



South Sudan

Primary Social Studies 4

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

The book comprehensively covers the Primary 4 syllabus as developed by **Ministry of General Education and Instruction**.

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

The 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.
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Primary Social Studies 4

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: TECHNOLOGY

(Refer to Learner's Book pages 1-17)

Social Studies Primary 4	Unit 1:Technology
Learn about	Key inquiry questions
<p><i>Learners should discuss and describe the impacts of technology on the ways of life in the past and how it has shaped history. They should find out about these changes by studying a few key examples such as telecommunications, ploughs, steam engines, the printing press etc. They should explain the events that led to these advancements, considering how these technologies have improved life for people or have improved industry and agriculture. They should be able to explain to others the key benefits of these technologies through presentations and stories. Learners should investigate life 'before and after' these technologies became regular features of life by exploring first and second hand evidence and recounts.</i></p> <p><i>As learners find out technological advancements, they should place the related people (inventors?) and events within correct periods of time. To begin with, this may be according to the lifespan of their families but should build towards using the correct terminology for centuries etc.</i></p>	<ul style="list-style-type: none">• <i>What is technology?</i>• <i>What are the most important impacts of technology on the way of life of the people of South Sudan?</i>• <i>Are there any new machines that you believe could be developed in the future to help your community?</i>• <i>What can you say about when the technological advancements took place?</i>

Learning outcomes		
Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> • Explain the meaning of technology. • Describe the impact of technology on the people of South Sudan. • Know how to place events, people and changes into correct periods of time. 	<ul style="list-style-type: none"> • Investigate why technological advancements took place. • Explore the effects on everyday life of technology today. • Correlate events , people and changes against other aspects of change in South Sudan and the continent of South Africa. 	<ul style="list-style-type: none"> • Appreciate the benefits that technology can bring. • Value the importance of continuing to explore how technology can be used to improve lifestyle, industry and the economy.
<p>Contribution to the competencies</p> <p><i>Critical thinking: Coming to conclusions about the benefits of technology in our lives today</i></p> <p><i>Communication: Sharing our learning with others and valuing the role that telecommunications and the internet have in sharing learning and information</i></p> <p><i>Culture: Develop an understanding of South Sudan heritage by knowing about how things worked before technology changed the way we do things</i></p>		
<p>Links to other subjects</p> <p><i>Mathematics: Compare and order numbers in order to place events, changes and people on a timeline</i></p> <p><i>Science: Knowing about sources of electricity and how this powers technology; make simple machines such as a windmill or waterwheel</i></p>		

Assessment Opportunities

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

- Observation
- Conversation
- Product

An Outline of this Learning

This unit will help the learners develop their understanding in relation to technology. The activities will help learners to understand how technology has

changed the way of life of the people of South Sudan and describe life before and after technology. The activities will also help them know the items brought by technology.

There are many opportunities within this unit for learners to practice and improve their communication skills. There are many discussions to be held about different technological devices that the learners have seen and how life was before technology and after technology, with this, learners should be encouraged to communicate clearly and effectively as they share their experiences.

The activities listed here for this unit include some group work, but the focus is on critical thinking, communication skills and culture. It is possible however to find alternative and additional tests and pictures that talk about technology. You may choose to set this as a research project or homework activity for your learners in order for them to be able to compare sources of information and provide them with additional knowledge and understanding.

Using the student Textbook

There are both words and pictures in the Learner's Book and as your learners are developing their critical thinking skills, communication skills and their understanding on their culture, it is important to let them read the text and look at the pictures. Learners should be encouraged to read after you where phrases are more complex. Phrases in the Learner's Book are relatively short, but where there is more to read, these passages should be broken down into shorter phrases. Encourage learners to ask questions to clarify their understanding. Enable more learners to respond to these questions where appropriate.

It is helpful to have some key words and pictures on posters or boards around the learning space if possible so that they get used to seeing them and become familiar with the new vocabularies. Learners could develop this collection as they progress through the unit.

The Student Competencies

This unit presents many opportunities for communication and opportunities to think critically and creatively about different aspects of culture. Learners are asked to work in pairs and groups, so there are continuous opportunities for co-operation and teamwork also. This unit provides good opportunities to create roles in groups. It is important in primary 4 that the teacher continues to model good communication and critical thinking skills, describing appropriate features of good communication such as the use of open questions and active listening.

Activity 1: Meaning of technology (Refer to Learner’s Book pages 1 to 3)

Introduce the lesson by asking the learners whether they have ever used a mobile phone before. Give the learners a chance to share their experiences.

Refer the learners to look at the pictures in the Learner’s Book and interpret them. It is important that the learners identify the technological items being displayed in each picture. If they cannot read, read the names of the devices for them and let them copy what you have read.

After that, refer the learners to the pair work on page 2, this is a good opportunity to assess how well learners can work in groups.

Remind the learners to talk about what they can see. By talking, their **thinking** and **communication** competencies are enhanced.

Let the learners discuss the questions after the pictures. It is important that they are able to state how the items they have seen were being used.

Some of the expected answers are; mobile phone for communication and was held close to the ears. Car for transport. Television for entertainment or watching cartoons, radio for entertainment and news, printer for making copies of papers, camera for taking photos and a piano for music.

Individually

Let the learners find the words on the word search in the Learner’s Book.

Guide the learners in finding the words. Encourage them to draw the items they had mentioned earlier to enhance their creativity. Give the learners a chance to present their answers to the class. This will enhance their communication skills.

Expected answers

Accept any drawing that looks like the items they mentioned earlier.

Assessment opportunities

Observation



Observe pairs of learners working together and consider how effectivel they are co-operating with each other in order to compose accurate sentences.

Conversation

Talk to the learners to see whether they understand what technology is by asking them the technological devices that they have seen in their Payam.

Product

Assess whether the learners are able to communicate ideas creatively and accurately in an appropriate way.

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

2

Activity 2: How technology has changed the way of life of the people of South Sudan (Refer to Learner's Book pages 4 to 12)

As a class, refer the learners to page 4 in the Learner's Book. Let the learners look at the pictures on the page and relate it to the ways of life that have changed in South Sudan. Ask them questions about the transport in their Payam, ways of communication, eating habits and ways of dressing. Move once in a while to see whether the learners are attentive and following what you are talking about.

Technology and eating habits

Ask them the foods they like and let them explain why they like them, ask them whether it's the way they are prepared or the way they look. Tell them that the foods we eat today are not the same as those that people used to eat long time ago. Tell them that the microwave, the gas cooker, the oven, the refrigerator are some of the things that have been brought by technology and have changed the method of preparing food. Help the learners to read words below each picture by selecting able readers to read the words aloud.

