

Primary Social Studies 2

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

The book comprehensively covers the Primary 2 syllabus as developed by **Ministry of General Education and Instruction.**

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

The 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.



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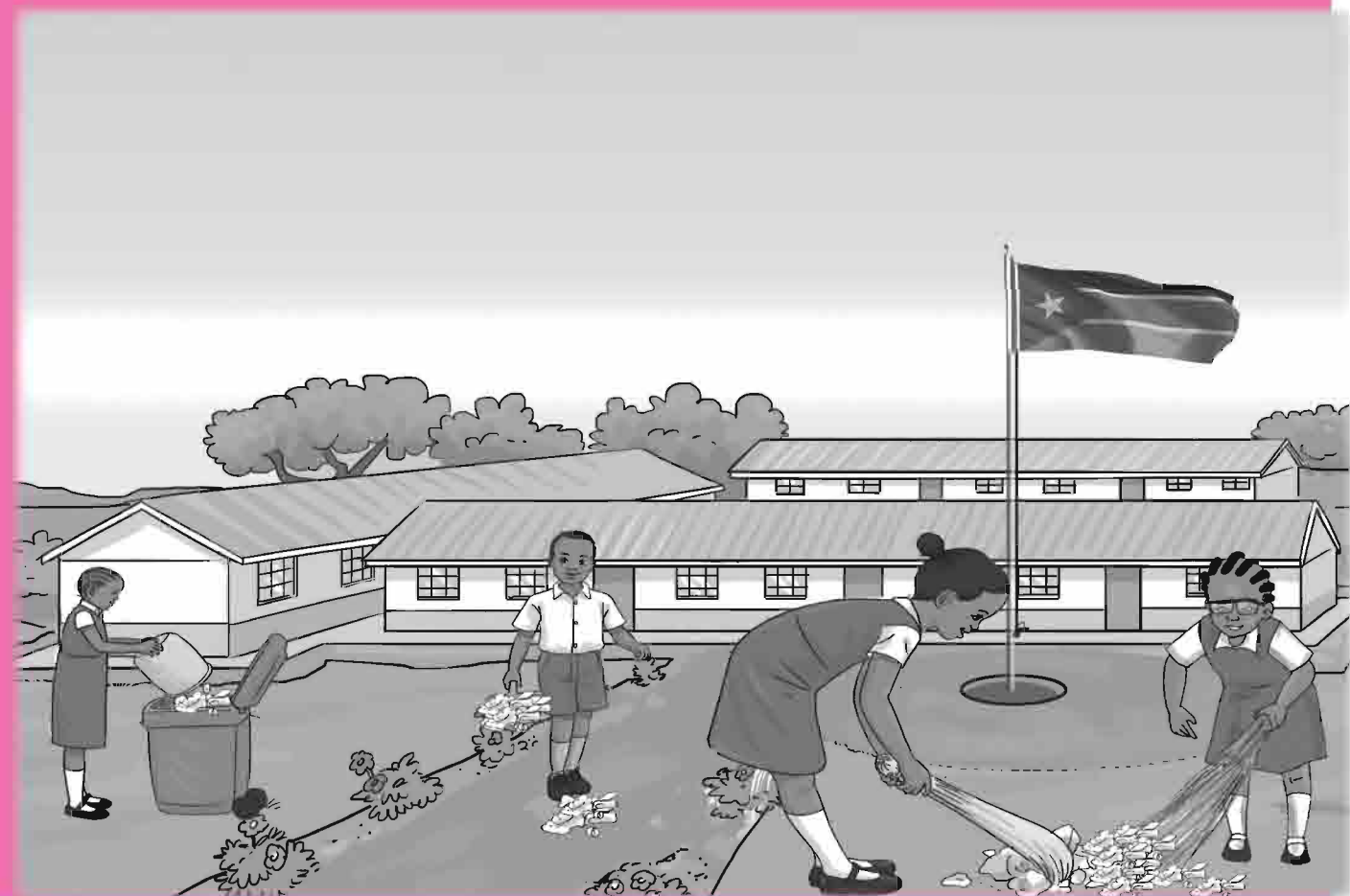
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Primary Social Studies 2

Teacher's Guide



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Social Studies

Teacher's Guide

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FOREWORD

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

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

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

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



Deng Deng Hoc Yai, (Hon.)

Minister of General Education and Instruction, Republic of South Sudan

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UNIT 1: MAKING CHANGES

(Refer to Learner's Book pages 1-20)

Social Studies Primary 2	Unit 1: Making Changes
Learn about	Key inquiry questions
<p><i>Students should find out about where they were born and investigate how their place of birth (or where they have lived for most of their life) has changed over time. They should do this by exploring second hand resources like maps and photographs as well as talking to members of their family and other important friends. They should investigate why these changes have taken place and begin to place changes into categories like weather and climate, conflict, infrastructure, economic growth, increases in population and technological advancements. They should begin to compare the changes that have taken place and consider the impacts of these changes on daily life. They should learn how to build arguments for and against some of these changes in order to persuade other of their importance.</i></p> <p><i>Through an exploration of changes to a place they know, they should identify particular objects and practices that have changed or remained the same. They should if possible, build models or replicas of 'older' objects that their families describe to them and explore how to use these objects, comparing them to related objects known to them today. In order to summarise their learning, learners should build a timeline of the changes that they have discovered, referring to the collection as being in chronological order. They should enhance this timeline with pictures or objects that illustrate what led to the changes.</i></p>	<ul style="list-style-type: none">• <i>What are the features of why things have changed in your locality?</i>• <i>Are there any benefits of placing events or objects in chronological order?</i>• <i>What changes do you believe have taken place in your locality that have had the most positive effects on daily life for your family?</i>• <i>Are there any changes that you would like to reverse?</i>

Learning outcomes		
Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> • Know some of the significant changes that have happened in the place where you live. • Understand the reasons for significant changes. • Describe the impact of change in your community. • Explain how to place objects and events in a chronological order. 	<ul style="list-style-type: none"> • Investigate the evidence for changes in your locality. • Determine what factors have contributed to change. • Begin constructing arguments to justify what changes have been the most important. • Organise objects and events in a sequence. 	<ul style="list-style-type: none"> • Enjoy learning about the history of where you live. • Appreciate events that have taken place in the past. • Develop a commitment to supporting family life. • Begin to respect how changes can add value to a community.
<p>Contribution to the competencies</p> <p><i>Critical thinking: Arranging an event in chronological order.</i></p> <p><i>Communication: Listen to and comprehend stories and descriptions from older people in our community.</i></p> <p><i>Co-operation: Negotiating with others when organising a timeline.</i></p> <p><i>Culture: Exploring and understanding the heritage of South Sudan.</i></p>		
<p>Links to other subjects</p> <p><i>Mathematics: Comparing, ordering and writing numbers.</i></p> <p><i>Languages: Remember specific points that interest them in stories and descriptions from family members.</i></p> <p><i>RE: Looking at stories in their own religion that describe events of the past.</i></p> <p><i>Environment and sustainability: Know the importance of caring for the immediate environment.</i></p>		

Assessment Opportunities

There are three forms of assessment indicated for each of the activities in this unit. These opportunities are:

- Observation
- Conversation
- Product

An Outline of the Learning

This unit talks about different changes that have taken place where we live. This then goes on to talk about the causes of changes of a place. This unit also looks at the objects that were used in the past and the ones used today. Learners can learn this by listening to stories read to them by you about changes.

Using the student Textbook

This unit contains words and pictures in the Learner's Book. You are expected to read to the learners in order for them to understand the words in the Learner's Book. This unit has different activities. Read to the learners the words in the Learner's Book. This will enable the learners to be familiar with the words that are in the Learner's Book.

The Student Competencies

Learners are involved in communication by participating in class discussions on changes that have taken place in places where they live. Through class presentations and discussions, communication is enhanced among the learners. However, learners are asked to work in pairs and in groups. Therefore, this promotes the opportunity of cooperation whereby the learners cooperate by engaging themselves in pair work and group work. There is also homework for the learner's where parents and guardians are involved hence making learning a continuous process.

