



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 Teacher's Books provide:

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



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

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South Sudan

# Primary Social Studies 6

Teacher's Guide



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# Social Studies

## Teacher's Guide 6

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## FOREWORD

I am delighted to present to you this Teacher's Guide, which is developed by the Ministry of General Education and Instruction based on the new South Sudan National Curriculum. The National Curriculum is a learner-centered curriculum that aims to meet the needs and aspirations of the new nation. In particular, it aims to develop (a) Good citizens; (b) successful lifelong learners; (c) creative, active and productive individuals; and (d) Environmentally responsible members of our society. This textbook, like many others, has been designed to contribute to achievement of these noble aims. It has been revised thoroughly by our Subject Panels, is deemed to be fit for the purpose and has been recommended to me for approval. Therefore, I hereby grant my approval. This Teacher's Guide shall be used to facilitate learning for learners in all schools of the Republic of South Sudan, except international schools, with effect from 4th February, 2019. I am deeply grateful to the staff of the Ministry of General Education and Instruction, especially Mr Michael Lopuke Lotyam Longolio, the Undersecretary of the Ministry, the staff of the Curriculum Development Centre, under the supervision of Mr Omot Okony Olok, the Director General for Quality Assurance and Standards, the Subject Panelists, the Curriculum Foundation (UK), under the able leadership of Dr Brian Male, for providing professional guidance throughout the process of the development of National Curriculum, school textbooks and Teachers' Guides for the Republic of South Sudan since 2013. I wish to thank UNICEF South Sudan for managing the project funded by the Global Partnership in Education so well and funding the development of the National Curriculum, the new textbooks and Teachers' Guides. I am equally grateful for the support provided by Mr Tony Calderbank, the former Country Director of the British Council, South Sudan; Sir Richard Arden, Senior Education Advisor of DfID, South Sudan. I thank Longhorn and Mountain Top publishers in Kenya for working closely with the Ministry, the Subject Panels, UNICEF and the Curriculum Foundation UK to write the new textbooks. Finally, I thank the former Ministers of Education, Hon. Joseph Ukel Abango and Hon. Dr John Gai Nyuot Yoh, for supporting me, in my role as the Undersecretary, to lead the Technical Committee to develop and complete the consultations on the new National Curriculum Framework by 29 November 2013.

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

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



Deng Deng Hoc Yai, (Hon.)

Minister of General Education and Instruction, Republic of South Sudan

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# UNIT 1: THE CHALLENGE OF CHANGE

(Refer to Pupil's Book page 1-16)

<b>Social Studies Primary 6</b>		<b>Unit 1: The challenge of change</b>	
<b>Learn about</b>		<b>Key inquiry questions</b>	
<p>Pupils should investigate and describe what changes have taken place in their country within their life time and before it. They should develop an understanding of what has led to conflicts and how that has been resolved by exploring a range of resources available to them including maps, stories, articles and artifacts.</p> <p>As pupils find out about the journey to the independence for South Sudan and South Africa for example, they should work together to produce a timeline that describes what has taken place, choosing references and illustrations that best describe significant turning points including those who led these changes.</p> <p>Pupils should compare change in South Sudan to that of significant changes and struggles in other countries such as India, South America or South Africa. They should evaluate the effects and importance of promoting a tolerance, respect and equality as key features of successfully implementing change. They should explore processes that lead to democracy and investigate how people can participate in decision making in this way.</p>		<ul style="list-style-type: none"> <li>• How is equality demonstrated and reflected in different communities in South Sudan?</li> <li>• How is South Sudan similar and different to neighbouring countries?</li> <li>• What led to the most successful strategies for conflict resolution?</li> <li>• What effects do decisions that are made democratically have on a community and beyond?</li> <li>• Where in our own community can we see evidence of conflict resolutions?</li> </ul>	
<b>Learning outcomes</b>			
<b>Knowledge and understanding</b>		<b>Skills</b>	<b>Attitudes</b>
<ul style="list-style-type: none"> <li>• Explore and list the stages that led to the independence of South Sudan.</li> <li>• Describe the barriers to change in South Sudan and who the significant people were in promoting peace and democracy.</li> <li>• Know about the importance and effect of equality, tolerance and respect for one another.</li> <li>• Explain the ways in which people can participate in democracy and provide example of this from the recent history in South Sudan and other parts of the world.</li> </ul>		<ul style="list-style-type: none"> <li>• Investigate the reasons why South Sudan struggled to gain independence.</li> <li>• Relate and compare changes and processes that led to conflict resolution.</li> <li>• Explore and interpret evidence of change in South Sudan and other countries.</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciate the value of democracy to informing decision making.</li> <li>• Respect the rights of all people to share and express views and opinions.</li> <li>• Value the role that historical sources have in shaping how we live today.</li> </ul>
<b>Contribution to the competencies:</b>			
<u>Critical thinking</u> : Using a range of resources to explore what changes have taken place in South Sudan and elsewhere.			
<u>Communication</u> : Read and comprehend critically reports and articles about changes and political and economic policy in South Sudan.			
<u>Co-operation</u> : Be respectful of others views when discussing equality and democracy.			
<u>Culture and heritage</u> : Show concern for equality and democracy.			
<b>Links to other subjects:</b>			
<u>Peace education</u> : Peace and conflict resolution in South Sudan.			

## **Assessment opportunities**

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

- Observation
- Conversation
- Product

## **An outline of the learning**

This unit looks at the challenge of change in South Sudan. How South Sudan came to exist. It also explains the journey to independence of South Sudan and other countries such as South Africa and India. A key part of the learning is inviting a resource person in school to talk about the importance of democracy in each country.

## **Using the students textbook**

There are both words and pictures in the textbook, so it is important that pupils read them out as you start each activity. That way you will be 'modeling' reading and this will help in their development.

## **The student competencies**

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

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

In the discussion and presentation, there are many opportunities for communication. This can be explored in a whole class discussion.

The subject matter will deepen their understanding of South Sudan culture and identity.



## Activity 1: Change in our country

### (Refer to Pupil's Book pages 1-2)


Change is a switch in the normal routine of something or in the structure of something. Various changes have taken place in South Sudan, these changes include:

- Change in mode of dressing.
- Change in technology.
- Change in food.
- Change in housing among others.

Pupils need to understand that South Sudan was part of Sudan before change took place. Talk to pupils on ways of resolving conflicts in the country. Ask them to draw the map of South Sudan and name some of the neighbouring countries.

**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.

1

Give pupils time to study the map in page 1 of the Pupil's Book. They may need your help on how to interpret the map. Ask them to answer some of the questions in pairs and groups and write their answers. The main activity is for the pupils to tell some of the changes that have taken place both in their country, school and their home. You can group pupils to discuss some of the possible changes that have taken place in Sudan and South Sudan.

## **Assessment opportunities**

### **Observation**

Observe the pupils as they answer the questions in groups and in pairs. Have they understood the topic well and are they able to explain the various changes that have taken place around them including their country?

### **Conversation**

Talk to pupils as they discuss the changes that have taken place in the country, their home, school and in Sudan. Have they understood the various changes in these places?

### **Product**

Check if the answers they have written are correct.

## Activity 2: Causes of conflict in South Sudan

### (Refer to Pupil's Book pages 2-4)

The key learning outcome here is for the pupils to understand and be able to explain ways that can result to a conflict in a country or community. Give pupils time to read the story on page 2 in the Pupil's Book. Ask them if they have understood the story then put them in pairs to discuss what they think could happen between the two friends from the story they just read. Are they able to come up with some of the things that would result from the story? Do they find the story helpful in understanding the activity?

Emphasis on some of the things that may lead to conflicts in the country such as corruption by leaders, inequality in sharing resources, unemployment among others.

**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.

## **Assessment opporunities**

### **Observation**

Observe the pupils as they read the story in pairs. Are they able to relate the story with some of the causes of conflict? Can they identify some of these causes and expand their explanations?

### **Conversation**

Talk to pupils as they identify these causes. Are they able to expand their explanations on the points they have come up with?

### **Product**

Read the explanations they have given under every point that they have discussed.

## Activity 3: Ways in which we can resolve conflict in South Sudan

(Refer to Pupil's Book pages 4-6)

The activity covers different possible ways that can be used to resolve conflicts in South Sudan. Pupils need to understand how important a peaceful environment is because it gives a person a peace of mind.

Give pupils time to go through the different ways of resolving conflict that have been mentioned in the Pupil's Book. Let them share their understanding with their deskmates and then emphasis on the key points.

Group pupils to discuss other ways in which conflicts can be resolved apart from the ones mentioned in the Pupil's Book. Check if they are able to do the work correctly.

### Activity 3

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

Look at the following pictures.



## **Assessment opportunities**

### **Observations**

Observe the pupils as they discuss the questions in pairs. Are they able to come up with the other points and are they able to explain their points clearly.

### **Conversation**

Talk to the pupils as they give out the points. Are their answers logical and understandable?

### **Product**

Check pupils' answers whether they have written the correct points and explanations.