In pairs, let them look at the pictures on page 5 and identify the foods in the pictures in their local language. They should then explain the way the foods were prepared before introduction of technology. Some of the expected answers are boiling and roasting irish potatoes, boiling and roasting chicken and boiling and smoking fish.

Technology and ways of dressing

On the Learner's Book page 6, ask the learners to tell you what they like about the way they dress to school. Tell them that the way they dress today is not the same as how people dressed in the past by guiding them in comparing the ways of dressing in the past and today.

In pairs, let them use words like the materials, fashion, modern machines, and tailors to explain how technology has changed the way of dressing.

In groups, let them make traditional clothes using the things found around them like the sisal, reeds, banana leaves and animal skins this will help them improve on their creativity skills.

Expected answers

Accept anything that looks like a traditional cloth made from the above items.

Technology and communication

Referring to the Learner's Book page 8, introduce the sub activity by asking the learners what they use for communication at home. Expect answers like the mobile phone and letters. Help them understand the meaning of the new vocabulary communication by telling them that this is a way of passing information from one person to another. Let them look at the pictures on the Learner's Book and identify the modern and the traditional ways of communication. Emphasise that the way people used to pass information in the past is not the same way people communicate today and the changes are because of technology. Help them read the words under each picture, if they cannot, read for them so that they can copy what you have read and the meaning of each form of communication that was used in the past and that modern ones.

Give them the disadvantages of traditional ways of communication for example, fire and smoke signals could not be used during rainy seasons, it was not easy to know the type of messages that was being passed, and could not be used over long distances. Drum beats and horn could not be used to pass information over long distances. Messengers were slow and the messages could be forgotten. Guide them in understanding the modern ways of communication by telling them the advantages for example: They are fast, information takes a short time to reach the recipient, they are convenient to use and you even listen to each other's voice.

In pairs, let the learners explain how people communicated in the past by looking at the pictures. Talking to each other will enhance their communication skills.

Expected answers

Horn blowing

Beating drums

Using fast runners

Fire and smoke signals

In groups, let them compare the ways of communication that were used in the past and those used today. Guide them by telling them to use the disadvantages of the traditional ways of communication and the advantages of modern ways of communication in the above paragraph while comparing.

Individually, let the learners write letters on page 9 of the Learner's Book. Ensure that the letter has an address, greetings, disadvantages of letter writing for example, they are time consuming and may delay and the advantages of using a mobile phone like takes a short time to deliver a message and also you can listen to each other's voice.

Technology and transport

Refer the learners to the pictures in the Learner's Book page 10, you can ask them the means of transport that they always use in their Payam, whether the roads are tarmacked or they still use the marram road, ask them about the bicycles they use, the cars and the animals that they use for transport. This will help you know if they know anything about transport. They can as well tell you the names of the vehicles that they know. This will make them enjoy the lesson.

After that, let the learners look at the pictures in the Learner's Book and compare the ways of transport used in the past and those used in the modern world. The pictures will help them write a story about how the modern means of transport has made life easier.

In class, ask them about what they think are the advantages and the disadvantages of the modern and traditional ways of transport. The expected answers like they were slow, time consuming, animals carried small goods, animals could not move at night and animals could be attacked by other animals when you are moving for the traditional means of transport. They should compare then with the advantages of modern means of transport which include; they carry large goods, they move at night and they are fast. Let them use the advantages and the disadvantages above to write a story on how the modern ways of transport has made life easy. In the story, check if the story is flowing, and also check if the advantages of the modern means of transport are included in the story. As the learners write the story, walk in class to see if the learners are doing the right thing.

In groups, let the learners use the boxes, wires, bottle tops, and other things found around them to make the buses, cars, motor bikes or even bicycles if any is used for transport in their school. This will help them improve their creativity skills. While reciting the poem on page 11, let the learners get the benefits of technology from the poem. Help them by giving them one benefit of technology from the poem and let them find the remaining for themselves.

Assessment Opportunities

Observation

Observe the learners as they compare the traditional foods, traditional ways of dressing, transport and communication with the modern ones. Correct them if they mention something that is out of context.

Conversation

Talk to groups of learners about the pictures and check if they can describe the main features in each picture. Encourage them to explain to you the changes in lifestyle of the people of South Sudan.

Product

Assess whether the learners are able to communicate ideas creatively and accurately in an appropriate way.



Activity 3: Other items brought by technology (Refer to Learner's Book pages 12 to 15)

Introduce the activity by taking the learners outside the school or where there is a plough to see it and let the expert explain to them its uses, do the same for the steam engine and the printing press if there is any around you. This will help the learners understand what you are talking about better. This activity can also be used to assess whether the learners can identify different technological devices. By asking the learners to make the items on page 14, and the riddles on page 15, you are testing to see if they have understood what technological devices are.

Expected answers for individual work page 14 and 15

1. Communication: B because it is fast and convenient to use a mobile phone. The message is also not forgotten.
2. Transport: D, because it is fast.

Riddles

1. Photocopying machine
2. Aeroplane
3. Mobile phone

Notes for the teacher

Importance or benefits of technology

- People can now talk to each other easily and faster than before.
- It has made buying and selling of goods easier.
- It has made movement on water and air easier since these things send signs to guide pilots and captains.
- Technology is used for entertainment. For example, music and sports are shown on the television.
- Many people have gotten jobs because of technology. Some people are working in radio stations.

Emphasise that before technology, farmers used sticks to prepare land for farming.

They later came up with the wooden plough which was used for digging. Other machines such as the tractors later changed agriculture from small scale to large scale.

Many people in the world received education and developed new things like the machines.

The use of sticks to plough was a slow and tiresome process hence farmers started using animals instead.

They came up with new sources of energy which replaced the old ones.

Tools made of stones could break easily so they had to look for better ways.

Assessment opportunities

Observation

Observe the learners as they make the items on page 14 and assess if they understand the technological items that they have learnt and if they can give the correct answers for the riddles.

Conversation

Listen as the learners talk about how to make the technological items in the Learner's Book, do they suggest the best materials to use in making the parts of the items? Correct them if they mention something that is out of context.

Product

Assess if they have made the correct things.