Asking the learners to help the girl to find the road using the paths in the ring promotes an opportunity of critical thinking among the learners. An opportunity of culture and heritage can be explored by the learners by asking the learners to explore the changes that have happened in a locality compared to the past. For example, in terms of events practiced today. Culture and heritage can also be explored under this unit by comparing the objects that were used in the past and the objects used today.

Activity 1: Changes that have happened in the place where we live (Refer to Learner's Book pages 2-8)

Ask the learners to name the changes found in the Learner's Book. Guide the learners in discussing the following changes in class.

a) Houses

The houses that were used in the past are different from those that are being used today. Houses used in the past were thatched with grass.

Houses being used today are built using iron sheet. They also have glass walls and windows. Guide the learners to look at the pictures in the Learner's Book. Ask the learners to mention other changes that occurred on different houses.

b) Dressing

The way people used to dressed in the past has changed compared to the way people dress today. For example, people in the past used to put on skin dresses. People today put on modern clothes such as suits. Guide the learners to look at the pictures on different ways of dressing. Ask the learners to name different ways of dressing in their community.

c) Roads

The roads used in the past were foot paths.

The roads being used today are tarmacked roads. Guide the learners to look at the pictures in the Learner’s Book.

d) Weapons

The weaponsthat are being used today are different from the weapons used in the past. For example, the weapon used in the past include spears.

The weapons being used today are improved guns with bullets. Guide the learners to look at the pictures in the Learner’s Book.

e) Means of transport

The means of transport used in the past is different from the means of transport being used today. Guide the learners to look at the pictures in the Learner’s Book. Ask the learners to identify the means of transport used in the past and the means of transport being used today from the pictures.

f) Means of communication

The means of communication used in the past is different from the means being used today. Guide the learners to look at the pictures in the Learner’s Book on the means of communication used in the past and today.

Read the following story to the learners about changes.

Abuk had a son called Ajak and a daughter called Aluel. Abuk and his family lived in a hut. During heavy rains, Abuk and his family had to move from one place of the house to another. This is because the rainwater leaked into the house. Ajak and Aluel worked hard in school. After school, Ajak and Aluel got good jobs. They built a permanent house for their family members. They also made a contribution and bought a vehicle. Their family members were very happy for the change that had happened to their lives. They lived happily as a family.

Ask the learners to name the changes that happened from the story.

Assessment opportunities

Observation

Observe the learners as they discuss the changes that have happened in their community. Check what the learners have written on the changes that have happened in the community.

Observe the learners' ways of listening and how they respond towards the story.

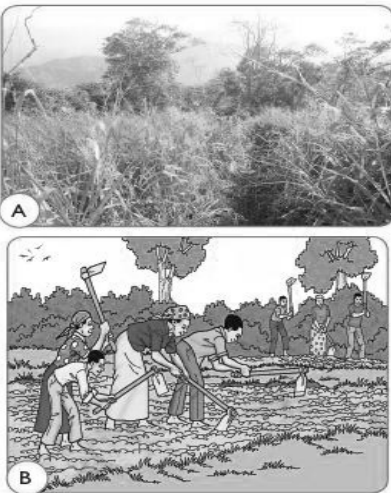
Conversation

Listen to the learners as they respond to various questions on change. This should be followed by checking what the learners have written in their books concerning change. However, check the learners' homework when they come back to school.

Product

Engage the learners in a discussion on the changes that have taken place in the community. Ask the learners to mention some of the changes that have taken place in their community.

This should be followed by explaining the changes to the learners guiding them to look at the pictures in the Learner's Book.

Activity 1	<i>Changes that have happened in the place where we live</i>
Key words	
Change Weapon Communication	
Look at the pictures below.	
	

Activity 2: Causes of change of a place (Refer to Learner's Book pages 9-11)

Ask the learners to look at the pictures in the Learner's Book. Let the learners name some causes of change in places where they live. Guide the learners by explaining the causes of change. This should begin by explaining to the learners the definition of terms such as change. Guide the learners using the following:

Causes of change

Change is the act or process through which something becomes different.

Change of a place can be caused by drought.

Change of a place can also be caused by conflicts.

Drought is a long period without rainfall.

Change can also be caused by migration of people.

People migrate to other places because of drought.

Drought causes change of a place by reducing the population of a place.

Drought causes crops to die.

When crops die we lack food.

Lack of food causes death of people.

It also causes death of animals.

Conflict causes change of a place.

Conflict is a disagreement between people or two groups.

Conflicts causes people to migrate to other places.

Migration of people causes the population of a place to reduce.

Conflict causes hatred among people.

Hatred among people makes them to live in fear.

People are forced to migrate to other places because of fear.

Ask the learners to find out from their parents the causes of change in their community.

Assessment opportunities

Observation

Observe the learners looking at the pictures in the Learner's Book on causes of change.

Conversation

Engage learners in the discussion by asking them to name some causes of change in their communities. Answer and explain the questions asked by the learners on causes of change.

However, explain to the learners the changes in the pictures in the Learner's Book.

Product

Observe how learners respond to questions you have asked about causes of change. Appreciate the learners by clapping for them after getting an answer right. Check the learners' books and see how they have answered the questions.

4. We play on the road. _____

Homework

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

Answer the following questions.

1. What problem did Alea and her family members have?
2. What happened to Alea's family after his father got a job?

Activity 2 Causes of change of a place

Key words

Change
Causes
Community

Activity 3: Objects that were used long time ago and the ones used today (Refer to Learner's Book pages 12-15)

Guide the learners to look at the pictures in the Learner's Book on pages 12 and 13. Ask the learners to identify the objects used in the past and the objects used today. Write their answers on the blackboard. Explain to the learners how objects were used in the past and how they are used today. Use the pictures in the Learner's Book to explain to the learners the objects used in the past and

today. Learners to identify the objects used in the past and the objects used today from the the pictures in the Learner’s Book.

Guide the learners to read the conversation in the Learner’s Book on page 13 in turns. This should be followed by learners matching the objects with the name of the objects in the Learner’s Book. Ask the learners to ask their parents other things that were used in the past and are still being used today.

Assessment opportunities

Observation

Observe the learners looking at the pictures in the Learner’s Book. However, observe how the learners match the objects with their names in their books. Observe how the learners fill the table in the Learner’s Book with objects that were used in the past and those being used today.



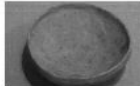


Conversation

Engage in discussion by asking learners to name objects that were used in the past and the one used today. Explain how the objects were used in the past and how they are being used today.

Product

Check the learner’s books to see how they have matched the objects and their names.

Observe how the learners respond to questions on objects used in the past and today to determine whether they have understood or not.

Activity 3		<i>Objects that were used long time ago and the ones used today</i>	
Key words			
Objects Metal bed Hoes			
Look at the pictures below.			
			
			

Activity 4: Events that were practiced long time ago and today (Refer to Learner's Book pages 16-17)

Start by asking the learners to mention some of the events that were practiced in the past and those that are being practiced today. This should be followed by guiding learners to observe the pictures in the Learner's Book on page 16. Guide the learners to sing the song in the Learner's Book.

Use an appropriate rhythm for the learners to understand and participate in the singing. Ask the learners to ask their parents about other events that were practiced in the past and those practiced today in their community.

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

Assessment opportunities

Observation

Observe the learners mentioning the events that were practiced in the past and those practiced today. However, observe the learners discussing in pairs about different events practiced in the past and those that are being practiced today.

Conversation

Engage the learners in class discussion by asking them about the events that were practiced in the past and those that are being practiced today. Guide the learners to sing the song in the Learner's Book.

Product

Observe the learners as they answer questions in class. Appreciate the learners by clapping for them. Check if the learners can identify the events that were practiced long time ago and those that are being practiced today.

Activity 4 Events that were practiced long time ago and today

Key words

Events
Circumcision
Harvesting

Look at the pictures below.