## Activity 4: Journey to independence of South Sudan


(Refer to Pupil's Book pages 6-8)

South Sudan fully got independence in 2011 after going through a lot of challenges. Pupils need to understand various events that took place in South Sudan before it got independence. Give pupils time to study the map in the Pupil's Book page 6. They may need your help on how to interpret the map. Ask them to answer some of the questions in pairs and groups and write down their answers.

The main activity is for the pupils to identify the various countries on the map and write down the European powers that colonised the countries they have identified and note down the challenges these countries faced too. You can group pupils to discuss some of the leaders who led to the struggle for independence in South Sudan.

**Activity 4** Journey to independence for South Sudan

**Colonisation** means being ruled and governed by another state.  
**Independence** refers to a state of being free from colonial rule.



**Individual work**

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

## **Assessment opportunities**

### **Observation:**

Observe the pupils as they discuss the various leaders in groups. Have they understood the activity well and are they able to identify these leaders and explain their contributions to the journey to independence for South Sudan?

### **Conversation**

Talk to pupils as they discuss the changes brought by various leaders and their contributions towards the journey to independence for their countries. Have they understood all the points they discussed?

### **Product**

Check if whatever they have written are correct.



## Activity 5: Journey to independence for South Africa

(Refer to Pupil's Book pages 8-10)

South Africa started its journey to independence in the 1880s. A number of activities took place during this time. Pupils need to understand various events that took place in South Africa before it got independence. Give pupils time to study the map and the table drawn showing events that took place in South Africa in this activity. They may need your help on how to interpret the map and how to understand the table. Ask them to answer some of the questions in pairs and groups and write down their answers.

The main activity is for the pupils to draw the map of South Africa on page 9 and identify the various countries that surrounds it, major water bodies surrounding the country and the independent states that are either entirely closed or curved into the boundaries of the country. You can group pupils to discuss some of the leaders who led to the struggle for independence in South Africa.

### 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.

## **Assessment opportunities**

### **Observation:**

Observe the pupils as they state the names of countries and the major water bodies that surround South Africa. Have they understood the topic well? Are they able to state example of these leaders and explain their contributions to the journey of independence to South Africa?

### **Conversation**

Talk to the pupils as they discuss the changes brought by various leaders and their contributions towards the journey to independence for their countries. Have they understood all the points they discussed?

### **Product**

Check if whatever they have written are correct.

## Activity 6: Comparison between change in South Sudan and change in South Africa



(Refer to Pupil's Book pages 10-11)

The key learning outcome here is for the pupils to understand and be able to compare the changes in South Sudan and in South Africa. Explain to pupils the changes that took place in these two countries. Give pupils time to look at the pictures in page 10 of the Pupil's Book. Ask them if they can identify the two leaders in the pictures and if they are able to explain some of their achievements. Group the pupils and let them research on the similarities and differences of change between South Sudan and South Africa. Are they able to come up with meaningful similarities and differences?

Emphasis on the similarities in the achievements of Salva Kiir and Nelson Mandela to their countries.

**Activity 6**      *Comparison between change in South Sudan and change in 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 change 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**.

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## **Assessment opportunities**

### **Observation**

Observe the pupils as they discuss the similarities and differences of change between South Sudan and South Africa. Can they differentiate these changes and expand their explanations without using the Pupil's Book?

### **Conversation**

Talk to the pupils as they identify the changes in the two countries. Are they able to expand their explanations on the points they have come up with?

### **Product**

Read the explanations they have given under every point they have discussed.

## Activity 7: Comparison between change in South Sudan and change in India

(Refer to Pupil's Book pages 11-12)

The key learning here is for the pupils to understand and be able to compare the changes in South Sudan and in India. Explain to pupils the changes that took place in these two countries. Give pupils time to find out changes that took place in India on page 11 in the Pupil's Book. Ask them to review the changes which have taken place in South Sudan.

Group pupils and let them discuss how the changes in India were different to the changes in South Sudan. Are they able to come up with meaningful changes on the two countries? Emphasis on the changes for better understanding of the pupils.

### Activity 7

### Comparison between change in South Sudan and change in India

Review the changes which have taken place in South Sudan.

Study the map below.



## **Assessment opportunities**

### **Observation**

Observe the pupils as they compare the changes in India to that of South Sudan. Can they differentiate these changes and expand their explanations without using the Pupil's Book?

### **Conversation**

Talk to the pupils as they identify the changes in the two countries. Are they able to expand their explanations on the points they have come up with?

### **Product**

Read the explanations they have given under every point that they have discussed.

## Activity 8: Key features for a successful change

(Refer to Pupil's Book pages 13-14)


Features are the things one need for particular thing. For a successful change the following things should at least be considered: Good will from the leaders, adherence to the rule of law, clear goal for change among others. Pupils need to understand the features that can result to a successful change in a country.

Give pupils time to study the picture in this activity. They may need your help on how to interpret the picture. Ask them to share with their friends who the people in the picture are and the reasons why they are celebrating.

The main activity is for the pupils to find out other features for a successful change. You can group pupils to discuss these features and make sure they explain the features in details as they note down the key points in their notebooks.

*Activity 8*      *Key features for a successful change*

Study the picture below.



*Pair work*

Tell your deskmate who these people are.  
Give reasons why you think they are celebrating.

## **Assessment opportunities**

### **Observation**

Observe the pupils as they state and discuss other features for a successful change apart from the ones mentioned in the Pupil's Book. Have they understood the topic well and have they pointed out the correct features and explained them well?

### **Conversation**

Talk to the pupils as they discuss the features for a successful change in a country.. Have they understood the points they discussed?

### **Product**

Check if whatever they have written are correct.



## Activity 9: Importance of democracy

(Refer to Pupil's Book pages 14-15)

Democracy is a government of people, by the people and for the people. In a country where democracy is practiced, people are allowed to choose leaders of their own choice. People are able to live peacefully among other benefits.

Talk to the pupils on what is happening in the picture. Let pupils discuss their ideas with you in class and they can also role play what is in the picture by choosing the class representative for Social Studies. Listen to what they have to say.

The main activity is for the pupils to discuss reasons why democracy is important in our society and why citizens should be allowed to practice their democratic rights.

### 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.

## **Assessment opportunities**

### **Observation:**

Observe the pupils as they answer the questions in groups and in pairs. Have they understood what democracy is as well as its importance and are they able to explain their points clearly? Can they practice democracy too in the classroom?

### **Conversation**

Talk to the pupils as they discuss the importance of democracy in a society. Can they explain the various answers they have come up with?

### **Product**

Check if whatever they have written are correct.

**Answers to Revision Questions** (Refer to Pupil's Book Page 15)

- 1. In less than 100 words, discuss some of the features of a democratic nation in one paragraph.**

You should read each Pupil's Book to ensure that what they have included in their summary makes sense. Check if they have mentioned the features. Ensure that the pupils have indicated the total number of words they have used at the end of the paragraph.

- 2. Compare and contrast the journey to independence of South Sudan and South Africa.**

Go through pupils' answers and find out whether what they have written is right. It would be better if they make a table so as to differentiate the two countries' journey to independence and their similarities.

- 3. Draw a map of South Sudan and indicate the location of its neighbouring countries and the European power that colonised each country on the map.**

Check at the Pupil's map and ensure they have drawn the map well, labeled it well and have indicated every detail that the question requires.

# UNIT 2: CHANGING STATES

(Refer to Pupil's Book pages 17-32)

<b>Social Studies Primary 6</b>		<b>Unit 2: Changing states</b>
<b>Learn about</b>		<b>Key inquiry questions</b>
<p>Pupils should explore the processes leading to changes and formation of physical features with an emphasis on knowing about tectonic movements, volcanic activities, earthquakes, soil erosion, deposition, pollution and human activities. Pupils should look for examples of these features in their own communities and then compare these to similar features in other parts of South Sudan and in a contrasting locality somewhere else in the world. They should prepare a presentation of the effects of these physical changes on a community and develop some ideas that could protect communities from events such as soil erosion or support them cope with the devastation caused by earthquakes for example.</p> <p>Pupils should use maps to help them understand how physical features can determine the location of cities and towns and other human activities like farming. Using a range of maps with a variety of scales and symbols, pupils should explore where major cities in the world are located and explore also, significant features of different continents according to for example, their position in relation to the equator.</p>		<ul style="list-style-type: none"> <li>• What processes that lead to the changes in physical features, cause the most disruption to a community over time?</li> <li>• Why most of the major cities in South Sudan and Africa are located near water bodies?</li> <li>• What major physical features of South Sudan are found in other parts of the world?</li> </ul>
<b>Learning outcomes</b>		
<b>Knowledge and understanding</b>	<b>Skills</b>	<b>Attitudes</b>
<ul style="list-style-type: none"> <li>• Know about the processes that cause changes and the formation of physical features.</li> <li>• Understand the influence of physical features on the location of cities and human activities in South Sudan and Africa.</li> <li>• Be familiar with the location of cities and key features of the major continents of the world.</li> </ul>	<ul style="list-style-type: none"> <li>• Investigate the effects of changing physical features on parts of Africa over time.</li> <li>• Explore and compare types of physical features in contrasting localities across the world.</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciate the processes that lead to formation of physical features.</li> <li>• Value the benefits that some physical features bring to a community.</li> <li>• Show concern for the preservation of wild life and the environment.</li> </ul>
<p><b>Contribution to the competencies:</b></p> <p><u>Critical and Creative thinking:</u> Critically think about and classify physical processes.</p> <p><u>Communication:</u> Use a range of technologies to communicate information about physical features across the world.</p> <p><u>Co-operation:</u> Working together to begin solving problems associated with changes in physical features such as flood and soil erosion.</p> <p><u>Culture:</u> Take pride in the South Sudanese identity by knowing about physical features that are an important aspect of peoples' lives.</p>		
<p><b>Links to other subjects:</b></p> <p>Mathematics: Use scales in order to interpret information on a map about physical features; solve problems using ratios and proportions in order to describe physical features.</p> <p>Science: Describe the water cycle and understand how the weather affects features of the land; know about changes of state and how the land can change according to these processes.</p> <p>Environment and sustainability: Sustainable natural resources.</p>		