Refers to learner's Book page 12

Activity 4: Life before and after technology (Refer to Learner's Book pages 15 to 16)

Introduce the lesson by asking the learners to look at the pictures in the Learner's Book and compare life before and after technology. Help them read the words under each picture. If they cannot, read for them and write them on the blackboard for them to copy. This activity exposes learners to aspects of modern life, so they should be able to compare life before and after technology. Encourage the learners to ask relevant questions as this will promote cooperation and their communication skills.

Expected answers for the group work

Transport.

Poor roads.

High cost of transport.

Communication.

Network problem.

Things used in communication are expensive.

Assessment Opportunities**Observation**

Observe the learners as they discuss the questions correctly.

Conversation

Talk to the learners to see whether they understand the changes brought by technology in their community and the problems facing their community in transport and in communication.

Product

Evaluate whether they can come up with the problems facing their community in transport and communication.

Refers to learner's Book page 15

Time for riddles





1. I was invented by James Watt. People use me to make copies of paper. Who am I?
2. I move in the air. People use me to travel to far away places. Who am I?
3. I use electricity. People use me to communicate. I can fit in a pocket. Who am I?

Activity 4
Life before and after technology



Traditional cooking



Modern cooking

Answers to work to do (Refer to Learner's Book page 17)

1. A machine that can weed because there are large tracks of land.
Accept any suggestion of a good machine that can change the life of the people of South Sudan.

2.

Past	Today
There were no machines	Machines were introduced
Food took a long time to prepare	Food is prepared within a short time
Messages took a long time to be delivered	Messages are delivered within the shortest time possible
Communication was difficult	Communication easy

Accept other answers of comparison of life in the past and that of today

3.

- It has made work easier.
- It has made communication easier.
- It has made movement easy.
- Food takes a short time to prepare.

There are machines in hospitals which improves the health care service.

Reading can be done online.

Entertainment by use of the television.

Accept any other answer of the benefit of technology.

UNIT 2: WEATHER AND CLIMATE

(Refer to Learner’s Book pages 18-39)

Social Studies Primary 4	Unit 2: Weather or Climate
<p>Learn about</p>	<p>Key inquiry questions</p>
<p>Learners should learn about local weather and weather patterns. They should do this by looking at information and charts that describe weather across the year in their locality but also set up simple weather stations so they can collect their own data about temperature and rainfall. They should use their own data sets and those of others build accurate descriptions of weather patterns. They should relate this to what they already know about the four seasons.</p> <p>Learners should consider the range of types of weather and identify how weather conditions influence different aspects of their life and the life of their community (rain and sun for crops, cloud of cool playing, wind for turbines etc.). Learners should talk to people about extremes of weather and how this can have a negative effect on living. They should explore the phenomenon of climate change, considering what evidence they have in South Sudan of this. Learners should think about the differences between climate and weather by looking at weather patterns beyond South Sudan in relation to the equator. Learners should look at maps and predict what might happen if ice caps melt further for example. Learners should develop some understanding of what the cases of climate change are and how this change could be limited.</p>	<ul style="list-style-type: none"> • What is the difference between weather and climate? • What do you consider to be the most dangerous effects of climate change? • Why is the study of weather important in South Sudan? • What are the effects of weather changes on our environment?

Learning outcomes		
Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> • Know about and describe the pattern of local weather. • Describe similarities and differences between the seasons of South Sudan. • Know about how weather is caused. • Understand the term 'climate change' and its' impact on a locality. 	<ul style="list-style-type: none"> • Investigate sources of information about weather in order to describe local weather patterns. • Explore the reasons for different types of weather. • Examine and begin to evaluate the evidence that describes climate change and the related effects. • Interpret information about weather. 	<ul style="list-style-type: none"> • Value aspects of some types of weather that help industries such as agriculture. • Appreciate the variety in seasons of the year. • Respect the need to adapt to different climates.
<p>Contribution to the competencies</p> <p><i>Critical thinking: Beginning to evaluate different suggested solutions to climate change</i></p> <p><i>Communication: Read and comprehend critically a variety of types and forms of texts that describe weather and climate where you live</i></p>		
<p>Links to other subjects</p> <p><i>Mathematics: Read numbers accurately when measuring temperature and rainfall; collect and record data that describes weather using bar and line graphs; interpret data from tables and graphs that describe the weather in your locality</i></p>		

Assessment Opportunities

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

- Observation
- Conversation
- Product

Outline of the Learning

This unit will help learners develop their understanding in relation to weather and climate. The activities will also help learners to understand the importance of weather and climate.

There are many opportunities within this unit for learners to practice and improve their speaking, listening and writing skills.

This unit is about Weather and Climate. Let the learners understand what weather and climate mean. They should read the effects of weather. Teach the learners how to record weather. Make the learners understand the importance of studying weather and climate.

The activities for this unit include some written texts, but the focus is mostly on communication and critical thinking skills. It is possible to find alternative additional tests about weather and climate. You may choose to set this as a research project or a homework activity for your learners in order for them to be able to compare climatic seasons in South Sudan and provide them with additional knowledge and understanding.

Using the student Textbook

There are both words and pictures in the Learner's Book, and as your learners are developing their communication skills, it is important to read the text with them. Learners should be encouraged to read after you where phrases are more complex.

Encourage learners to ask questions to clarify their understanding and enable more able learners to respond to these questions where appropriate. It is helpful to have some keywords in the learners note books as this will help them become familiar with spellings. Learners could develop this collection as they progress through the unit.

The Student Competencies

This unit presents many opportunities for communication and opportunities to think critically and creatively about different aspects of culture and identity. Learners are asked to work in pairs and groups, so there are continuous opportunities for co-operation and teamwork also. It is important in Primary 4 that the teacher continues to model good communication skills, describing where appropriate features of good communication such as the use of open questions, active listening, correct grammar use and good body language.

Activity 1: Local weather patterns (Refer to Learner's Book pages 18 to 19)

Introduce the activity by asking the learners to go outside the classroom and observe the sky. Ask them whether it is sunny, windy or cloudy? Let the learners share their experiences about weather conditions they have observed.

Back to class, let them draw the weather of the day. Display the drawn pictures in the classroom. You can also ask them the weather conditions that they like and let them tell you why they like them. This will help you understand whether they understand what you are teaching.

Refer the learners to the pair work on page 19 in the Learner's Book. Ask them to talk about the weather in the pictures. Talking about the pictures will help the learners improve on their communication skills.

Through brainstorming, guide learners to define weather. Explain to the learners what weather is. Emphasise that the weather conditions change from time to time and vary from one place to another.