Pair work

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

Activity 5: Positive changes that are found in your place (Refer to Learner’s Book pages 17-18)

Start by defining the term positive change for the learners to understand the positive changes they need to know. This should be followed by asking the learners to look at the pictures in the Learner’s Book. Ask the learners to name other positive changes in their community. Explain to them some of the positive changes found in a place and the effects of the changes in a community. Guide the learners in a discussion using the following information:

Positive changes found in a place include:

1. Planting trees in an area that had no trees initially.
2. Building schools in an area that had no schools.
3. Drilling boreholes where there were no boreholes.
4. Building health centres in an area that had no health centres initially.

Guide the learners to sing the song in the Learner’s Book. Use a simple rhythm to make it easier for the learners to sing the song.

Ask the learners to find out from their parents other positive changes found in their place. To ensure that the learners were able to ask their parents and guardians the question, let them present their finding when they come back.

Assessment opportunities

Observation

Observe how the learners respond to various questions on positive changes in a community.


Conversation

Interact with the learners by asking them questions on positive changes in places where they live. Explain to the learners the causes of positive changes in a community. Guide the learners to sing the song in the Learner's Book by guiding them with a suitable rhythm.

Product

Observe the learners as they respond to various questions on positive changes found in a place. Check if the learners can identify positive changes.

Let us sing
Sing the song below.
 Wedding, naming, harvesting,
 Birthday, birth, circumcision,
 All these are events,
 Both the past and today,
 We should always practice them x2




Activity 5 *Positive changes found in your place*

Key words

Drilling
 Community
 Conflict

Look at the pictures below.



17

Answers to work to do (Refer to Learner's Book pages 18-20)

1. Name four causes of change in your community.
 - a) Drought
 - b) Conflict
 - c) Migration
 - d) Floods

2. Name some objects that were used in the past and are still used today.
 - a) Mat
 - b) Pot
 - c) Bangle
 - d) Spear

3. Deng and his family moved from their home to a distant place due to fighting in their community. This is an example of a change caused by Conflict.

4. Fill in the missing letters. Use the letters in brackets. (l, l,t,S,o).
 - a) Bullet
 - b) Mat
 - c) Spear
 - d) Pot

5. Match the events that were practiced in the pictures below and the name of the event practiced. **Accept all answers of correct matching.**

6. Write down the name of the following objects that were used in the past. Use the words in brackets. (Calabash, Granary, Mat, Stool, Animal skin, Pot).
 - a) Calabash
 - b) Mat
 - c) Animal skin
 - d) Granary
 - e) Pot
 - f) Stool

Let us sing

Sing the song below.

Building schools and planting trees
 Drilling boreholes
 Planting using planters
 Building roads

All these are changes
 Positive changes X 2

Homework

Find out the positive changes that have taken place in your village.

Work to do

1. Name four causes of change in your community.
2. Name some objects that were used in the past and are still used today.
3. Deng and his family moved from their home to a distant place due to fighting in their community. This is an example of a change caused by _____. (conflict, drought)
4. Fill in the missing letters. (Use the letters in brackets)
 - (a) Bu__et
 - (b) Ma__
 - (c) __pear
 - (d) p__t

(l,l,t,S,o)

UNIT 2: THE LAND OF SOUTH SUDAN

(Refer to Learner's Book pages 21-39)

Social Studies Primary 2	Unit 2: The Land of South Sudan
Learn about	Key inquiry questions
<p>Learners should use first and second hand evidence to explore the range of physical features found in South Sudan (hills, valleys, rivers, swamps, significant plants and crops). Learners should begin by asking people they know who have travelled around in their Payam to describe what they have seen. Learners should then tell each other what they have found out, listing the range of features they have heard about. Learners should investigate further what other physical features can be found in the rest of South Sudan, beginning to identify how these features are represented on a map and questioning if there is any correlation between settlement and physical features. Learners should build descriptions of physical features and use these to build a dictionary or information book about The Land of South Sudan. Learners should build into their description using an increasing range of vocabulary, their opinions about what features they prefer and why. They should begin persuading others that particular features are worth protecting and suggest strategies for doing this including, litter prevention, water conservation and cleaner community spaces. As learners consider what physical features they appreciate, they should develop an understanding of how human activities have an impact on the environment. This should also lead to a discussion about how to identify key warning signs for landmines and the damage these devices can do to humans and the environment.</p>	<ul style="list-style-type: none"> • What would happen if the river or lake dried up in a place that you know? • How would you summarise the land near where you live? • What physical feature of South Sudan would you select to be the most beautiful? • What is the best way to protect the environment where you live?

Learning outcomes		
Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> Identify the major physical features, found in the Payam, state and South Sudan. Describe how physical features are formed. Know the importance of caring for the environment and what effect this. 	<ul style="list-style-type: none"> Use a range of resources to investigate and identify physical features. Analyse the difference between physical features. Explore successful strategies for preserving the environment. 	<ul style="list-style-type: none"> Admire the range of physical features found in South Sudan. Care for the environment where we live. Commit to persuading others to respect and protect.
<p>Contribution to the competencies</p> <p><i>Critical thinking: Using a range of sources to explore physical features that are unfamiliar.</i></p> <p><i>Communication: Describing features of the land to others in a coherent manner.</i></p> <p><i>Culture: Acknowledging the way that physical features of a country contribute to its unique identity.</i></p>		
<p>Links to other subjects</p> <p><i>Science: Recognising the importance of clean water; understanding that there are different types of soil.</i></p> <p><i>The Arts: Learn traditional songs that describe the land of South Sudan.</i></p> <p><i>Mathematics: Estimating and measuring aspects of the physical environment such as the height of trees and the width of a river.</i></p> <p><i>Environment and sustainability: Know the importance of caring for the immediate environment.</i></p>		

Assessment Opportunities

There are three forms of assessment indicated for each of the activities in this unit. These opportunities are:

- Observation
- Conversation
- Product

Outline of the Learning

This unit talks about the Land of South Sudan. It goes on to talk about the physical features found in South Sudan. It also looks at how physical features are used and how they were formed. A key part of learning is to talk to the learners on the importance of caring for the environment.

Using the student Textbook

This unit contains words and pictures in the Learner's Book. The learners at this level will not be able to read these words by themselves. You are expected to read these words for the learners at the start of every activity in the Learner's Book. This will help the learners to develop reading skills and with time they will be able to read the words by themselves. Don't expect them to start reading immediately. They need time to familiarise with the spellings of the words.

This unit also contains different activities. It will take the learners sometime to associate the activities and be able to recognise some of the words in this unit. However you can write some words on posters or manilla papers and place them in front of the classroom. This will make it easier for the learners to read the words from time to time and familiarise themselves with the spellings.

The Student Competencies

In this unit, learners are asked to participate in pair work and group work whereby they are asked to name the physical features found in South Sudan. This continuous assessment opportunities will promote communication among the learners. Through their class discussions and presentations in class, communication is enhanced among the learners. Cooperation opportunity is also enhanced when the learners are asked to participate in pair work and group work. When learners are engaging in a group discussion or pair work they come together to agree on one thing. By coming together, cooperation is enhanced among the learners.

Critical thinking is also an assessment opportunity that is enhanced in this unit. This is by asking the learners to help the girl in the Learner's Book to find the road using the paths in the ring. This will enable the learners to be able to think.

Culture and heritage is also enhanced in this unit. The learners are able to identify the physical features that have been there before and how they were formed. Therefore, providing an opportunity of culture and heritage among the learners.

Activity 1: Physical features found in your Payam(Refer to Learner's Book pages 21-24)

Start by defining terms such as physical features. Ask the learners to name some physical features that they know. Let the learners name the physical

features shown in the Learner’s Book. Write them on the blackboard. Ask the learners to identify the physical features found in their Payam, Boma or village. The learners to use the pictures in the Learner’s Book to guide them.

Read the following story to the learners.

My name is Lia. This is my home. We fetch water from River Kindet. During weekends, we play on the hills near our home with my sisters.

Ask the learners to identify the physical features found in the picture in the Learner’s Book.

Ask the learners to answer the riddles in the Learner’s Book. Tell the learners to write down the physical features found near their home.