## **Assessment opportunities**

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

- Observation
- Conversation
- Product

## **An outline of the learning**

In this unit, pupils should explore on the physical changes that occur in our environment. They should understand formation of different types of physical features and the effects of these physical features to the environment. You should engage pupils more on how to understand some of the physical features in their country and also they should be able to identify examples of physical features in their country and the benefits of these features.

## **Using the students textbook**

There are both maps and pictures in the unit so it is important that pupils study them for better understanding as you start each activity. That way you will be ‘modeling’ reading and this will help their development.

## **The student competencies**

This unit presents many opportunities for critical and creative thinking: Interpreting pictures and giving reasons for answers, making references and links to other parts of the unit and making up questions. Pupils are asked to work in pairs and groups, so there are continuous opportunities for co-operation and teamwork.

In the discussion and presentation, there are many opportunities for communication. This can be explored in a whole class discussion.

The subject matter will deepen their understanding of South Sudan culture and identity.

## Activity 1: Physical changes

(Refer to Pupil's Book pages 17-19)

The key learning outcome here is for the pupils to understand changing states in different objects. Explain to pupils the changes that take place in different types of objects such as boiling water, mixing sand and water among others. Give pupils time to have a nature walk around the school. Ask them to compare how the land is now and when they joined the school. Are they able to identify the difference or can they notice something different?

Pair the pupils and let them fill in the word search in the Pupil's Book under this activity. Let them discuss in those pairs what makes land attractive by studying the pictures on page 18 and 19. Are they able to find the words in the word search? And what reasons are they giving on what they think makes the land beautiful?

### UNIT 2

### CHANGING STATES

**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.



## **Assessment opportunities**

### **Observation**

Observe the pupils as they try to find out the words required in the word search and the reasons they are giving on what makes the land attractive. Are they able to find these words and what reasons are they giving on what makes the land attractive?

### **Conversation**

Talk to pupils as they identify the words in the word search and as they discuss some of the reasons that make the land attractive. Are they able to expand their reasoning on what makes the land attractive?

### **Product**

Read the explanations they have given under every point they had discussed.

## Activity 2: Formation of physical features

### (Refer to Pupil's Book pages 19-23)

There are different types of physical features in our country. These features include rivers, swamps and mountains. Physical features are formed in different ways and their formation differs. For example, formation of Volcanic and Block Mountains is different as explained in the Pupil's Book.

Give pupils time to study the diagram of a Volcanic Mountain, block mountain and an ox-bow lake. Talk to pupils on the steps that are followed during the formation of these physical features and let them draw the diagrams and label them.

The main activity is for the pupils to use an atlas to observe and identify physical features in other countries. Group them and let them discuss how the physical features they have identified were formed as they note down the key points in their notebooks.

#### 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.



## **Assessment opportunities**

### **Observation:**

Observe the pupils as they identify the physical features found in other countries using an atlas in groups. Are they able to identify some of these features and explain how the features came to existence? Can they clearly explain the different formation of these features without referring to the textbook?

### **Conversation**

Talk to the pupils as they discuss the importance of democracy in a society. Have they understood the various answers they have come up with?

### **Product**

Check if whatever they have written are correct.

### Activity 3: Effects of physical changes on communities

#### (Refer to Pupil's Book pages 23-24)


The activity covers different possible effects of physical changes on the community. Pupils need to understand how these changes have affected their community.


Give pupils time to study the pictures in the Pupil's Book. Are they able to tell what is happening in the pictures and their effect in the community? Let them share their understanding with their deskmates. Emphasis on the key points deeply.

Pupils to individually explain other effects of physical changes apart from the ones mentioned in the Pupil's Book. Let them share their findings with their deskmates and then check if they have done the work correctly.

**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?

23

## **Assessment opportunities**

### **Observations**

Observe the pupils' individual books as they try to come up with the remaining effects of change to the community. Are they able to come up with the other points and are they able to explain their points correctly.

### **Conversation**

Talk to pupils as they note down the key points. Are their points logical and understandable?

### **Product**

Check the pupils answers. Have they written the correct effects and explained them well?


## Activity 4: Protection of communities against these physical changes


(Refer to Pupil's Book pages 25-26)

The key learning outcome here is for the pupils to understand and be able to explain ways that can be used to protect the community against physical changes. Explain to the pupils some of these points especially ways of preventing soil erosion. Give pupils time to study the diagrams under ways of preventing soil erosion in the Pupil's Book. Ask them if they have understood what the diagrams are all about. Group the pupils and let them prepare a presentation on other ways that can be used to prevent the physical changes that occur in our community. Are they able to come up with meaningful and different protections other than the ones mentioned in the Pupil's Book? Emphasise and explain to them more on how to protect the community against these changes for better understanding.

**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?

25

## **Assessment opportunities**

### **Observation**

Observe the pupils as they discuss ways that can be used to prevent negative physical changes. Can they present their points in class after the discussion without using the Pupil's Book?

### **Conversation**

Talk to pupils as they present their points in class. Are they able to expand their explanations on the points they have come up with?

### **Product**

Read the explanations they have given in their books under every point they have discussed.

## Activity 5: Major physical features in South Sudan

(Refer to Pupil's Book page 27)

Just like in other countries, South Sudan has various physical features including rivers, swamps and mountains. An example of a river in South Sudan is the Nile River which starts from river Kagera in Northern Tanzania to the Mediterranean Sea.

Give pupils time to study the map of their country showing various locations of physical features. They may need your help on how to interpret the map. Ask them to answer some of the questions in pairs and in groups and write their answers. The main activity is for the pupils to identify the physical features on the map.

Let the pupils use an atlas and draw the map of South Sudan showing all physical features found in their country and afterwards let them compare the physical features they have identified in their country and in the world.

### Activity 5 Major physical features in South Sudan

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.

## **Assessment opportunities**

### **Observation:**

Observe the pupils as they draw the map. Are they able to locate correctly the different types of physical features on the map? Can they easily compare these physical features to that of the rest of the world?

### **Conversation**

Talk to pupils as they draw the physical feature's map using the atlas. Have they understood the map well and can they easily locate the features on the map?

### **Product**

Assess their maps. Are they correctly drawn and the physical features correctly located?

## Activity 6: Physical features in Africa

(Refer to Pupil's Book pages 28-29)

Give pupils time to study the map of Africa showing various locations of physical features. They may need your help on how to interpret the map. Ask them to give examples of physical features found in various countries that have been mentioned in the table. The main activity is for the pupils to identify the physical features in the map of various countries.

Pair the pupils and let them compare the location of major cities on the map on page 28 and the location of physical features. What can they say?

### 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					



## **Assessment opportunities**

### **Observation:**

Observe the pupils as they draw the map. Are they able to locate correctly the different types of physical features on the map? Can they easily compare these physical features in different countries.

### **Conversation**

Talk to the pupils as they draw the map of Africa locating the physical features. Have they drawn the map well and can they easily locate the features on the map?

### **Product**

Assess their maps if they have correctly drawn them and located the physical features.

## Activity 7: Importance of physical features

### (Refer to Pupil's Book pages 29-30)

The key learning outcome here is for the pupils to understand the importance of physical features. How these features benefits the people of their community and the country as a whole. Different features have different functions. For example; lakes and rivers provide water for domestic use, this water is used for irrigation and also it encourages people to practice fishing.

Explain to pupils all the importance of these physical features and make sure they are able to understand everything on the importance of the physical features in their country and around them. Emphasis to the pupils the importance of plains, plateaus and mountains. Let them read notes under these features on the Pupil's Book for better understanding.

Group the pupils and let them discuss other uses of physical features that have not been mentioned in the Pupil's Book. Pupils to exchange their books with members of different groups to find out if the discussion was meaningful in that the written uses of physical features are right.

#### 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.

## **Assessment opportunities**

### **Observation**

Observe the pupils as they discuss some of the uses of physical features that have not been mentioned in the Pupil's Book. Are they able to explain the different uses of these physical features?