Expected answers

Windy

Rainy

Sunny

Cloudy

Assessment Opportunities

Observation

Supervise the learners discussing and see how each learner is participating. Check whether they can identify types of weather. Encourage them to listen and learn from each other.

Conversation

Talk to the learners about the weather conditions that they know. Check if they can identify the weather condition of that day and draw it.

Product

Check the drawings and the answers provided by the learners. Assess whether they understand all the conditions of weather.

UNIT 2

Weather and climate

New words

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

Weather
Weather is the daily condition of air in a place.

Activity 1

Local weather patterns

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

Activity 2: Elements of weather (Refer to Learner’s Book pages 20 to 22)

Introduce the activity by asking the learners questions like:

1. How can you tell that it is hot or cold?
2. How can you tell that it is raining or windy?

By answering these questions, learners are improving their communication skills. Tell them that the things that tell about weather are called elements of weather.

Let learners brainstorm on the aspects that help them to tell the type of weather in a place. Emphasise aspects such as: Temperature- sunny, windy – wind and rainy - rain.

In pairs, let the learners talk about what they see in the pictures. Working in groups will encourage team work and co-operation.

Expected answers

A girl carrying an umbrella and it is raining.

Accept any activity done when it is raining.

Notes for the teacher

Weather is made up of different things. We call them elements of weather.

They include: Temperature, rainfall and wind.

Temperature: We receive heat in different amounts at different times of the day and in different places. The amount of heat we receive is known as temperature. It is referred to as the degree of hotness or coldness of a place. The temperature of a place depends on the amount of solar radiation received. This is influenced by latitude (places near the equator are hotter), altitude (temperature decreases with altitude), nearness to water bodies, cloud cover, prevailing winds, aspect (slopes’ exposure to the sun) and amount of impurities in the atmosphere.

Rainfall: This refers to tiny water droplets falling from the atmosphere onto the earth. It is one of the forms of precipitation i.e. different forms through which water from the atmosphere falls to the ground. The other forms are drizzle, hail, sleet (frozen rain), and snow (crystal form). Fog and mist however are not precipitation but a form of condensation occurring near the ground.

Rain is formed when water vapour in the atmosphere cools and condenses on pollen, dust, and smoke particles (impurities). The water droplets become too heavy to remain suspended in space and thus fall down as rain.

Wind: When you look at leaves, smoke or clouds, you will notice that they appear to be moving. This is in relation to the direction the wind is blowing. Wind is air in motion (moving air). It blows from areas of high pressure to those of low pressure. It transports climatic variables like temperature, moisture and clouds.

Assessment Opportunities

Observation

Observe the learners discussing and see how each learner is participating. Check if they can identify the elements of weather from the pictures. Also check if they can identify what is happening in the pictures.

Conversation

Talk to the groups about what they see in the pictures. Check if they can identify the elements of weather. Move around the class correcting those with difficulties.

Product

Read the answer provided by the learners. Assess whether the elements of weather are correctly identified.

Activity 2 | Elements of weather

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

```

graph TD
    A([Elements of Weather]) --- B[Temperature]
    A --- C[Wind]
    A --- D[Rainfall]

```

1. Temperature
Temperature is how hot or cold a place is.

We put on heavy clothes when it's cold

We put on light clothes when it's hot

Activity 3: Measuring and recording weather (Refer to Learner's Book pages 22 to 25)

Refer to the pictures in the Learner's Book. Introduce learners to the concept of measuring elements of weather by asking the learners if they have ever seen any weather station. If they have, let them tell you where they saw it and what was happening in that place. Sharing their experience will help them improve on their communication skills.

Explain to learners what weather measurement is all about. Emphasise that it is done each day using different instruments.

Display a prepared chart showing different weather measuring instruments. Use it to guide learners to identify and describe the instruments used in measuring elements of weather. You can use the pictures of these tools presented in the Learner's Book.

Take learners to the school weather station or any other near the school. Let learners observe the instruments used to measure elements of weather. Learners should listen to and interact with a resource person at the weather station. Demonstrate to learners how these instruments are used to measure elements of weather.

Let learners draw simple weather measuring instruments. Monitor and guide the learners while they are working. Display learners work and have a gallery walk to talk about the displays. The conditions of the atmosphere are observed and measured in a weather station. The purpose is to provide information for weather forecasts and to study the weather and climate. Measurements are taken at a specific time every day. Where measurement is done more than once in a day, the average for the day is computed and recorded.

This is a practical activity. It can best be done outside lesson time as it requires a lot of time to accomplish. Weather measurement too is a long term activity. What is important is for you to ensure that the activity is done. This can be through close supervision and support throughout the process.

Provide learners with materials that they can use to make simple instruments used in measuring elements of weather. They can make a wind vane, a wind sock and a rain gauge.

In groups, let the learners set up a simple weather station. Let them use the instruments they have made locally. You can engage the school authorities to buy other instruments that cannot be made locally.

In groups, let the learners take turns in collecting weather data from the school weather station or the one they have set up. Guide them to use the data to describe the weather patterns.

Notes for the teacher

We measure weather elements using various instruments: Temperature – thermometer, wind direction – wind vane, wind strength – windsock and rainfall – rain gauge.

Measuring some element of weather like rainfall, temperature and wind strength is easy and straight forward. Their units are definite and the instruments directly show them.

Assessment Opportunities

Observation

Watch the learners discussing. Check if they are creative enough and can come up with good measuring instruments. Check if the learners are coming up with good reasons as to why they should study weather. Check if the answers they are giving are in the correct way.

Conversation

Talk to the groups about what they see in the pictures. Check if they can identify the instruments used to measure and record weather. Move around correcting those with difficulties.

Product

Evaluate the instruments made by the learners. Also read the answers provided by the learners. Assess whether the importance of studying weather are correctly stated.

Pair work



Tell your friend what is happening in the pictures above.

Activity 3 **Measuring and recording elements of weather**



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

Refers to learner's Book page 22

Activity 4: Importance of the study of weather (Refer to Learner's Book pages 25 to 26)

This activity can be done in small groups or as a whole class. Refer the learners to the pictures in the Learner's Book on page 25. Let them identify the pictures and share what they see with their classmates. Sharing what they see will help them improve on their communication skills.

Expected answers for the pair work

Studying weather helps understand what to plant

It helps those moving using air transport choose the correct weather of travelling.

It helps learners know when to play.

It helps us know when to collect water and store for future use.

