rearrange the numbers in order to get the importance of decision making.

3 1 2
unity It promotes.

2 3 1
promotes peace It.

3 4 2 1
human rights supports It.

Write down two ways in which a good citizen can support human rights.

What is the importance of making decisions together?