### **Conversation**

Talk to pupils as they identify the uses of the physical features around them and in the country as a whole. Are they able to expand their explanations on the uses of physical features?

### **Product**

Read the explanations they have given under every point they have discussed.

**Answers to Revision Questions** (Refer to Pupil's Book Page 32)

- 1. Explain some of the things that people do to protect themselves against physical changes.**

Analyse the Pupil's explanations according to how you taught them during the lesson. Make sure their answers are making sense and are understandable.

- 2. Draw map of Africa and on it indicate the major physical features found in different countries.**

Study carefully each map from every pupil and check if they have indicated major physical features on the map.

- 3. In not more than 200 words, discuss the effects of physical features on the lives of people of South Sudan.**

You should read each Pupil's Book to ensure that what they have included in their summary is making sense that is, if they have mentioned and explained clearly the effects of physical features. Ensure that the pupils indicate the total number of words they have used at the end of the paragraph.

- 4. Describe the formation of a fold mountain.**

Check at the pupils work and make sure they have drawn a well labeled diagram of the fold mountain and explained its formation step by step.

# UNIT 3: TOURISM IN SOUTH SUDAN

(Refer to Pupil's Book pages 33-49)

Social Studies Primary 6		Unit 3: Tourism in South Sudan
<b>Learn about</b>		<b>Key inquiry questions</b>
<p>Pupils should begin by considering what they like about where they live and find out about other places in South Sudan that are described to be 'good' or 'interesting'. They should work in groups to explore what it is about these places that people like and then begin to build a picture of what makes a good tourist attraction. Pupils should consider what benefits to a community tourism can bring and develop ideas for ways of maximising opportunities for economic growth and industry as a result of more visitors to a particular place.</p> <p>In order to further develop their understanding of tourism, pupils should choose some key tourist attractions in Africa and then other parts of the world in order to investigate what makes them attractive and successful. Pupils should also explore some challenges faced by communities where tourism is a feature of daily life and how these problems can be overcome. Pupils should think about the benefits to South Sudan of increased opportunities for tourism and consider what current barriers there may be to achieving this. To help pupils develop their understanding of how places attract an interest from people in other places, they could create and design a poster or leaflet for a place near where they live and share this with their community, possibly hosting a celebration event also to raise awareness of this place.</p>		<ul style="list-style-type: none"> <li>• What are the key features of South Sudan that are attractive to tourists?</li> <li>• Why are some parts of South Sudan more attractive to tourists than others?</li> <li>• What are the key benefits and challenges faced by community as a result of increased visits by tourists?</li> <li>• What can we learn from tourist attractions in other countries that will help to develop sustainable tourism in South Sudan?</li> <li>• How can we break down the barriers to tourism in South Sudan?</li> </ul>
<b>Learning outcomes</b>		
<b>Knowledge and understanding</b>	<b>Skills</b>	<b>Attitudes</b>
<ul style="list-style-type: none"> <li>• Know about key tourist attractions of South Sudan.</li> <li>• Know how to manage tourist attractions for the benefit of the whole country.</li> <li>• Know about similarities and differences between tourist attractions in South Sudan and those in other parts of the world.</li> </ul>	<ul style="list-style-type: none"> <li>• Investigate places of interest beyond where they know of</li> <li>• Investigate how places of interest are shared with people in other places.</li> <li>• Compare how and why some places of interest are more successful in attracting tourists than others.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a love and respect for the place where they live.</li> <li>• Appreciate the benefits of tourism to a community or country as a whole.</li> <li>• Value the rich variety of features of their country, recognising how these could be shared with others.</li> </ul>
<b>Contribution to the competencies:</b>		
<p><u>Critical and Creative thinking</u>: Using a range of resources to find out about tourist attractions in South Sudan and other parts of the world.</p> <p><u>Communication</u>: Sharing with others what they love about where they live.</p> <p><u>Co-operation</u>: Write fluently, using persuasive language to encourage others to visit a place of interest.</p> <p><u>Culture and Identity</u>: Build an understanding of South Sudanese heritage in relation to the wider world and recognise how and why others might like to find out about this.</p>		
<b>Links to other subjects:</b>		
<p>Mathematics: Know about profit and loss and relate this to the benefits and challenges of the tourism industry.</p> <p>English: Structure writing to produce a coherent text in an appropriate register – writing a leaflet for tourists for example.</p>		

## **Assessment opportunities**

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

- Observation
- Conversation
- Product

## **An outline of the learning**

In this unit, pupils should explore on tourism and wildlife. They should be able to mention examples of tourist attraction in the country. You should engage pupils more on how to understand the comparison of tourism in their country and the rest of the world, benefits of tourism to the country and some of the ways of making tourism grow in the country. Make pupils understand the problems facing tourism in South Sudan and the challenges facing tourism and wildlife.

## **Using the students textbook**

There are both maps and pictures in the unit, so it is important that pupils study them for better understanding as you start each activity. That way you will be 'modeling' reading and this will help in their development.

## **The student competencies**

This unit presents many opportunities for critical and creative thinking: Interpreting pictures and giving reasons for answers, making references and links to other parts of the unit and making up questions. Pupils are asked to work in pairs and groups, so there are continuous opportunities for co-operation and teamwork.

In the discussion and presentation, there are many opportunities for communication. This can be explored in a whole class discussion.

The subject matter will deepen their understanding of South Sudan culture and identity.

## Activity 1: Tourism and wildlife

(Refer to Pupil's Book pages 33-35)

The key learning outcome here is for the pupils to understand and be able to explain the meaning of terms such as tourism and wildlife as explained in the Pupil's Book and the examples in the country. Give pupils time to study the pictures in the Pupil's Book page 34 under examples of wild animals that attract tourist. Ask them to name other examples apart from the ones in the pictures.

Group pupils and let them role play on how tourist come to the country. Some pupils will be tourists, others will play a role of welcoming the tourists while others will act as wild animals that the tourists have come to see. Are pupils able to play their roles successfully?

**UNIT 3** **TOURISM IN SOUTH SUDAN**

**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.

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## **Assessment opporunities**

### **Observation**

Observe the pupils as each pupil role play his or her part. Are they able to do it nicely? What have they understood in the act?

### **Conversation**

Talk to the pupils as they role play their parts. Are they able to follow the instructions carefully?

### **Product**

Read the examples of the animals they were able to write in their note books.



## Activity 2: Tourist attractions in South Sudan

### (Refer to Pupil's Book pages 35-39)

The activity covers the major tourist attraction, tourist sites and location of tourist sites in South Sudan. Pupils need to understand the major tourist attractions in South Sudan and be able to give examples of tourist sites in the country.

Give pupils time to study the map in the Pupil's Book page 38 on the location of tourist attraction sites in the country. Are they able to identify some of these tourists sites on the map? Let them discuss their understanding with their deskmates. Emphasis on the points.

Pupils to work in pairs and answer the pair work questions in the Pupil's Book. Let them share their findings with other pairs and then assess their work if they have done correctly.

#### 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.

## **Assessment opportunities**

### **Observations**

Observe the pupils' pair works. Are they able to come up with the correct answers?

### **Conversation**

Talk to pupils as they note down the points. Are their answers logical and understandable?

### **Product**

Check pupils answer. Have they written the correct answers?

## Activity 3: Comparison of Tourism between South Sudan and South Africa

(Refer to Pupil's Book pages 39-40)

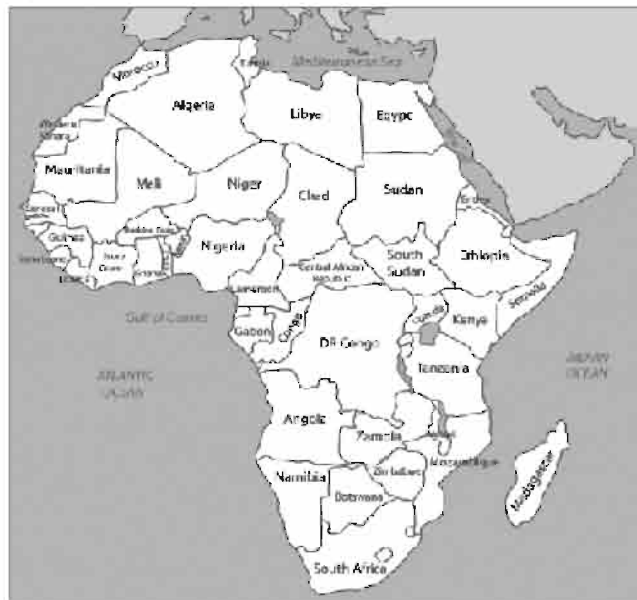
The activity covers both tourism in South Sudan and in South Africa. Pupils need to understand what tourism in these two countries entails. What they share in common and their differences.

Give pupils time to study the map of Africa in the Pupil's Book page 39 on the location of tourist attraction sites in the Africa. Are they able to identify some of these tourists sites on the map? Let them share their understanding with their deskmates. Emphasis on the points deeply. Pupils to work in pairs and describe the location of South Sudan and that of South Africa. Let them give the advantage South Africa has for being located near a large water body. Let them share their findings with other pairs and then assess their work if they have done it correctly.