In group, let the learners discuss why it is important for them to study about weather. Let learners reflect on their experiences with the different weather patterns. The following questions can be useful to guide the discussion:

- Describe a situation where lack of knowledge on weather changes affected you.
- Describe a situation where you benefited from having knowledge of weather changes.

Assessment Opportunities

Observation

Supervise the learners discussing. Check if they are able to come up with the good things why we study weather. Check if all the learners are participating in the discussions. Correct them if they are out of context.

Conversation

Talk to the groups about what they see in the pictures. Check if they can identify the pictures provided and relate them to the importance of studying weather. Move around correcting those with difficulties.

Product

Read the answers provided by the learners. Assess whether the importance of studying weather are correctly stated.

Class activity

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

Activity 4 *Importance of the study of weather*

The study of weather helps us plan our activities well.



Pair work

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

25

Refers to learner's Book page 25

Activity 5: Effects of weather changes on our environment (Refer to Learner's Book pages 26 to 27)

Refer to the Learner's Book page on 26. Let the learners describe what is happening in the pictures. Through brainstorming, let the learners share their experiences about effects of weather on human activities. Let them highlight both the positive and negative effects of weather they have experienced. This will help them improve their communications skills. It will enhance cooperation and team work.

In small groups, let learners discuss the positive and negative effects of weather on human activities. Each group to take an element of weather and use it to describe the effects of weather in the environment. For example, excess rainfall will lead to floods that will destroy the plants and houses. After that, learners to present their ideas during plenary. Negative or bad effects of weather do not necessarily refer to problems of weather. They need to document several examples where weather is both beneficial to people, their activities and vegetation, as well as disrupting other activities.

Notes for the teacher

Changes in weather occur on a daily basis. The weather may be different from one point in time to another. It may be cloudy or clear, rainy or dry, windy or calm, and sunny. These are different weather patterns in a day. They affect human activities and vegetation in different ways too. What people do can vary with the type of weather pattern experienced in the place.

The effect of weather can be both good and bad. When it is windy, people

thresh and winnow their crops. Such weather will not be good for fishermen as it makes rowing risky. It is also not good for buildings and plants. Rainy weather is good for crop cultivation and vegetation growth. However, it forces people to stay indoors. Outdoor activities and functions cannot be carried out. These examples illustrate that weather that benefits one activity may at the same time be disrupting another.

Assessment Opportunities

Observation:

Watch the learners discussing and coming up with the effects of weather changes on our environment. Check if they are able to get all the effects of weather changes in the environment. Check if they can get all the bad and the good effects of weather in the environment. Correct them if they are out of context.

Conversation

Talk to the groups about what they see in the pictures. Check if they can identify the pictures provided and relate them to activity. Move around correcting those with difficulties.

Product


Assess the answers provided by the learners. Assess if there is an indication of understanding of the activity with the answers that they have written.

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

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

Activity 5 **Effects of weather changes on our environment**

Class activity



1. Identify what is happening in the pictures above?
2. Which ones are harmful? Explain how.

Refers to learner’s Book page 26

Activity 6: Problems caused by bad weather (Refer to Learner's Book pages 27 to 28)

Introduce the activity by asking the learners to look at the pictures in the Learner's Book. In groups, let them answer the questions, working in groups will enhance cooperation and team work.

Through brainstorming, learners to identify and describe problems of weather that they have observed or experienced. Sharing their experiences will help them improve on the communication skill.

Take learners out to visit an area near the school to observe and discuss the problems of weather experienced. Alternatively have pictures depicting different problems of weather from different places for learners to discuss.

In small groups, let learners talk about the problems and effects of those problems to plants, animals, crops, and people. Learners present their findings to the whole class.

Notes for the teacher

There are many problems caused by weather in different parts of our country. Since their occurrence does not necessarily coincide with the time you are to teach this topic, you have to make a collection of photographs to use during teaching. Take time to read about weather related hazards to enrich your knowledge.

There are a number of weather related problems. Such problems result from weather extremes. We refer to some of them as disasters due to their gravity in terms of damage caused. We can handle them separately or group under the elements of weather. Here they are presented under the elements of weather.

Rain: Flooding, storms (hailstorms and rainstorms), lightning strikes. The problems of weather related to rain lead to damage of crops, vegetation, property, roads, and death of people and animals.

Wind: Windstorms, whirlwinds. These problems cause damage such as blowing off roofs of houses and breaking down trees.

They also pose challenges to fishermen by making boats capsise.

Long periods of sunshine tend to affect growth of vegetation and crops. They also lead to drying up of water sources. Our domestic and wild animals are seriously affected as they lack pasture and water. People too will be affected by lack of food i.e. famine.

Assessment Opportunity

Observation

Observe the learners as they discuss the questions correctly on what they have learnt about problems caused by bad weather. Check if they can talk about the problems in relation to plants, animals and floods.

Conversation

Talk to the learners to see whether they understand the problems caused by bad weather. Check if they can talk about the affected crops and plants in their community. Check if the answers provided by the learners are in context.



Product



Evaluate whether they can come up with the problems caused by bad weather.

Individual work

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

Activity 6 **Problems caused by bad weather**

Group work

Use the pictures above to answer the questions that follows.

- a) What problems of weather can you see?
- b) Explain how weather has caused these problems?

27

Refers to learner's Book page 27

Activity 7: How to overcome problems caused by bad weather (Refer to Learner's Book pages 28 to 29)

Find out efforts put in place to overcome problems caused by weather in your area. This will be useful as a point of reference during your teaching. Getting to know what has been done and how it has been done will help you adequately guide your learners.

Use Activity 10 to guide learners to identify ways of overcoming problems caused by weather. A collection of pictures showing ways of overcoming problems caused by weather can be used. Guide learners to interpret the pictures.

Let learners brainstorm to share experiences on what they have done to overcome problems caused by weather in their areas. Let them describe the measure and how it helped them. This will help them improve their communication skills.

Let learners work in small groups and discuss measures put in place to overcome problems caused by weather. Let them to share their experiences about how to overcome the problems caused by weather. Let each group present their findings to the whole class.

Engage learners in practical activities to demonstrate measures to overcome problems caused by weather. Learners can water the plants in the school compound to illustrate overcoming effects of drought on plants.

Notes for the teacher

Problems caused by weather occur naturally. However, they are usually associated with human involvement. Human activities have a serious influence on the weather patterns in a place. As people utilise the environment for survival, the weather pattern is affected both positively and negatively.

We know that human activities are largely responsible for the bad weather experienced in many places. We also know that people cannot completely stop carrying out economic activities in the environment. It is therefore important that people utilise the environment while at the same time protecting it. This way, hazards associated with extremes in weather are minimised.