Assessment Opportunities

Observation

Observe the learners naming the physical features found in their Payam.

Conversation

Interact with the learners by asking them to name the physical features found in their environment. Explain to the learners the physical features found in their Payam. Ask the learners to listen to the story you going to read for them. Conclude the lesson by asking the learners to write down the physical features around their home.

Product

Look at how learners respond to questions. Appreciate the learners that give the correct answer by clapping for them. Check the learners’ books and assess the physical features they have named.

UNIT 2
The land of South Sudan

New words

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

Activity 1
Physical features found in your Payam

Key words

Physical features
Fetch
Environment

Activity 2: Physical features found in South Sudan (Refer to Learner's Book pages 25)

Ask the learners to look at the pictures in the Learner's Book. Ask them to name some of the physical features found in South Sudan. This should be followed by learners finding words from the word game in the Learner's Book. Ask them to circle the names of the physical features they have found. They can either circle or shade using different colours.

Assessment opportunities

Observation

Observe how the learners are searching words from the word game in the Learner's Book.

Conversation

Interact with the learners by asking them to name the physical features in South Sudan. Explain to the learners the physical features found in South Sudan. Ask the learners to find out the names of physical features from the word game in the Learner's Book.

Product

Look at how long it takes the learners to find the names of the physical features. However, observe how learners answer questions concerning physical features.

Activity 2 *Physical features found in South Sudan*

Key words

Stream
River bed


Look at the pictures below.



Mount Kinjetti



River Nile



White Nile



Nile Valley

Activity 3: Uses of physical features (Refer to Learner’s Book pages 26-28)

Ask the learners to look at the pictures in the Learner’s Book. This should be followed by the learners writing down the uses of the physical features in the pictures. Explain to the learners the uses of physical features using the following information:

- We fetch water from rivers.
- Mountains attract tourists.
- Forests are used to prevent soil erosion.
- Land is used for farming activities.
- We also carry out fishing in rivers, lakes and oceans.

Guide the learners to recite the poem in the Learner’s Book. Ask them to answer the questions in the Learner’s Book using the poem.

Assessment opportunities

Observation

Observe the learners as they look at the pictures in the Learner’s Book.

Conversation

Interact with the learners by asking them to look at the pictures in the Learner’s Book. Ask the learners to name some uses of the physical features in the pictures. Explain the uses of physical features for the learners to understand. Ask the learners to answer questions in the Learner’s Book.

Product

Check if the learners are able to name the importance of physical features. Appreciate the learners who give the correct answers.

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

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

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

Activity 3	<i>Uses of physical features</i>
Key words	
Settlement	
Physical features, hills, mountains, forests.	

Activity 4: Formation of physical features (Refer to Learner's Book pages 29-30)

Ask the learners to look at the pictures in the Learner's Book. Explain to the learners the formation of physical features. Ask them to answer the questions on riddles in the Learner's Book. Guide the learners to go outside the classroom and use soil to make a hill and a river.

Assessment opportunities

Observation

Observe the learners looking at the pictures in the Learner's Book.

Conversation

Interact with the learners by explaining to them how physical features are formed. Ask learners to explain how other physical features are formed.

Product

Listen to the learners explaining how physical features are formed. Appreciate the learners who give the correct answers.

c) settle People on land.


② ① ③ ④

Activity 4 Formation of physical features


Key words

Formation
Physical features
Stream


Look at the pictures below.



A river valley



A mountain



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

Activity 5: Importance of caring for the environment (Refer to Learner's Book pages 31-38)

Ask the learners to look at the pictures in the Learner's Book. Let them identify ways in which the environment is being cared for and being destroyed in the pictures above. Guide the learners to read aloud the words in the bubbles. Ask

them learners to look at the pictures in the Learner’s Book on ways of caring for the environment. Explain to the learners ways of caring for the environment using the following information:

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

Caring for the environment is important because of the following:

- 1. Caring for the trees in the environment helps to prevent soil erosion.
- 2. Caring for the environment enables the environment to be clean.

This helps to prevent spread of diseases. These diseases can be typhoid and cholera.

- 3. It is important to care for the environment because it is a home for the animals.
- 4. It is important to care for the environment because it is where we live.

Ways of caring for the environment

The environment can be cared for in different ways. This includes:

- (i) Planting trees in the environment.
- (ii) Sweeping our home and school compound.
- (iii) Building gabions.
- (iv) Disposing wastes in a dustbin.
- (v) Watering flowerbeds.

Learning corner

- 1. We care for the environment to keep it clean.
- 2. We care for the environment to protect it from being destroyed.
- 3. We care for the environment to make it a safe home for people.
- 4. We care for the environment so that we cannot get sick.
- 5. We also care for the environment because it is a home for animals.

Ask the learners to read the story in the Learner’s Book and answer the question referring to the story.

Tell the learners how people spoil the environment by asking them to look at the pictures in the Learner’s Book. Ask the learners to identify whether the sentences under know zone in the Learner’s Book are TRUE or FALSE.

Assessment opportunities

Observation

Observe how learners looking at the pictures in the Learner's Book and how they name the importance of caring for the environment.

Conversation

Interact with the learners by asking them to name some of the importance of caring for the environment. Explain to them the importance of caring for the environment using the information above.

Product

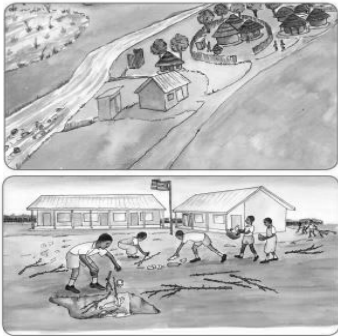
Look at how learners answer the questions in class.

Activity 5 *Importance of caring for the environment*

Key words

Bin
Spoil
Care

Look at the pictures below.



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

31

Answers to work to do (Refer to Learner's Book pages 38-39)

1. The following are physical features found in our country. Write down the name of the features below.
 - a) River
 - b) Hill
 - c) Mountain
 - d) Lake

2. Write down the importance of physical features.
 - a) Land encourages settlement of people.
 - b) Planting trees helps to avoid soil erosion.

- c) Hills, mountains and valleys make our land beautiful.
 - d) A water source such as a river and lake provides us with water.
 - e) Land can be used to grow different types of crops.
3. Why do we keep the environment clean?
- a) We keep the environment clean because it is a home for animals.
 - b) We keep the environment clean because it is where we live.
 - c) We keep the environment clean to prevent spread of diseases such as typhoid and cholera.
4. What ways would you use to care for the environment at home?
- a) Planting trees.
 - b) Sweeping the compound.
 - c) Placing dustbins.
5. The following steps show how re-cycling of waste papers is used to keep the environment clean. Arrange the steps in order.
- a) Collecting waste papers from different places.
 - b) Taking the waste papers to the industry to be processed.
 - c) Processing the papers to form tissue papers.


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

4. We care for the environment by planting trees. _____


Work to do

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


A




B



C



D



2. Write down the importance of physical features.

3. Why do we keep our environment clean?

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

UNIT 3: JOBS HERE AND THERE

(Refer to Learner's Book pages 40-54)

Social Studies Primary 3	Unit 3: Jobs Here and There
Learn about	Key inquiry questions
<p>Learners should find out about the range of jobs that people do in their village and explore what effect they have on their community. Learners should compare jobs that people do around the home to other jobs in the wider community. Through the analysis of roles and responsibilities, learners should consider what aspects of these jobs they would enjoy doing or would find difficult. What skills do they think they need to develop in order to become capable of doing the job that they would like to do? In order to gather this information, learners should use a range of resources and share with each other what they find out, sometimes illustrating this using role play and visual arts and crafts. Learners should explore further the jobs that people do in other parts of the country, questioning why these jobs are not available near where they live. Learners should begin to make links between natural resources and the jobs that people do which include the harvesting of crops, animal husbandry and mining etc. Learners should find out about the major industries and products of South Sudan and the related economic benefits. Using simple maps, learners should search for places that sound familiar to them and learn about other significant places such as major cities, major road networks and the location of airports.</p>	<ul style="list-style-type: none">• What job would you like to do in the future and how does that compare to your roles now in the home and at school?• What is the relationship between natural resources and jobs for people in that area?• How would you describe the location of your village in relation to other significant places in South Sudan?• Are there any products of South Sudan that you would like to be involved with in the future?