### 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.



## **Assessment opportunities**

### **Observations**

Observe the pupils' pair works. Are they able to come up with the correct answers without referring to the Pupil's Book?

### **Conversation**

Talk to pupils as they note down the key points. Are their answers logical and understandable?

### **Product**

Check the pupil's answers. Have they written the correct answers?

## Activity 4: Comparison between tourism in South Sudan and the World

(Refer to Pupil's Book pages 40-42)

The activity covers tourism in South Sudan and the rest of the world. Pupils need to understand what tourism in the country and the rest of the world is. Countries like Europe and Northern America come to our country during winter seasons because they find our country warm.

Give pupils time to look at the pictures in the activity. Are they able to identify the tourists' attraction sites in the pictures? Let them share their understanding with their deskmates. Emphasise on what tourist attraction sites in our country.

Pupils to work in groups and name countries where tourists who visit South Sudan come from and the tourist attractions they come to see. Let them share their findings with other pairs and thereafter, assess if they have done the work correctly.

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.

## **Assessment opportunities**

### **Observations**

Observe the pupils' pair works. Are they able to name these countries without referring to the Pupil's Book?

### **Conversation**

Talk to the pupils as they note down the key points. Are their answers logical and understandable?

### **Product**

Check the pupils answers. Have they written the correct answers?

## Activity 5: Benefits of tourism to South Sudan

### (Refer to Pupil's Book pages 42-43)

The key learning outcome here is for the pupils to understand and be able to explain benefits of tourism in South Sudan. These benefits include earning the country foreign exchange, a source of employment to the tour guides among other benefits. Give pupils time to read and understand the story in the Pupil's Book page 42. Are they able to answer questions under this story?

Group the pupils and let them discuss ways their community benefit from tourism. Are pupils able to state and explain these benefits? Are they able to come up with more benefits?

#### 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.



## **Assessment opportunities**

### **Observation**

Observe the pupils as they discuss the benefits tourism brings to our community? Are they able to explain their work in a good way?

### **Conversation**

Talk to the pupils as they discuss the benefits. Are they able to write what is right?

### **Product**

Assess pupils' work to see if the written benefits are right and have been explained in a good way.



## Activity 6: Ways of making tourism grow

**(Refer to Pupil's Book pages 43-45)**

The activity covers different possible ways of making tourism grow in our country. These ways include the following: Educating people living near tourism attraction sites on the importance of wildlife, establishing anti-poaching unit to deal with poachers, to provide home for injured animals among other ways as stated in the Pupil's Book. Pupils need to understand these ways and be able to explain them without referring to the book.

Give pupils time to study the two pictures in the activity. Are they able to interpret the pictures and identify what the pictures are all about? Let them share their understanding with their deskmates. Emphasis on the points deeply.

Group the pupils and let them discuss how tourism can grow by reading the points under group work in the Pupil's Book. Let them share their findings with other groups. Afterwards, they should present their work in class. Listen to their presentations carefully.

### 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.

## **Assessment opportunities**

### **Observations**

Observe the pupils in their groups as they discuss the points. Make sure everyone participates fully in the discussion. Are they able to come up with the correct explanation for each point and are their presentations meaningful?

### **Conversation**

Talk to the pupils as they note down the key points during their discussion. Are their points logical and understandable?

### **Product**

Check the pupils' explanations whether they have explained the points correctly.

## Activity 7: Problems facing tourism in South Sudan

(Refer to Pupil's Book pages 45-47)

The activity covers all the problems that face tourism in our community and our country. Despite the growth of tourism in the country, tourism also face challenges that hinder its growth. Some of these challenges are competition from the rest of the world, marketing strategies, poor transport network among others. Pupils need to understand these effects.

Give pupils time to study the two pictures in the Pupil's Book page 46 on the problems facing tourism in our country. Are they able to identify what is happening in the two pictures? Let them discuss their views with their deskmates.

Pupils to work in pairs and find out other challenges facing tourism. You should help them find out how introduction of new culture and drug abuse has affected tourism in our country. Let them share their findings with other pairs and then asses if they have done the correct thing.

### 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 tourist 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 acts as a home of these wild animals.

## **Assessment opportunities**

### **Observations**

Observe the pupils' pair works. Are they able to come up with the right explanation of the points given without referring to the Pupil's Book?

### **Conversation**

Talk to the pupils as they note down the key points. Are their answers logical and understandable?

### **Product**

Check the pupils' answer. Have they written the correct answers?

## Activity 8: Solution to challenges resulting from tourism in a community

(Refer to Pupil's Book pages 47-48)

The key learning outcome here is for the pupils to understand the solutions to challenges resulting from tourism in a community. One of the reasons could probably be improved infrastructure leading to the tourist sites, development of suitable facilities especially hotels for tourists among other solutions.

Explain to the pupils all the solutions pointed in the Pupil's Book and make sure they are able to understand and explain these solutions without referring to the book. Let them read notes under these solutions on the Pupil's Book for better understanding.

Group pupils and let them discuss measures that can be taken to improve the tourism sector and also let them look at the poster given in the group work. Talk about the information given on the poster with their group members and then let them share their findings within groups.

### 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.

## **Assessment opportunities**

### **Observation**

Observe the pupils as they discuss measures that can be put in place to improve the tourism sector. Are they able to explain their points in a correct way? Are they also able to talk about the information written on the poster?

### **Conversation**

Talk to the pupils as they discuss the measures they have stated in their groups. Are they able to expand their explanations on the measures put in place to improve tourism sector?

### **Product**

Read the explanations that they have given under every point they have discussed.

**Answers to Revision Questions** (Refer to Pupil's Book Page 48)

**1. Draw a map of Africa and indicate five tourist attraction in each of the following countries:**

- Kenya
- Uganda
- Sudan
- Tanzania

Study the map drawn by each pupil and make sure they have indicated all the five tourists attraction sites needed from the countries mentioned in the question.

**2. In paragraph form, suggest solutions to problems facing tourism in South Sudan.**

You should read each of the pupil's work to ensure that what they have included in their summary makes sense and that is, if they have mentioned and explained clearly solutions to the problems facing tourism in the country in one paragraph.

**3. Discuss other benefits of tourism in the country apart from the ones in the text.**

Analyse pupils work and make sure they have written their points in paragraph form because the question is to discuss.

# UNIT 4: VALUING ONE ANOTHER

(Refer to Pupil's Book pages 50-66)

Social Studies Primary 6		Unit 4:Valuing one another
<b>Learn about</b>		<b>Key inquiry questions</b>
<p>Pupils should work together to explore the importance of valuing one another. They should consider this within the context of peace education and human rights, exploring how respect and trust lead to peace and democracy. Pupils should investigate social and political interactions between South Sudan and neighbouring countries in order to examine the effects of interactions that reflect the <b>Universal Declaration of Human Rights (UDHR)</b>. They should learn from the examples of successful interventions and decision making processes evident in the interactions they investigate and use these to build their understanding of systems that protect them in South Sudan. Pupils should explore the history of forced marriage in order to understand why this has a role in some communities today. They should explore how people in their own community feel about forced marriage and debate this issue within the context of human rights. Pupils should further continue to develop their respect and love for all humans by learning about HIV and AIDS and STIs in more detail. They should investigate the causes of these illnesses and consider the effects on individuals and communities. They should work together to plan materials that could support the promotion of behaviours and practices that prevent the spread of STI's and HIV and AIDS.</p>		<ul style="list-style-type: none"> <li>• What is the effect of valuing each other?</li> <li>• Why is it important to understand interactions between South Sudan and neighbouring countries?</li> <li>• How can human rights be promoted in South Sudan?</li> <li>• Suggest and describe effective ways of educating people about HIV and AIDS and STI's.</li> </ul>
<b>Learning outcomes</b>		
<b>Knowledge and understanding</b>	<b>Skills</b>	<b>Attitudes</b>
<ul style="list-style-type: none"> <li>• Understand the social and political interactions between South Sudan and neighbouring countries.</li> <li>• Identify the ways that promote peaceful social and political interactions between South Sudanese and their neighbouring countries.</li> <li>• Know about the importance of promoting human rights and other systems that protect them.</li> <li>• Understand where human rights sit within the context of forced marriages.</li> <li>• Know ways of preventing the spread of HIV and AIDS and STIs as well as the causes and effects of such illnesses.</li> </ul>	<ul style="list-style-type: none"> <li>• Investigate preventative measures for conflict.</li> <li>• Explore effective strategies for promoting peace.</li> <li>• Research and investigate effective preventative measures for the contraction and spread of AIDS and HIV and STI's.</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciate the role that knowledge about Human Rights has on peaceful interactions.</li> <li>• Care about the effects of HIV and AIDS and HIV's on individuals and communities.</li> <li>• Respect the work carried out by individuals, organisations and groups of people who promote human rights.</li> </ul>
<b>Contribution to the competencies:</b>		
<p><u>Critical and Creative thinking</u>: Suggest ways to prevent conflicts and abuse of human rights.</p> <p><u>Communication</u>: Use a range of information to find out about democracy, human rights, political and social issues in order to communicate clearly with others on such issues.</p> <p><u>Co-operation</u>: The ability to tolerate different opinions of others, developing the ability to work in groups, and adapt behaviors that are appropriate to others and communities.</p>		
<b>Links to other subjects:</b>		
<p><u>Science</u>: Understand the nature of changes occurring in humans at puberty particularly in relation to sexual intercourse and the spread of HIV and AIDS and STI's.</p> <p><u>Life skills</u></p> <p><u>Peace education</u>: Peaceful interaction.</p>		



## **Assessment opportunities**

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

- Observation
- Conversation
- Product

## **An outline of the learning**

In this unit, pupils should explore and understand how important valuing one another. They should be able to explain how respect and trust helps in promoting peace and democracy. You should engage pupils more on the social and political interaction between South Sudan and her neighbours and also explain to them some of the governmental systems that protect our rights. Make pupils understand how forced marriages have affected the community and also let them be aware of the deadly disease HIV/AIDS.