Assessment Opportunities

Observation

Check whether the learners are able to communicate ideas creatively and accurately in an appropriate style.

Conversation

Talk to groups of learners about the pictures and check that they can describe the main features correctly. Encourage them to explain to you how to overcome the problems they discussed in activity 6.


Product

Read answers from learners that describe their understanding of the ways of overcoming the problems caused by the bad weather. Also check their note books to assess the progress.

Refers to learner’s Book page 28

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

Activity 7 *How to overcome problems caused by bad weather*



Tell your teacher what you can see.

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

1. Why is it important to plant trees?
2. Explain what we should do to prevent the problems caused by weather.

Activity 8: Meaning of climate (Refer to Learner’s Book pages 29 to 30)

Brainstorm on the concept of weather as a recap. Let learners talk about the different weather patterns observed currently and previously. This will help them remember what they have learnt.

Remind the learners about the elements of weather. You can ask them questions about the elements of weather as you list them on the chalkboard for learners to read.

Let the learners give their own understanding of the term climate. Build this from the concept of ‘average’ in Mathematics. Knowing and having weather data for a long period of time enables one determine the average. Involve learners in computing average weather conditions for short periods of time like a week, a fortnight, a month.

Ask learners to differentiate between weather and climate. List their ideas on the chalkboard. Have a whole class discussion on the ideas presented. This will enhance their communication skills.

Weather is a daily phenomenon which keeps on changing from time to time. It describes the conditions of the atmosphere over a short period of time. The changes can be described as windy, cloudy, sunny or rainy. Climate is the long term pattern of weather in a particular area. The weather conditions are averaged over a long period of time usually over 30 years. Weather and

climate are important aspects of the environment given their influence on human activities.

Assessment opportunities


Conversation

Listen to the learners as they talk about the differences between weather and climate. Assess whether the learners have understood the difference between weather and climate starting with the definition. Check if their differences are in context with the activity.


Product

Read the answers provided by the learners and check to see that the differences are in order. Check also if they know what they have learnt about weather.

Important
We should plant trees in our environment.



Climate

Activity 8	Meaning of climate
<p>Climate is the average weather conditions of a place over a long period of time and over large areas.</p>	
<p>Nature walk Get outside the classroom. What is the weather like today? How can you tell? What was the weather like yesterday?</p>	
	

29

Refers to learner's Book page 29

Activity 9: Climatic regions of South Sudan (Refer to Learner's Book pages 30 to 32)

This activity is meant to help learners locate the different climatic regions of South Sudan. Provide learners with both a climatic map and a political map of South Sudan. These maps can be obtained from an atlas. In the maps, check if they have the right key and all the climatic regions are located on the map.

Ask the learners to relate the two maps. In the process they will be able to tell the areas, in terms of administrative units of the country, located in the different climatic regions.

Learners live in different parts of South Sudan. The climate conditions in these parts may certainly be different. However, the area where the school is located has the same climatic conditions. It is those conditions that enable us describe the climate type in a place. Guide learners to describe the type of climate experienced in the area where their school is located, and in other parts of the country. Emphasise that it is the factors that influence climate that enable them to do so. These have been described in the Learner’s Book.

In groups, let learners use these factors to describe the characteristics of the different climate types in the country.

Assessment Opportunities

Observation

Observe pairs of learners working together and consider how effectively they are co-operating with each other in order to give the correct answers to the questions.

Conversation

Talk to groups of learners about the climatic regions of South Sudan, checking that they can describe climatic regions correctly.

Product

Read answers provided by the pupils and consider whether the answers they have given are correct in the given contexts.

The table below shows the difference between weather and climate:

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

Activity 9 **Climatic regions of South Sudan**

KEY

- Warm desert climate
- Warm semi-arid climate
- Tropical savanna climate

Refers to learner’s Book page 30

Activity 10: Seasons of South Sudan (Refer to Learner's Book pages 32 to 36)

Through question and answer, lead learners to identify and explain the climatic characteristics during the different seasons.

Use these characteristics to guide learners differentiate between the concept of season and relate it to the concept of climate to bring out the concept of season.

Let the learners identify and explain conditions that enable them identify and determine the different seasons in the country. Help them notice that the conditions used are actually the elements of weather.

Use the local environment for learners to observe the current climatic characteristic and describe the current season. Ask them to explain the differences and similarities between the characteristics of the current season and the previous one.

Engage learners in finding out the possible causes and effects of climate change in South Sudan and other parts of the world. This can be done through providing them with literature sources to read. Taking them out into the local environment to observe some of the causes and effects will help concretise learning.

Assessment Opportunities

Observation

Watch carefully how learners are working in their groups. Try to identify individuals who are good at engaging all group members as well as those learners who seem reluctant to join in or make a contribution.

Assess whether the learners understood the concept of the unit by considering the points they are contributing and their choice of words.

Conversation

Talk to groups of learners about the pictures, checking that they can describe the pictures correctly.

Product


Read the points written down by the learners and assess the answer. Check if they are in the right direction.

Pair work

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

Activity 10 Seasons of South Sudan

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



Individual work

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

- 1) Similarities between wet season and dry season

Refers to learner’s Book page 32

Activity 11: Meaning of climate change (Refer to Learner’s Book pages 36 to 38)

This activity plays a major role in aiding in the understanding the meaning of climate change as it gives an overview of what have been learnt in the unit. Let the learners identify the human activities in the Learner’s Book and how they cause climate change.

In groups, let the learners find out the things responsible for climate change in South Sudan. They can do this by finding out from the elders how the climate change in their area has changed and the indicators of these changes. Working in groups will enhance team work and cooperation.

Group the learners to find out the activities in their area that have led to climate change. Let them talk about these factors by reading what they found out from their classmates. This will help them improve on their communication skills.

Assessment opportunities

Observation

Listen as the learners answer the questions and correct them when they seem to be getting the concept wrong.

Conversation

Talk to groups of learners to see that they understand the causes of climate change in their area. Check if they can identify the human activities responsible for climatic change.

Product

Read answers provided by the learners and consider whether choices of answers are correct in the given contexts.



Storing seeds



Grazing animals

Homework

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

Climate change

Activity 11
Meaning of climate change

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





36

Refers to learner's Book page 36

Activity 12: Our role in contributing to good climate (Refer to Learner's Book pages 38 to 39)

Find out efforts put in place to contribute to good climate in your area. This will be useful as a point of reference during your teaching. Getting to know what has been done and how it has been done will help you adequately guide your learners.