Learning outcomes		
Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> Describe the key human activities of the Payam and South Sudan. Principal jobs and products of your locality and of South Sudan. Identify on a map the position of their own village and other major cities of South Sudan. 	<ul style="list-style-type: none"> Investigate the jobs that people do in your village and Payam. Draw a sketch map of South Sudan placing the location of the capital city, your village and Payam and another large city near where you live. Investigate important aspects of jobs in your Payam. Explore and illustrate products the principle products in your Payam. 	<ul style="list-style-type: none"> Appreciate the contributions made to your community by people who perform tasks and have jobs. Value the natural products of your locality. Respect the roles and jobs that contribute to the economy of South Sudan.
<p>Contribution to the competencies</p> <p><i>Critical thinking: Drawing conclusions about preferred jobs and products.</i></p> <p><i>Communication: Sharing with others about jobs they know of and have experienced.</i></p> <p><i>Co-operation: Learning to listen actively to others in discussion about features of where they live.</i></p> <p><i>Culture: Developing knowledge and understanding of principle jobs and products of South Sudan.</i></p>		
<p>Links to other subjects</p> <p><i>The Arts: Know about natural resources and products that can be used to make visual arts and crafts; using the fine arts to draw maps and illustrate position and location of significant places.</i></p> <p><i>Science: Using sense to distinguish between different natural resources or products</i></p> <p><i>Mathematics: Recognise currency in shopping and how this describes the value of a range of products.</i></p> <p><i>Peace Education: understand differing needs and roles.</i></p>		

Assessment Opportunities

Assessment opportunities for the three forms of assessment are indicated for each of the activities.

These opportunities include:

- Observation
- Conversation
- Product

Outline of the Learning

This unit talks about different jobs people do in the local community. This goes on to think about which of these jobs affects the learners directly. It also talks about the effects of jobs done by different people. The main part of the learning is reading for the learners stories on jobs done by different people.

Using the student Textbook

This unit consists of both words and pictures. Learners are not yet able to read these words by themselves. Some words are difficult for the learners to read. You will be required to read these words for the learners at the start of each activity under this unit. That way you will make the learners to develop reading skills.

This unit has different activities and as the learners keep on interacting with the words in the activities, they begin to recognise and familiarise themselves with some of the words. The learners may not start to read the words immediately. Therefore, you can write some words on posters or manilla papers and place them in front of the classroom. This will make learners to develop reading skills.

The Student Competencies

Learners are asked to participate in pair work and group work. Through this, communication and cooperation opportunities are enhanced among the learners. Learners presentations and discussions about the jobs done by different people provides an opportunity for communication. You are expected to consider features that promotes good communication such turn taking, listening actively and construction of full sentences. This unit will also make the learners to understand better the culture and heritage of South Sudan. The learners will be able to think about other jobs done by different people in South Sudan thus this is an opportunity of critical thinking.

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

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

Activity 1: Jobs people do in our village (Refer to learner's Book pages 40-47)

Ask the learners to look at the pictures in the Learner's Book. Let them write down the names of the jobs done by the people in the pictures of the Learner's Book. Guide the learners to match the pictures in the Learner's Book and the type of job done by people. Ask the learners to read aloud the words in the bubbles. Guide the learners to search the names of the jobs done by people. In pairs, ask the learners to match the name of the job done and the picture in the Learner's Book.

Assessment opportunities

Observation

Observe the learners matching the pictures with the names of jobs done by the people in the pictures. Look at how learners search and find the names of the jobs done by different people in the word game.

Conversation

Interact with the learners by asking them to look at the pictures in the Learner's Book. Ask the learners to match the pictures in the Learner's Book.

Product

Look at how learners name the type of jobs done by people. Do they understand what jobs are? Supervise and see how the learners do the matching activity in pairs. Assess the learners by looking at the answers they have written in their books.

UNIT 3
Jobs here and there

Activity 1
Jobs people do in our village

New words

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

Activity 2: Effects of jobs done by people to the community (Refer to Learner's Book pages 48-51)

Ask the learners to look at the pictures in the Learner's Book. Ask the learners to complete the sentences using the pictures in the Learner's Book.

Explain to the learners the effects of jobs done by people to the community using the following information:

Different jobs done by different people have different effects on the community. Jobs done by people have the following effects on the community.

1. Farmers grow crops. These crops provide food for the community.
2. The policemen and women provide security to the community.
3. Teachers give knowledge to the people in the community.
4. Jobs done by people lead to the development of a community for example, people can come together to build a community water tank.

Guide the learners to find words in the word game found in the Learner's Book.

Ask the learners to listen as you read the following story to them:

Aruel is a pilot. She flies to several countries in a week. She loves her job because it gives her a chance to travel around the world. Shaker is a watchman at a hospital in Malakal. He has to work so hard to get his salary, most of the times he sleeps late and wakes up so early. His work is tiresome and he only does it so that he gets an income.

In pairs, discuss some other jobs that you would love doing and those that you find difficult.

Ask the learners to discuss other jobs they would like to do from the story above.

Ask the learners to find out from their parents or guardians other jobs done by people in their country. Ask them to share in class when they come back. This will show that they were able to ask their parents and guardians.

Assessment opportunities

Observation

Observe how the learners are using the pictures to complete the sentences in the Learner's Book.

Conversation

Interact with the learners by asking them to name some of the effects of jobs done by people to the community.

Product

Listen to how learners respond to question on the effects of the work done by people in the community. Check their books and see if they are able to identify the effects of the work done by people in the community.

Activity 2 *Effects of jobs done by people to the community*

Key words

Effects
Community
Jobs

The jobs people do are important. They help us live well.
Look at the following pictures.

Activity 3: Jobs and products in your locality (Refer to Learner’s Book pages 51-52)

Ask the learners to look at the pictures in the Learner’s Book. Guide the learners to look at the map in the Learner’s Book and identify various cities and towns where products are produced. Ask them to recite the poem in the Learner’s Book. Guide the learners by giving them a direction on how to recite the poem. Ask the learners to find out from their parents or guardians the products of South Sudan that you can involve in production.

Assessment opportunities

Observation

Observe the learners as they look at the pictures in the Learner’s Book. Observe the learners as they look at the map and identify the cities and towns where products are produced in South Sudan.

Conversation

Interact with the learners by asking them to look at the pictures and map of South Sudan in the Learner’s Book. Explain to the learners where different products are produced referring to the map in the Learner’s Book.

Product

Find out if the learners are able to identify some of the products produced in South Sudan. Find out if the learners can identify areas where products are produced in South Sudan.


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

Activity 3 *Jobs and products in your locality*

Key words

Product
Locality
Income

Look at the following pictures.



Look at the map below.



51

Activity 4: Our location (Refer to Learner's Book page 53)

Ask the learners to name some of the things used to show location.

Read the following story in class for the learners.

My name is a compass. I have four children. Two girls and two boys. My first born daughter is called North. She locates areas found in the North. South is a friendly girl. She locates areas found in the south. East is my caring son found in the east. West is my last born. He locates areas in the west. I love my children because they help me in locating areas around your homestead.

Ask the learners to name the compass directions from the story. Write them on the blackboard.

Guide the learners to recite the poem in the Learner's Book. Let them recite the poem in turns.

Assessment opportunities

Observation




Observe the learners name the things used to locate places. However, observe the learners recite the poem in the Learner's Book.

Conservation

Interact with the learners by asking them to name some of the things used to locate places. Read the story in your book and ask the learners to identify the compass directions.

Product

Listen to the learners as they answer questions on things used to locate places. Check the Learners' Books to see the compass directions they have identified from the story you read.