## **Using the students textbook**

There are both maps and pictures in the unit, so it is important that pupils study them for better understanding as you start each activity. That way you will be 'modeling' reading and this will help their development.

## **The student competencies**

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

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

In the discussion and presentation, there are many opportunities for communication. This can be explored in a whole class discussion.

The subject matter will deepen their understanding of South Sudan culture and identity.

## Activity 1: Valuing one another

(Refer to Pupil's Book pages 50-51)

The key learning outcome here is for the pupils to understand and be able to explain the importance of valuing one another. Give pupils time to read the story in the Pupil's Book. Ask them if they have understood the story then put them in pairs to discuss on what they think could be the outcome of the story they have just read. Are they able to come up with some of the things that they learn from the story? Do they find the story helpful in understanding the activity?

### UNIT 4

### VALUING ONE ANOTHER

#### 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?

## **Assessment opportunities**

### **Observation**

Observe the pupils as they read the story in pairs. Are they able to relate the story with some of the benefits of valuing one another?

### **Conversation**

Talk to pupils as they identify the importance of valuing one another. Are they able to expand their explanation on the key points that they have come up with?

### **Product**

Read the explanations they have given under every point they have discussed.

## Activity 2: Respect and trust in promoting peace and democracy

### (Refer to Pupil's Book pages 51-52)

The key learning outcome here is for the pupils to understand and be able to explain how respect and trust helps in promoting peace and democracy. Give pupils time to read the story in the Pupil's Book. Ask them if they have understood the story then put them in pairs to discuss what they think could be the outcome of the story they have just read. Are they able to predict some of the things that would result from the story? Do they find the story helpful in understanding the activity on how respect and democracy helps in promoting peace? Pair pupils and let them write down the role of Wari in promoting respect and trust in the village. Let them discuss on what would have happened if he was not fair when passing judgment in the village? Emphasis on some of the points mentioned in the Pupil's Book that helps in promoting peace and democracy such as every citizen's right is observed and upheld, it also ensures equity in the distribution of resources and gender equality.

### Assessment opportunities

Activity 2	Respect and trust in promoting peace and democracy
<i>Read the following story</i>	
<i>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.</i>	
Pair work	
<ol style="list-style-type: none"><li>1. Write down the role of Wari in promoting respect and trust in his village.</li><li>2. What has led to peace and democracy in the village?</li><li>3. What would happen if Wari was not fair when passing judgment in the village?</li></ol>	



### **Observation**

Observe the pupils as they read the story in pairs. Are they able to relate the story with the activity? Can they identify the roles played by Wari in the village?

### **Conversation**

Talk to pupils as they identify the roles played by Wari in promoting peace and democracy in the village. Are the mentioned roles right?

### **Product**

Read the explanations they have given under every point that they have discussed.

### Activity 3: Social and political interaction between South Sudan and her neighbours

(Refer to Pupil's Book pages 52-55)

The key learning outcome here is for the pupils to understand and be able to explain how South Sudan interacts socially and politically with its neighbours. Explain to pupils what the term social and political interaction is and thereafter proceed with the lesson. Give pupils time to read the story in the Pupil's Book. Ask them if they have understood the story then put them in pairs to discuss on what they think could be the outcome of the story they have just read. Are they able to name some of the rights and freedom of a citizen? Do they find the story helpful in understanding the rights and freedom of a citizen in the country?

Pupils should also study the map in the Pupil's Book page 53 and come up with some of the countries that are neighbours with South Sudan and what relation they have in common and how the different countries do interact.

Group pupils and let them discuss on how South Sudan and her neighbours interact and what benefits this interactions lead to. Let them discuss any benefits of the social, political and economic interactions between these countries and South Sudan.

#### 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.

## **Assessment opportunities**

### **Observation**

Observe the pupils as they study the map and read the story in pairs. Are they able to relate the story with the activity? Can they identify some of the mentioned rights and freedoms in the story?

### **Conversation**

Talk to the pupils as they identify the different rights and freedom that Maliech enjoyed in the story. Have they noted all the key points?

### **Product**

Read the explanations they have given under every point that they have discussed.

## Activity 4: Systems that protect us

(Refer to Pupil's Book pages 55-56)

The activity covers the major systems that protect our rights and freedoms in the country whether they are government system or non-governmental organization. Pupils need to understand what these systems are all about and their functions.

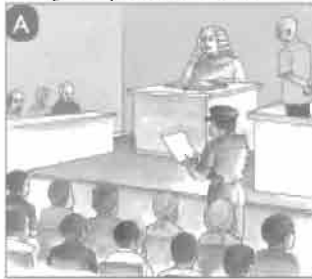
Give pupils time to study the two pictures under the systems that protect our rights and freedoms. Are they able to identify the systems indicated in the pictures? Let them discuss their understanding with their deskmates. Emphasis on the functions of these systems.

Pupils to work in groups and explain activities that happen in a court. Let them also identify names of some court officials and their functions including the judge. Let them share their findings with other pairs and then, check their work if they have done it correctly.

### 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.



## **Assessment opportunities**

### **Observations**

Observe the pupils' pair works. Are they able to come up with the correct answers under the function of court officials including the judge?

### **Conversation**

Talk to the pupils as they note down the various functions of these officials. Are their answers logical and understandable?

### **Product**

Check pupils answer. Have they written the correct answers?

## Activity 5: Forced marriages and its effects in the community today

### (Refer to Pupil's Book pages 57-58)


Early and forced marriages are particularly widespread in South Sudan. Nearly half of women are married in their early ages before they even reach 18 years. Pupils need to understand the effects a community is likely to face when they force young girls who are under age to get married and especially to old men.

Give pupils time to study the picture in the Pupil's Book page 57 on how forced marriage is practiced in a community. Are they able to understand activities that are carried out during the ceremony? Let them discuss their understanding with their deskmates. Emphasis on how forced marriages are harmful to young girls.

Pupils to work in groups and discuss the negative effects of forced marriages in our community. Let them explore factors that have led to the high rates of forced marriage in South Sudan. Let them share their findings with other groups and then assess their work if they have done it correctly.

**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.

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## **Assessment opportunities**

### **Observations**

Observe the pupils as they discuss the negative effects of forced marriages in the country. Are they able to come up with the correct explanations?

### **Conversation**

Talk to pupils as they note down the key points they have discussed in their groups. Are their explanations logical and understandable?

### **Product**

Check pupils answers whether they have explained their points correctly.

## Activity 6: Human rights abuse in relation to forced marriages

### (Refer to Pupil's Book pages 58-59)

The key learning outcome here is for the pupils to understand what the activity is all about. Pupils should know how human right abuse to forced marriages are related. Give pupils time to read the story in the Pupil's Book. Ask them if they have understood the story then put them in pairs to role play the story of Nyanyot. Let each member choose the type of role they want to play. Are they able to role play the story? Do they find the story helpful in understanding the activity on how human rights abuse is related to forced marriages?

Group the pupils and let them discuss how the rights of Nyanyot have been abused according to the story that they have role played. Let them discuss the answers in those groups and then share their findings in class.

### Assessment opportunities

#### 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 text that you have read.
2. What can we do to rescue Nyanyot? Which avenue is there that can be used to help Nyanyot.



### **Observation**

Observe the pupils as they read the story in pairs and also how creative they are in role playing the story. Are they able to relate the story with the activity? Can they identify how Nyanyot's rights have been abused in the story?

### **Conversation**

Talk to the pupils as they engage in their discussion on how the girl's rights have been abused by her parents. Are they able to identify some of the rights Nyanyot was denied?

### **Product**

Read the points and explanations they have given under the story after their discussion.

## Activity 7: HIV/AIDS and STI's

(Refer to Pupil's Book pages 59-64)

**HIV** means Human Immunodeficiency Virus while **AIDS** means Acquired Immunodeficiency Syndrome. This disease develops in four different stages and in every stage the patient experiences different signs and symptoms. Pupils should be able to understand the signs and symptoms of HIV/AIDS, ways in which this disease is spread and ways of preventing the deadly disease as explained in the Pupil's Book.