Use pictures showing activities that contribute to good climate. Ask learners to identify and describe the activities shown. Let them explain how the activities contribute to good climate.

Learners brainstorm to share experiences on what they have done to ensure there is good climate in their country.

Learners work in small groups and discuss ways through which people can contribute to good climate. Use the ideas presented in the Pupil's Book to enrich their discussion.

Involve learners in practical activities to demonstrate protecting the environment so as to contribute to good climate. This can be tree planting within and around the school, developing and using messages to sensitise the community around the school.

Notes for the teacher

Problems caused by weather occur naturally. However, they are usually associated with human involvement. Human activities have a serious influence on the weather patterns in a place. Utilisation of the environment for survival affects weather patterns both positively and negatively. That is why weather and climate too affect human activities both positively and negatively. This therefore means that human activities are largely responsible for the bad weather experienced in many places.

We also know that people cannot completely stop carrying out economic activities in the environment. It is therefore important that people utilise the environment while at the same time protecting it. This way, hazards associated with extremes in weather are minimised. The Pupil’s Book presents different ways through which people can contribute to good weather. Use the ideas presented to initiate and guide discussion.

Assessment opportunities

Observation

Listen as the learners answer the questions and correct them when they seem to be getting the concept wrong.

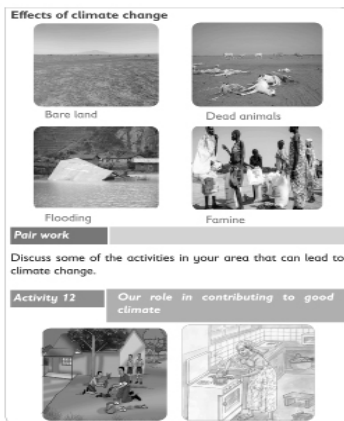
Conversation

Talk to groups of learners to see that they understand their role in contributing to good climate. Check if they can identify their role in contributing to good environment.

Product

Read answers provided by the learners and consider whether choices of answers are correct in the given contexts.

Refers to learner’s Book page 38



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

1.

Helps farmers as they engage in farming.

We get to know about disasters early enough.

So that we can be able to predict weather changes.

Plan activities related to air transport.

2.

Distance away from the Equator.

Relief features.

Presence of water bodies

Nature of vegetation cover.

Nature of prevailing winds.

3.

Wind vane- Direction of wind

Wind sock- Direction and strength of wind

Rain gauge- Rainfall

Thermometer- Temperature

UNIT 3: INTERESTING INDUSTRY

(Refer to Learner’s Book pages 40-57)

Social Studies Primary 4	Unit 3: Interesting Industry
<p>Learn about</p>	<p>Key inquiry questions</p>
<p><i>Learners should consider and investigate the basis of crop farming, forestry and fishing within their state. They should talk to people in their locality about these industries, identifying the benefits and difficulties that are presented when working in these areas. Learners should carry out role plays or visit local industries in order to fully appreciate what are the essential elements of these trades (technology, energy, team work, machinery, land, animals etc). Learners should explore which of these industries are considered to be traditional and how they have changed over the years – building upon their learning during P4 Unit 1, ‘Time for Technology’.</i></p> <p><i>Learners should find out about economic activities in other states and compare these to that of their own. They should begin to consider why certain industries thrive in particular parts of South Sudan. They should use maps to help them understand this, noticing the position of various economic activities in relation to physical features such as river and desert. Learners should begin to develop knowledge about important industries in other parts of the world. Learners should build on their map skills in order to be able to use scales to measure and investigate distances between rivers and towns they know of. They should also learn to use grid lines in order to position places that they know and in this context, the locations of key industries in their locality or state.</i></p>	<ul style="list-style-type: none"> • <i>What are the main economic activities carried out by the people of South Sudan?</i> • <i>What problems face some of the industries you have explored?</i> • <i>What economic activities do you consider could bring value to South Sudan? What could attract them to this country?</i> • <i>How can we use maps to help us understand economic activity?</i>

Learning outcomes		
Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> • Describe the main processes involved in important industries where you live. • Describe some of the traditional industries of South Sudan. • Know about some industries in other parts of the world. • Understand scales and grid lines on maps. 	<ul style="list-style-type: none"> • Investigate how industries in South Sudan effect the way people live. • Explore how industries in other parts of the world could be of some benefit to South Sudan. • Use maps accurately to describe a place. 	<ul style="list-style-type: none"> • Respect the roles that people have in industries near where you live. • Value the benefits that local industries bring to your community. • Appreciate the products provided as a result of economic activity in your locality.
<p>Contribution to the competencies</p> <p><i>Critical thinking: Using a range of sources of information to find out about industry and other economic activity</i></p> <p><i>Co-operation: Consider the role that team work and cooperation play in developing successful economic growth in your locality</i></p>		
<p>Links to other subjects</p> <p><i>Science: Know about the simple methods of separating materials and recognise how this plays a role in some industries such as farming</i></p> <p><i>Environment and sustainability</i></p>		

Assessment Opportunities

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

- Observation
- Conversation
- Product

Outline of the Learning

This unit will help the learners develop their understanding in relation to how industries work. The activities will help learners to understand the different types of industries in their country. The activities will also help them know the economic activities in South Sudan.

There are many opportunities within this unit for learners to practice and improve their communication skills. There are many discussions to be held about the traditional industries that the learners have seen and how they work. With this, learners should be encouraged to communicate clearly and effectively as they share their experiences.

The activities listed here for this unit include some group work, but the focus is on critical thinking, communication skills and culture. It is possible however to find alternative and additional texts and pictures that talk about different types of industries. You may choose to set this as a research project or homework activity for your learners in order for them to be able to compare traditional industries and modern industries and provide them with additional knowledge and understanding.

Using the student Textbook

There are both words and pictures in the Learner's Book and as your learners are developing their critical thinking skills, communication skills and their understanding on their culture, it is important to let the learners read the text and look at the pictures. Learners should be encouraged to read after you where phrases are more complex. Phrases in the Learner's Book are relatively short, but where there is more to read, these texts should be broken down into shorter texts. Encourage learners to ask questions to clarify their understanding and enable more learners to respond to these questions where appropriate.

It is helpful to have some key words and pictures on posters or boards around the learning space if possible so that they get used to seeing them and become familiar with the new vocabularies. Learners could develop this collection as they progress through the unit.