Activity 4	Our location
<p>We locate places using a map. We also locate places using a compass.</p>	
	
<p>Identify the compass points from the story your teacher read.</p>	
<p>Let us recite</p>	
<p>Recite the poem below.</p>	
<p>Direction, direction, We locate places using maps, They help us to locate directions, We locate places using a compass, North, South, East and West, These are the compass directions, We use them to locate places.</p>	
<p>North, South, East and West, We use them to locate our schools, We use them to locate home, We use them to locate our church, We use them to locate our country, Compass directions enable us locate different places.</p>	

Answers to work to do (Refer to Learner's Book page 28-29)

1. Name four jobs done by people in your community.
 - a) Teaching
 - b) Welding
 - c) Farming
 - d) Taking care of patients
 - e) Guarding
 - f) Driving

Accept any four jobs mentioned.
2. What are the effects of jobs done by people to a community?
 - a) Farmers grow crops which provide food for the community.
 - b) Teaching provides knowledge to people in a community.

- c) Policemen and policewomen provide security to the community.
- d) Jobs done by people leads to development of a community. For example, people can come together and build a community water tank.

3. What are the things we get from economic activities?

Money

Economic activities also earn the country income.

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

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

Work to do

1. Name four jobs done by people in your community.
2. What are the effects of jobs done by people to a community?
3. What are the things we get from economic activities?
4. Rearrange the following sentences in order for Mr. Farmer to generate income.

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

UNIT 4: OUR COMMUNITY

(Refer to Learner’s Book pages 55-67)

Social Studies Primary 2	Unit 4: Our community
Learn about	Key inquiry questions
<p><i>Learners should describe the group of people who are found in their locality in a variety of ways using drawing, for example, descriptive phrases and song. Learners should identify community groups that are closely situated to their home such as schools, hospitals and churches and compare these by identifying similarities and differences between them. Learners should ask people in these communities about significant rituals and ceremonies that take place, and should investigate what elements of these activities can be reproduced for role play and other aspects of the arts. Learners should investigate the origin of ceremonies, rituals and festivals practiced by people in their own community and begin to explore why these activities in some cases, have been taking place for many years. They should identify why those are so important.</i></p> <p><i>Through an exploration of important activities in their communities, learners should examine the roles that people play and should experiment with different strategies to promote good cooperation. Learners should reflect back to P1 where they learnt about the importance of turn taking and sharing. Learners should examine where these are evident in ceremonies, rituals and festivals in their community.</i></p>	<ul style="list-style-type: none"> • <i>What do you mean by the word community?</i> • <i>Where did your community originate?</i> • <i>What similarities and differences can you describe between rituals and ceremonies in your community?</i> • <i>Can you predict what would happen in your community if all people acted as individuals rather than as part of a team?</i>

Learning outcomes		
Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> • Explain the types of communities found near where you live. • Describe the origin of your own community. • Describe the cultural ceremonies, rituals and festivals practised by your community. • Know how to co-operate in a group. 	<ul style="list-style-type: none"> • Carry out tasks and activities that make a positive contribution to your community. • Develop an ability to consider the needs of a range of people in a community and cooperate accordingly. • Perform and be part of cultural ceremonies, rituals and festivals within the community. 	<ul style="list-style-type: none"> • Appreciate the need for harmony in a community. • Love one another in your community. • Care for the needs of your community. • Appreciate the benefits of setting and following rules in a community.
<p>Contribution to the competencies</p> <p><i>Critical thinking: Analyse the effects of good co-operation in a community.</i></p> <p><i>Co-operation: Learning to work and play together in order to achieve common goals, maybe by taking part in important rituals and festivals.</i></p> <p><i>Culture: Taking a pride in traditions that are significant and possibly unique to your community and South Sudan.</i></p>		
<p>Links to other subjects</p> <p><i>The Arts: Describing traditional events through dance and music; knowing about traditional crafts, songs and dance in your Payam.</i></p> <p><i>RE: Becoming familiar with key rituals and practices within their own religion.</i></p> <p><i>Peace Education: Understand differing needs and roles.</i></p>		

Assessment Opportunities

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

- Observation
- Conservation
- Product

An outline of the learning

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

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

Using the student Textbook

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

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

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

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

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

The student competencies

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

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

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

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

Activity 1: Community (Refer to Learner's Book pages 55-56)

Guide the learners in a discussion on community using the following information:

People live together in groups.

These groups form what is called a community.

A community is made up of people that share the same language, tradition and laws.

People of the same community also have a common interest.

Guide the learners to recite the poem in the Learner's Book. This should be followed by learners writing down the similarities between different communities.

Ask the learners to draw a homestead showing features in their homestead.

Assessment opportunities

Observation

Observe the learners as they recite the poem in the Learner's Book. Check the learners' books to see what they have drawn.

Conversation

Interact with the learners by asking them to recite the poem in the Learner's Book.

Product

Check the learners' books to see what they have drawn.

UNIT 4

Our community

New words

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

Activity 1

Community

Key words

Community
Tradition
Homestead

Activity 2: Community groups (Refer to Learner’s Book pages 56-58)

Explain to the learners about community groups using the following information:

There are many features around our homes. They form community groups. A community group is a group of people who work for public benefit. Community groups makes people to come together. Community groups also gives people jobs. Community groups include churches, hospitals and learning institutions.

Guide the learners to look at the pictures in the Learner’s Book.

Ask the learners to find out from their parents or guardians other community groups found around their homestead.

Assessment opportunities

Observation

Observe the learners as they look at the pictures in the Learner’s Book and name the community groups.

Conversation

Interact with the learners by asking them to look at the pictures in the Learner’s Book and name the community groups in the pictures.

Product

Look at how the learners have named the community groups in their books. Appreciate the learners who get the correct answers by clapping for them.

Help those who got it wrong to know the correct answer.

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

Let us recite

Recite the poem below.
Community, community,
We are people from different communities,
We have different traditions and languages,
We have common interests,
We should promote peace in our communities,
Let us love our communities.



Write down the things that communities have in common.

Time to draw

Draw your homestead showing features in your homestead.

Activity 2 *Community groups*

Key words →

Homestead

Activity 3: Origin of a community (Refer to Learner's Book page 58)

Start by explaining to the learners the definition of 'origin of a community.' This should be followed by asking the learners to recite the poem in the Learner's Book. Ask the learners to find out from their parents the origin of their community.

Assessment opportunities

Observation

Observe the learners as they listen to your explanation. Observe the learners as they recite the poem in the Learner's Book.

Conversation

Explain the meaning of origin of a community in class. Guide the learners to recite the poem in the Learner's Book.

Product

Find out if the learners know the origin of their community.

Homework	
Find out from your parents or guardians other community groups found around your homestead.	
Activity 3	Origin of a community
Key words	
Origin Community	
Origin of a community is how a community started.	
Let us recite	
Recite the poem below.	
We are the Dinka, we are from the mad, The black mud of the Niles, We believe in a god, Nhialic is his name. We love our community, We are always ready to protect our community.	
Find out from your parents or guardians the origin of your community.	

58

Activity 4: Community rituals, ceremonies and festivals (Refer to Learner's Book pages 59-60)

Start by explaining the definition of community rituals, ceremonies and festivals. Ask the learners celebrations carried out in their community. Ask the learners to listen to the following story as you read for them.

I am Anjek. I come from the Dinka community. Different rituals, ceremonies

and festivals are practiced in our community. During these activities, people come together. They share food together. They also work together. Rituals, ceremonies and festivals are used to mark different events in our community. We all love the rituals, ceremonies and festivals practiced in our community.

Ask the learners to match the pictures with the name of the ceremony.

Let the learners find out from their parents other ceremonies, rituals and festivals practiced by people in their community.

Assessment opportunities

Observation

Observe the learners as you define the terms celebration, rituals and festival to know if they are paying attention. Observe the learners as they match the pictures with the name of the ceremony in the Learner's Book.

Conversation

Interact with the learners by defining the terms ritual, ceremony and festivals to them. Ask the learners to name other rituals, festivals and ceremonies in their community.

Product


Find out if the learners are able to name ceremonies, festivals and rituals in their community. Check how the learners match the pictures with the name of the ceremony in the Learner's Book.