Explain to the pupils the effects of HIV/AIDS on the community and individuals. These effects are: Individuals suffering from the disease become weak and may not be able to work which affects the community negatively because if they don't work, they fail to provide for their families leading to poverty. Let them read notes under self-care strategies for managing HIV/AIDS.

Group the pupils and let them discuss ways through which HIV/AIDS and STI can be spread and how the community can curb the spread of these diseases. Then share your findings within groups to compare their work.

### 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?

## **Assessment opportunities**

### **Observation**

Observe the pupils as they discuss ways through which these diseases are spread and how the community can curb the spread of these diseases. Are they able to explain their points in a correct way? Have they understood the points correctly?

### **Conversation**

Talk to the pupils as they discuss the answers they have stated in their groups. Are they able to expand their explanation on how the disease is spread and the measures the community can take to curb the diseases?

### **Product**

Read the explanations they have given under every point that they have discussed.

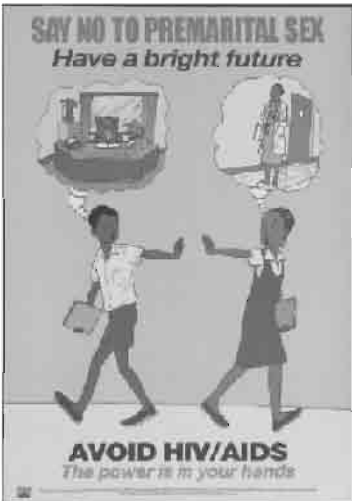
## Activity 8: Awareness on behavior and practices that prevent spread of STIs and HIV/AIDS

(Refer to Pupil's Book pages 64-65)

The key learning outcome here is for the pupils to understand and be able to come up with posters that help to create awareness on behaviours and practices that prevent the spread of STI and HIV/AIDS. Give pupils time to study what is on the poster in the Pupil's Book. Let them come up with different posters to create awareness on behaviours and practices that prevent the spread of STI and HIV/AIDS.

Pair the pupils and let them make flyers to spread awareness. Provide pupils with materials required for making flyers. The flyers should have messages on behaviours and practices that can prevent the spread of HIV/AIDS and STI'S such as abstinence, being faithful to your partner and testing yourself after every three months.

**Activity 8** Awareness on behaviours and practices that prevent the spread of STI and HIV and AIDS



**SAY NO TO PREMARITAL SEX**  
*Have a bright future*

**AVOID HIV/AIDS**  
*The power is in your hands*

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.

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## **Assessment opportunities**

### **Observation**

Observe the pupils as they make flyers with information on awareness and practices that can prevent the spread of HIV/AIDS and STI'S. Are their flyers good enough to be used and have they captured all the information required?

### **Conversation**

Talk to the pupils as they make the flyers on the awareness under the diseases discussed in the activity. Are the flyers beneficial to the school and can they be used to create awareness to the community?

### **Product**

Study carefully the flyers from each pair and analyse whether what they made are well.

**Answers to Revision Questions** (Refer to Pupil's Book Page 66)

- 1. Describe four non-governmental organisations that protect human rights in South Sudan.**

Analyse the pupils' answers and make sure the given names are right and explained in an understandable manner.

- 2. Discuss the benefits of interaction between South Sudan and her neighbours.**

Check at the pupils' work and identify if they have pointed out the benefits of interaction between South Sudan and her neighbours including Kenya, Sudan and Ethiopia among others. Have they explained their points in paragraph form for a better understanding?

- 3. Explain signs and symptoms of an HIV/AIDS patient under the following stages:**

**Asymptomatic stage**

**Symptomatic stage**

Analyse the work of the pupils and check if the symptoms they have written under these stages are right and explained in details.

# UNIT 5: FISHING, TRADE AND INDUSTRY

(Refer to Pupil's Book pages 67-83)

Social Studies Primary 6		Unit 5: Fishing for Industry and Trade	
<b>Learn about</b>		<b>Key inquiry questions</b>	
<p>Pupils should find out about how industries and trade operate in South Sudan and in neighbouring countries. They should try to identify features of how trades operate and what has led to these systems and processes. Pupils should work in pairs to explore the location of fishing industries in South Sudan, linking these to physical features that they have explored in other units of work. They should discuss and explore why the fishing industry is important to the people of South Sudan in terms of economic growth and jobs and compare this to the fishing industry in neighbouring countries. They should explore the challenges facing the fishing industry, looking at for example how pollution affects the fish population. They could illustrate the benefits and challenges for example by creating models to a range of scales of fish and labeling them according to the facts and information they have discovered. By working together and using resources that explain similar issues in countries that neighbour South Sudan (case studies), pupils should suggest solutions to the challenges that face the fishing industry and consider how to promote their ideas to influence change. Pupils should compare what they have found out the fishing industry to other industries, linking challenges and solutions where possible.</p>		<ul style="list-style-type: none"> <li>• What industries in South Sudan provide the widest benefit to the economy?</li> <li>• What factors influence how trade operates in South Sudan?</li> <li>• What is particular about the largest fishing industries in South Sudan? How does this compare to the fishing industry in neighbouring countries?</li> <li>• How could you persuade local communities to support a local trade?</li> <li>• Can you make a distinction between how fishing industries operate in South Sudan and neighbouring countries?</li> </ul>	
<b>Learning outcomes</b>			
<b>Knowledge and understanding</b>	<b>Skills</b>	<b>Attitudes</b>	
<ul style="list-style-type: none"> <li>• Know about the key industries and types of trade in South Sudan and how they operate.</li> <li>• Know about the fishing industry of South Sudan.</li> </ul>	<ul style="list-style-type: none"> <li>• Research and explore industry and trade in South Sudan using a range of resources.</li> <li>• Investigate the fishing industry in South Sudan, connecting this to physical features of the country.</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciate how physical features provide opportunities for trade and industry.</li> <li>• Value the trade within South Sudan and with neighbouring countries.</li> <li>• Show concern for the preservation of wild life and the environment.</li> </ul>	
<b>Contribution to the competencies:</b>			
<p><u>Critical and Creative thinking</u>: Sort information about industry in South Sudan and draw conclusions about the effectiveness of how they operate.</p> <p><u>Communication</u>: Share with others ideas of how to provide solutions to problems that face important industries.</p> <p><u>Co-operation</u>: Respect the views of others in exploring important aspects of trade and industry in South Sudan and how this is supported by neighbouring countries.</p>			
<b>Links to other subjects:</b>			
<p>Mathematics: Know about profit and loss in trade and industry and describe these with increasing accuracy; compare and order numbers up to a million that describe costs and other measures associated with trade and industry.</p> <p>Science: Describe the water cycle and the effect of weather on trade and industry; know about food types and the importance of a balanced diet.</p> <p>Environment and sustainability: Sustainable production.</p>			

## **Assessment opportunities**

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

- Observation
- Conversation
- Product

## **An outline of the learning**

In this unit, pupils should explore and understand how industries and trade operate in South Sudan and neighbouring countries. They should be able to state and explain types and importance of trade. You should engage pupils more on the factors influencing trade. Make pupils understand the different location of fishing grounds in South Sudan and the importance of fishing in the country. Let pupils come up with solutions to problem facing fishing industry and also emphasis to them on comparison between fishing industry and other industries in the country.

## **Using the students textbook**

There are maps, diagrams and pictures in the unit so it is important that pupils study them for better understanding as you start each activity. That way you will be ‘modeling’ reading and this will help their development.

## **The student competencies**

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

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

In the discussion and presentation, there are many opportunities for communication. This can be explored in a whole class discussion.

The subject matter will deepen their understanding of South Sudan culture and identity.

## Activity 1: How industries and trade operate in South Sudan and neighbouring countries

(Refer to Pupil's Book pages 67-70)

The key learning outcome here is for the pupils to understand how industries and trade operate in South Sudan and neighbouring countries. Mention to pupils types of trade and explain to them what these types of trade are and their definitions. For example, barter trade refers to the exchange of goods with goods. Explain to them the differences between internal and external trade in South Sudan and the goods they import from other countries such as raw sugar, cars, cereals and medicine. The exports are coffee and oil.

Give pupils time to study the picture on page 67. Let them say what they can see and also identify the activities going on in the picture. Pair the pupils and let them identify the types of trade described in the table on page 70. Are they able to identify the correct type of trade according to the description stated in the table?

### UNIT 5 FISHING FOR INDUSTRY AND TRADE

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.

## **Assessment opportunities**

### **Observation**

Observe the pupils as they identify the types of trade following the description in the table. Are they able to identify the correct types of trade required as answers in the table?

### **Conversation**

Talk to pupils as they discuss the trade types required for them to fill in the table. Are the answers grouped according to the given description?

### **Product**

Read the answers provided by the pupils.

## Activity 2: Factors influencing trade

(Refer to Pupil's Book pages 71-72)

In order for trade to exist in a place, some factors should be considered to enable trade growth. Factors that influence trade are availability of resources, good transport and communication system, large population enables trade to run smoothly in an area, availability of market among other factors. Emphasis to the pupils on these factors for their better understanding.

Mention to the pupils the importance of trade and let them try to explain the points you have mentioned to them. Then clarify to them the explained points to make sure they have understood the lesson. Group the pupils and let them discuss the factors that promote trade between South Sudan and the neighbouring countries. Thereafter, let group leaders from each group present their findings in class. Are they able to identify and explain these factors in a correct way?

### Activity 2

### Factors influencing trade

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 each other.
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.

## **Assessment opportunities**

### **Observations**

Observe the pupils as they discuss the various factors that promote trade between South Sudan and the neighbouring countries. Are they able to come up with the correct points and explanations?

### **Conversation**

Talk to pupils as they note down the key points that they have discussed in their groups. Are their explanations logic and understandable?

### **Product**

Check pupils' answers. Have they explained the points correctly?



### Activity 3: Location of fishing industries (grounds) in South Sudan

(Refer to Pupil's Book pages 73-74)

Give pupils time to study the map of their country showing location of fishing industries. They may need your help on how to interpret and locate the different places in the map. Ask them to name some of the fishing industries they are able to see in the map.

The map the pupils are studying indicates the fishing grounds of South Sudan. The Nile is one of the major fishing grounds in the country. Other than the Nile River, the country comprises of wetlands, lakes, rivers, swamps and ponds.

Let pupils in pairs draw the map of their country and indicate the following physical features: The sudd, Bahr el Ghazal and Bahr el Naam. Check their map if their drawings are right and if the mentioned physical features are indicated correctly in the map.

**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

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## **Assessment opportunities**

### **Observation:**

Observe the pupils as they draw the map. Are they able to locate correctly the mentioned physical features on the map? Can they easily compare these physical features?

### **Conversation**

Talk to pupils as they draw the physical features' map using the atlas. Have they understood the map well and can they easily locate the features on the map?

### **Product**

Assess their maps if they have correctly drawn them and located the physical features directly.

## Activity 4: Importance of fishing in South Sudan (economic growth and creation of jobs)

(Refer to Pupil's Book pages 73-76)

Fishing is an important industry in the country because it benefits the country through different ways which are: Providing nutrients for physical development, fish is a primary source of proteins, providing employment for local people and use as a source of income to fishermen. Pupils should be able to understand the importance of practicing fishing in a country.

Explain to pupils the different methods used for fishing, both modern and traditional methods. Let pupils study the pictures under the activity on the drawn different types of fishing methods. Are they able to understand these methods and can they explain how these methods work during fishing.

Group pupils and let them discuss on the different types of fishing grounds in South Sudan and the types of fish found in these fishing grounds and the country as a whole. Let the groups share their findings amongst themselves.

### 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.

## **Assessment opportunities**

### **Observation**

Observe the pupils as they discuss the different types of fishing ground in their country and the types of fish found in these fishing grounds and in the country as a whole. Are they able to explain and give the correct names? Have they understood the activity?

### **Conversation**

Talk to the pupils as they discuss the types of fish and fishing grounds in the country. Are they able to give the correct names and examples as required in the group work?

### **Product**

Read the names and examples that the pupils have presented in their group work. Are their answers correct?

## Activity 5: Comparison of fishing in South Sudan and the neighbouring countries

**(Refer to Pupil's Book page 76-77)**

The key learning outcome here is for the pupils to understand and be able to compare fishing in South Sudan and its neighbouring countries such as Sudan, Kenya, Uganda among other countries. Explain to the pupils the similarities and differences of fishing in the country and other countries. Ask them if they are able to explain the similarities and the differences.

Pair the pupils and let them analyse the similarities and the differences of fishing in South Sudan and the following countries: Kenya, Ethiopia and Sudan. Are they able to come up with meaningful similarities and differences?

### 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

## **Assessment opportunities**

### **Observation**

Observe the pupils as they discuss the similarities and differences of fishing in South Sudan and the mentioned countries in the group work. Can they differentiate and expand their explanations without using the Pupil's Book?

### **Conversation**

Talk to pupils as they identify the similarities and differences of fishing in the mentioned countries. Are they able to expand their explanation on the points they have come up with?

### **Product**

Read the explanations they have given under every point they have discussed.

## Activity 6: Challenges facing fishing industries

(Refer to Pupil's Book pages 77-78)

The activity covers the challenges facing fishing industries in our country. Despite the growth of fishing industry in the country, fishing industry face many problems that hinder its growth. Some of these problems are pollution and especially from industries, overfishing by fishermen, poor transport leading to the fish markets and conflicts between fishermen among other problems. Pupils need to understand and be able to explain these problems.

Pupils to work in pairs and find out other problems facing fishing in the country apart from the ones mentioned in the Pupil's Book. Let them share their findings with other pairs and then check their work if they have done it correctly.

### 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.

## **Assessment opportunities**

### **Observations**

Observe the pupils' pair works. Are they able to come up with the right explanation of the points given without referring to the Pupil's Book?

### **Conversation**

Talk to pupils as they note down the points. Are their answers logical and understandable?

### **Product**

Check pupils' answers. Have they written the correct answers.



## Activity 7: Creating fish models to develop awareness

**(Refer to Pupil's Book pages 78-79)**

The key learning outcome here is for the pupils to understand and be able to come up with posters and a range of scales that will help to create awareness on the importance of fishing in the country. Model a poster and let it act as an example thereafter, give pupils time to study what is on the poster that you have modelled to act as a guide to them. Let them come up with different posters to create awareness on the importance of rearing fish in the country.

Group the pupils and let them make fish models to create awareness. Provide pupils with materials required for making the fish models which include clay, plasticine and paper mache. The models should have messages on how fishing grounds should be protected such as fishing is the heritage of South Sudan, preserve fish preserve life and others.

### 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.

## **Assessment opportunities**

### **Observation**

Observe the pupils as they make the fish models with information on awareness and practices that can prevent damage to the lives of fish. Are their models good enough to be used and have they captured all the information required?

### **Conversation**

Talk to the pupils as they make the fish models on awareness of protecting the lives of fish in the country. Are the models beneficial to the school and can they be used to create awareness to the community and the country at large?

### **Product**

Study carefully the fish models from each group and analyse whether they are well made.

## Activity 8: Solutions to problems facing fishing industry

(Refer to Pupil's Book pages 79-80)

The key learning outcome here is for the pupils to understand the solutions to problems facing fishing industry in the country. One of the reasons could probably be improved infrastructure for easier transportation of fish to the market, provision of capital to input fishing industries, increased market for fish among other reasons.

Explain to the pupils all the solutions pointed in the Pupil's Book and make sure they are able to understand and explain these solutions without referring to the book. Let them read notes in the Pupil's Book for better understanding.

Group the pupils and let them discuss measures that can be taken to improve fishing sector in the country. Let them share their group findings with others.

### 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.

## **Assessment opportunities**

### **Observation**

Observe the pupils as they discuss measures that can be taken to improve the fishing sector. Are they able to explain their points in the correct way? Are they also able to talk about the information written on the models?

### **Conversation**

Talk to the pupils as they present the measures they have discussed in their groups. Are they able to expand their explanations on the measures taken to improve fishing sector?

### **Product**

Read the explanations they have given under every point they have discussed.

## Activity 9: Comparison between fishing industry and other industries, their challenges and solutions

(Refer to Pupil's Book pages 80-82)

The key learning outcome here is for the pupils to understand and be able to compare the fishing industry and other industries in South Sudan. Fishing in South Sudan is one of the most carried out economic activity in the country. Fishing industry differs with other industrial production in the country in many ways. Explain to pupils the similarities and differences of fishing industry in the country and other industries. Ask them if they are able to identify the similarities and the differences.

Pupils to work in groups and compare the problems that face fishing industries and other industries in the country. Are they able to come up with meaningful explanations?

### 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.

## **Assessment opportunities**

### **Observation**

Observe the pupils as they discuss the problems facing fishing industry and other industries in South Sudan in their groups. Can they differentiate and expand their explanations without using the Pupil's Book?

### **Conversation**

Talk to pupils as they identify the problems facing fishing industry and other industries in the country. Are they able to expand their explanations on the points they have come up with?

### **Product**

Read the explanations they have given under every point they have discussed.

**Answers to Revision Questions** (Refer to Pupil's Book Page 82)

**1. Draw three examples of traditional method of fishing in South Sudan.**

Mark any drawn and well named traditional method of fishing by the pupil because the methods are many and the ones required to be drawn are only 3.

**2. Discuss the differences between internal and external types of trade.**

Analyse the pupils work to see if they have compared the two types of trade. Their work should have words like "while" to compare the differences between the two types of trades.

**3. Mention some of the fishing grounds in the country bordering South Sudan to the south on the Eastern African map.**

Check at the country names listed by the pupils if they are bordering the country to the south on the eastern map of Africa.

**4. Write an essay of less than 500 words on the solutions to challenges facing fishing grounds in South Sudan.**

You should read each Pupil's Book to ensure that what they have included in their summary makes sense, that is, if they have mentioned and explained clearly the solutions to challenges facing fishing grounds in the country. Ensure that the pupils indicate the total number of words they have used at the end of the paragraph.