Activity 4 *Community rituals, ceremonies and festivals*

Key words

Rituals
Ceremony
Festival
Initiation

Look at the following pictures.



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

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

- a) Wedding
- b) Naming
- c) Burial
- d) Birth
- e) Initiation

Activity 5: Similarities and differences between rituals and ceremonies (Refer to Learner's Book pages 61-62)

Start by explaining the meaning of similarities and differences between rituals and ceremonies. Ask the learners to identify whether the sentences in the Learner's Book are TRUE or FALSE about ceremonies and rituals. Ask the learners to find out from their parents or guardians the ceremonies and rituals practiced in their community.

Assessment opportunities

Observation

Observe the learners as they identify the similarities between rituals and ceremonies.

Conversation

Explain to the learners the similarities between rituals and ceremonies.

Product

Find out if the learners can identify the similarities and differences between ceremonies and rituals.

Activity 5 *Similarities and differences between rituals and ceremonies*

Key words

Similarities
Differences
Costumes

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

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

Write down the similarities and differences between rituals and ceremonies.

Similarities	Differences

Know zone

Write whether the following sentences are TRUE or FALSE.

1. People are always divided by ceremonies in their communities. _____
2. People come together during festivals in their community. _____

Activity 6: Important activities in a community (Refer to Learner's Book pages 62-63)

Start by explaining important activities in the community. Ask the learners to look at the pictures in the Learner's Book. Ask the learners to write down importance of different activities in their community. Ask the learners to find and circle the activities in the pictures of the Learner's Book.

Assessment opportunities

Observation

Observe the Learners as they look at the pictures in the Learner’s Book. Observe the learners searching the important activities from the word search.

Conversation

Interact with the learners by asking them to mention important activities in the community. Explain the important activities in a community.

Product

Check the learners’ books to see whether they are able to identify the important activities in a community from the word search in the Learner’s Book.

3. Different activities in a community happen for different reasons. _____

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

Homework

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


Activity 6 *Important activities in a community*

Key words →

Voting
Harvesting
Performed

Some activities that happen in communities are very important. These activities are performed differently. They are performed at specific times of the day, month or year.

Look at the following pictures.



Activity 7: Roles of community people in different activities (Refer to Learner’s Book pages 64-65)

Start by telling the learners the roles played by community people in different activities.

Ask the learners to look at the pictures in the Learner’s Book. Explain the roles done by different people in a community. Ask the learners to find out from their parents other activities that require people to work together.

Assessment opportunities

Observation

Observe if the learners are able to identify activities done by different people using different pictures in the Learner's Book.

Conversation

Interact with the learners by asking them to name some roles of the community in different activities. Explain the roles of community people in different activities.

Product

Find out if the learners are able to name other roles of people in a community.

Activity 7 Roles of community people in different activities


Key words

Roles
Community


People play different roles during community activities.
People come together to do different jobs.
People carry out different community activities.

Look at the pictures below.


A



B



C



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

People come together to play different roles during community activities.

64

Activity 8: Why we should work together (Refer to Learner's Book pages 65-67)

Start by reading the following story to the learners.

Ria is an old woman. She lives in Jubek village. Ria does not like participating in community work. She stays at home when other members of the community are involved in community activities. One day, the house of Ria was carried away by floods. No one went to help her rebuild her house. She struggled and worked with her husband and two children. She got very tired. Since that day, she promised to be working together with other community members.

Ask the learners to answer the questions after reading the story. Ask the learners to look at the pictures in the Learner's Book and identify the work being carried out in the pictures.

Ask the learners to draw their family members.

Ask the learners to find out from their parents and guardians other activities that require people to work together.

Assessment opportunities

Observation

Observe the learners as they answer questions from the story you read.


Conversation

Interact with the learners by reading the story in class. Ask the learners to look at the pictures in the Learner’s Book and compare it with the story you read.

Product

Look at the learners’ books to see the answers the learners have given. Check the learners’ books and see if they are able to draw their family members. This should not be accurate because its not art class.

Look at the picture below.



Homework


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

Activity 8 *Why we should work together*

Key words

Work
Together

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



Answers to work to do (Refer to Learner’s Book page 67)

1. Define the term community.
A community is a group of people who share the same language, tradition and laws.
2. Rearrange the words according to the numbers given to get the importance of working together.
 - a) It makes working easier.
 - b) It promotes sharing of ideas.

- c) It promotes unity in a community.
3. Write down four examples of community activities.
- a) Harvesting
 - b) Planting
 - c) Fencing
 - d) Ploughing
 - e) Building
4. Name two roles of people in a community in different activities.
- a) People working together in a farm during planting.
 - b) People helping to bring materials such as water and sand during a building activity.

Homework

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

Work to do

1. Define the term community.
2. Rearrange the words according to the numbers given to get the importance of working together.
 - a) ² makes ¹ it ³ working ⁴ easier.
 - b) ⁴ Ideas ³ sharing ¹ it ² promotes.
 - c) ⁴ in ⁵ a ⁶ community ² promotes ³ unity ¹ it.
3. Write down four examples of community activities.
4. Name two roles of people in the community.

UNIT 5: TIME TO DECIDE

(Refer to Learner’s Book pages 68-77)

Social Studies Primary 3	Unit 5:Time to decide
Learn about	Key inquiry questions
<p>Learners should begin by exploring the simple choices that they make every day (what to eat, what to say , where to play, how to work etc.). They should list these decisions and categories them into those that affect others and those that only effect themselves.They should colour code or illustrate these decisions to describe which are easy and which are more difficult. (It’s easy to talk kindly to others but sometimes it’s harder to share your treats). Learners should then identify decisions that are made that would benefit from the help of others. They should consider why we need others to help us make decisions and what people they know that can help.Are these the same people for all types of decisions? Learners should talk to each other and their families about decisions that keep them healthy and safe. Learners should build games and activities to share with each other, what the effects are of making good choices with regards to health and safety. In groups, learners should reflect upon the role that their teachers, parents and elders have in maintain law and order in their communities, enabling and encouraging people to make good choices and decisions that have a positive effect on the community. Learners should begin to recognize the importance of good decision making in terms of supporting human rights and peaceful living.They should recognise that this also allows them to play an active role as a citizen within their community, making choices that have a positive impact of everyday life.</p>	<ul style="list-style-type: none"> • How do you feel trying make an important decision on your own? • What are the key elements of successful group decision making? • What decisions have you made that had a positive effect on others in your community? • How would you justify making a decision that was in opposition to that of your friends? • What kind of help can other people give you?

Learning outcomes		
Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> • Know about everyday decisions that affect them at home and at school. • Know about significant events or systems in their community that are the result of community decision making. • Describe the benefits of group decision making. 	<ul style="list-style-type: none"> • Investigate the effects of group and individual decision making. • Begin to resolve conflicts through better decision making processes. • Take part in everyday decisions using improved communication and cooperation skills. 	<ul style="list-style-type: none"> • Appreciate the role that individuals have in making a valuable contribution to communities. • Value and respect the role of older people in helping to make decisions. • Enjoy the range of skills and knowledge that people have.
<p>Contribution to the competencies</p> <p><i>Critical thinking: Making choices and decision making in a community.</i></p> <p><i>Communication: Talking confidently in a variety of situations about decisions that affect us.</i></p> <p><i>Co-operation: Learning to be tolerant and respectful of the views of others.</i></p> <p><i>Culture: Learning to appreciate the diversity of skills and attitudes demonstrated in our community.</i></p>		
<p>Links to other subjects</p> <p><i>RE: The Ten Commandments in the Bible that teach Christians about rules and laws to abide by.</i></p> <p><i>English: Speaking clearly and fluently to different people in different situations in discussing issues that affect a community.</i></p> <p><i>Languages: Use a growing vocabulary about communities and phrases that support decision making.</i></p> <p><i>Peace Education: Understand differing needs and roles.</i></p>		

Assessment Opportunities

The assessment opportunities under this unit are:

- Observation
- Conversation
- Product

An outline of the learning

This unit talks about choices and decisions made by different people in the community. It goes on to talk about the effects of our decisions. It also talks about group decision making and the importance of group decision making. This unit also talks about healthy and safe decisions in a community.

Using the Student Textbook

This unit contains words and pictures. The learners at this level are not yet able to read the words and identify the pictures by themselves. You are expected to read for the learners the words at the start of each activity. This will help the learners to familiarise with the words after sometime and read the words by themselves.

Different activities are covered under this unit so that the learners will soon be able to associate different words in these activities.

However, you can write some words on boards or manilla papers. This will make it easier for the learners to learn and familiarise with the words on boards or manilla papers. This will make it easier for the learners to learn and familiarise with the word.

The Student Competencies

Learners are asked to participate in pair work or group work. By talking about the decisions that affect people, an opportunity of communication is enhanced. Cooperation is promoted among learners by learning how to be respectful and tolerant to other people's views.

An opportunity of critical thinking is enhanced by asking learners to identify the right and wrong choices in a community. This can be done by asking learners to look at the pictures in the Learner's Book and identify the right and wrong choices.

Culture can be enhanced in this unit through appreciating different skills and attitudes demonstrated in a community.

Activity 1: Simple choices we make (Refer to Learner's Book pages 68-69)

Explain to the learners about the simple choices we make using the following information:

- We make choices every day in life.
- We make choices at different times.

Some of the choices are simple while others are not.

To make a choice is to decide. A choice can be a right or wrong choice. People make choices that can affect them individually. People also make choices that can affect other people.

Guide the learners to look at the pictures in the Learner's Book. This should be followed by learners finding and circling the choices made by the people in the pictures. Ask the learners to find out from their parents or guardians situations that require us to choose well.

Assessment opportunities

Observation



Observe the learners' reactions after looking at the pictures in the Learner's Book. Observe the learners as they find and circle choices made by people in the pictures.

Conversation

Interact with the learners by explaining to them the meaning of choices. Ask the learners to find and circle the choices made in the pictures from the word game.

Product

Find out from the learners if they are able to identify other choices that people make. Check the learners' books and identify the choices from the word game.

UNIT 5		Time to decide	
New words			
Choice:	The ability to pick something over something else.		
Community:	A group of people living together.		
Decision:	The act of deciding.		
Right:	Something that is accepted by all.		
Role:	The function of something or somebody.		
Activity 1		Simple choices we make	
Key words			
Community			
Tradition			
Homestead			
Look at the pictures below.			
			

Activity 2: Effects of our decisions (Refer to Learner’s Book pages 70-71)

Start by asking the learners to name some effects of the decisions made by people. Ask the learners to look at the pictures in the Learner’s Book. Ask learners to discuss in groups the choices that affect one person and the choice that affect other people from the pictures they have seen in the Learner’s Book.

Explain to the learners the decisions made by people using the following information:

Learning corner

1. Decisions we make affect people around us.
2. These decisions can affect people positively or negatively.
3. People around us are our parents, sisters, brothers and friends.
4. Decisions we make can make the lives of people around us difficult.

Guide the learners to recite the poem in the Learner’s Book. Ask the learners to find out from their parents or guardians other decisions that affect other people.

Assessment opportunities

Observation

Observe the learners look at the pictures in the Learner’s Book. Observe the learners as they discuss in groups the choices that affect one person and the choices that affect other people from the pictures in the Learner’s Book.

Conversation

Interact with the learners by asking them to name the effects of decisions made by people. Explain the effects of decisions made by different people.

Product

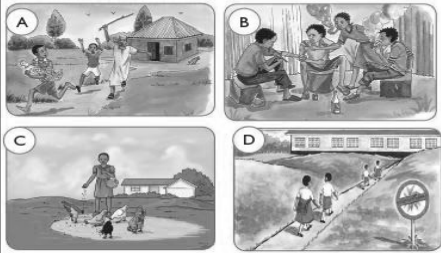
Find out if the learners can be able to identify the effects of decisions made by different people.

Activity 2 *Effects of our decisions*

Key words

Decision
Effects

Look at the pictures below.



Write down the effects of the decisions in each picture above.

Group work

In groups, discuss from the pictures above the choices that:

- Affect one person.
- Affect other people.

70

Activity 3: Group decision making (Refer to Learner's Book pages 71-73)

Ask the learners to look at the pictures in the Learner's Book. Explain the importance of making decisions together. Ask the learners to find out from their parents and elders situations that indicate group decision making.

Assessment opportunities

Observation

Observe the learners look at the pictures in the Learner's Book.

Conversation


Interact with the learners by asking them to name some importance of group decision making.

Product

Find out if the learners are able to identify the importance of group decision making.

Let us recite

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



Write down other choices we make that:

- Affect one person
- Affect other people

Homework

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

Activity 3 *Group decision making*

Key words

Decision making
 Situations
 Indicate

Activity 4: Healthy and safe decisions (Refer to Learner’s Book pages 73-75)

Ask the learners to look at the pictures in the Learner’s Book. Let the learners to put a tick on a healthy decision in the Learner’s Book and an X on a picture with unhealthy decision.

Read the following story to the learners.

Ajek is a good boy in his class. He is the most disciplined boy. One day, when he was leaving from school he came across a mango farm. He decided to go and pick the mangoes from the tree. He picked the mangoes and when he wanted to come from the tree, there was a dog under the tree he had climbed barking at him. He shouted and a passer-by came and saved him from the dog. He promised never to steal again.

Ask the learners to answer the questions after listening to the story. Ask the learners to find out from their parents and guardians their roles in good decision making.

Assessment opportunities

Observation

Observe the learners put a tick on pictures with a healthy decision and an X on pictures with unhealthy decision.

Conversation

Interact with the learners explaining to them the healthy and unhealthy decisions.

Product

Find out if the learners can be able differentiate between healthy decisions and unhealthy decisions. Help them understand the correct definitions.

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

Homework

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


Activity 4 *Healthy and safe decisions*

Key words


Healthy
Safe

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

A



B



Activity 5: Importance of good decision making (Refer to Learner's Book pages 75-77)

Explain the importance of good decision making using the following information:

Our decisions determine our relationship with other people. Our decisions should always support human rights. They should also support peaceful living in the community. Good decision making promotes peace in the community.

Ask the learners to look at the pictures in the Learner's Book. This should be followed by asking the learners to identify the pictures that show support of human rights and peaceful living.

Ask the learners to find out from their parents or guardians other activities that support human rights and peaceful living.

Assessment opportunities

Observation

Observe how the learners give their answers on the importance of good decision making.


Conservation

Interact with the learners by explaining to them on the importance of good decision making.

Product

Find out if the learners are able to make good decisions and identify the importance of making good decisions.

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



Answer the following question.

- Write down the lesson we learn from the decision of Ajok.

Homework

Ask your parents or guardians about their roles in good decision making.

Activity 5 *Importance of good decision making*

Key words

Decision
Importance
Right

75

Answers to work to do (Refer to Learner's Book pages 77)

- Define the term decision making.
Decision making is the act of choosing to do right or wrong.
- Rearrange the numbers to get the importance of decision making.
 - It promotes unity.
 - It promotes peace.
 - It supports human rights.
- Write down two ways in which a good citizen can support human rights.
 - Policemen and policewomen can show support of human rights by arresting a criminal from mob justice.
 - People can also show support of human rights by giving relief food to those who have been affected by calamities such as drought and floods.
- What is the importance of making decisions together?
 - It promotes unity by bringing people together.
 - It saves on time.

- c) It encourages sharing of ideas.
- d) It promotes team work.
- e) It enables people to learn from others.

Group work

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

- a) Human rights
- b) Peaceful living

Homework

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

- a) Human rights
- b) Peaceful living

Work to do

1. Define the term decision making.
2. Rearrange the numbers in order to get the importance of decision making.
 - a) ③ ① ②
 - b) ② ③ ①
 - c) ③ ④ ② ①
3. Write down two ways in which a good citizen can support human rights.
4. What is the importance of making decisions together?