The Student Competencies

This unit presents many opportunities for communication and opportunities to think critically and creatively about different aspects of culture. Learners are asked to work in pairs and groups, so there are continuous opportunities for co-operation and teamwork. This unit provides good opportunities to create roles in groups. It is important in primary 4 that the teacher continues to model good communication, creativity and critical thinking skills, describing where appropriate features of good communication such as the use of open questions and active listening.

Links to other Subjects

This unit provides a good opportunity to link into mathematics and science. For example, they can explore this by comparing and order numbers in order to place events by learning life before and after technology and the things brought by technology which is in science.

Activity 1: Economic activities (Refer to Learner's Book pages 40 to 51)

Introduce the lesson by asking learner's questions like:

1. Do you have farms in your homes? 2. What is done in a farm? 3. Who is a farmer and what does he do? Give them time to explain each activity that is done on farms or plantations. This is a good way of introducing the activity since they start with what they know.

Refer the learners to look at the pictures in the Learner's Book and interpret them, they should do that in pairs. It is important that the learners identify the economic activities being displayed in each picture in their local language then help them name them in English. The economic activities in the Learner's Book page 40, 41 and 42 are: Hunting, fishing, basketry, farming, trading, herding and pottery.

Remind the learners to talk about what they can see. By talking, their thinking and communication competencies are enhanced.

Read for them the following story about Aketch and let them use it to answer the questions in the Learner's Book. While reading, pause after each sentence to see if all the learners are attentive and concentrating.

Aketch a primary four pupil, lives with his parents near River Nile. Every morning, he accompanies his father to the River to catch some fish. He likes fried fish very much. His mother always goes to the farm every morning because she likes farming. Since she is hard working, she always harvest maize in large quantity. In the afternoon, she sells the maize to those living in their Payam. Their neighbour Mr. Deng, has many cows that give him a lot of milk.

Expected answers

Aketch's father is a fisherman, his mother is a farmer and a trader while Mr. Deng is a dairy farmer.

After that, refer the learners to the pair work on page 42, this is a good opportunity to assess how well learners can work in a group.

Let the learners discuss the questions after the pictures. It is important that they are able to identify the economic activities that they like and why they like them.

Some of the expected answers are; I like fishing because it gives us fish, hunting because they give us meat, dairy farming because they give us milk, basketry because they give us baskets, pottery because it gives us pots and farming because they give us crops. Accept any other answer of an economic activity and its importance.

Read the economic activities below the pictures on page 42 as they copy.

In pairs, let the learners find the words on the word search on the Learner's Book.

Guide the learners in finding the words. Encourage them to suggest other economic activities that they know. Give the learners a chance to present their answers to the class. This will enhance their communication skills.

Notes for the teacher

1. Farming

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

2. Fishing

This is the activity of catching fish.

3. Trading

The exchange of goods and services for other goods or money.

4. Forestry

The activity of cultivating and managing the forests.

5. Basketry

The art of making woven objects from synthetic materials.

6. Hunting

The practice of killing or trapping animals.

7. Gathering

The activity of collecting wild fruits.

8. Mining

The activity of extracting minerals from the earth.

Assessment opportunities

Observation



Observe pairs of learners working together and consider how effectively they are co-operating with each other in order to come up with the right economic activities and construct accurate sentences.

Conversation

Talk to the learners to see whether they understand what economic activities are by asking them the economic activities that they have seen in their Payam.

Product

Assess the learner's word search in their notebooks. Consider their ability to identify all the economic activities that are in the Learner's Book. Are the learners able to identify the economic activities in their Payam? Can they suggest other economic activities that they know?

UNIT 3		Interesting industry	
New words			
Forestry:	A science of planting and taking care of large areas of trees.		
Small scale:	Small areas.		
Large scale:	Large areas.		
Nutrients:	Anything that plants or animals need in order to grow.		
Cultivating:	To prepare land and grow crops on it.		
Lumberman:	A person who cut down trees.		
Sawmill:	A factory where trees are cut into pieces with machines.		
Value:	How useful or important something is.		
Activity 1		Economic activities	
Things that we do to give us money are called economic activities.			
			
40			

Refers to learner's Book page 40

Activity 2: Economic activities in South Sudan (Refer to Learner's Book pages 44 to 51)

Introduce the activity by taking the learners for a nature walk around the school garden. Ask them which plants are grown in the school garden. Ask them the type of soil that they see.

Refer the learners to look at the pictures in the Learner's Book and interpret them, they should do that as a class. It is important that the learners identify the economic activities being displayed in each picture in their local language then help them name them in English. The economic activities in the Learner's Book page 44 are: Forestry, fishing and farming. They are the main economic activities in South Sudan.

Let the learners look at the pictures on the Learner's Book on crop farming and identify the good things that we get from each crop like in maize we get carbohydrates, beans is rich in proteins, cabbage rich in vitamins, cassava is rich in carbohydrates, millet is rich in carbohydrates and sunflower is rich in oil. Remind them that all the crops grown in our country are important. In groups, they should identify the nutrients that we get in the fruits and vegetables shown. Bananas-vitamins, lemon-vitamins, rice – carbohydrates, mangoes – vitamins and cabbage – carbohydrates.

Ask the learners understand the crop farming process if they have ever helped their parents in planting crops, let them share their experiences with their

classmates. This will help them enhance their communication skills.

In groups, explain to them the importance of crop farming, the crop farming process and the problems faced by farmers.

Notes for the teacher

The people of South Sudan depend on farming to get food and money. South Sudan has black cotton soil which is good for growing crops like; rice, maize, sunflower, sorghum, cotton, sesame, cassava and beans in large scale. Tobacco, tea, coffee and sugar are grown in small scale.

The climate of South Sudan is hot.

It has seasonal rainfall which favours the growing of the crops above.

The fruits and vegetables in South Sudan are; lemons, cabbages, bananas, mangoes, eggplant, potatoes and onions.

Importance of growing of crops

1. It create jobs for the jobless people.
2. Those who grow crops for sell get money.
3. Government also get money from the taxis paid by farmers.
4. Crops grown for food give people food.
5. Roads have been built in rural areas to help transport crops to the market.
6. Food crops gives the country food.

Problems facing crop farming

(a) Change in climate

Climatic change make growing of crops difficult.

When there is no rainfall, some crops will dry up. Crops like maize and beans need enough rainfall to do well. Heavy rains and floods destroy crops.

(b) Pest and diseases

Pest and diseases destroy crops. Some pests eat leaves of crops while other eat the stem. This destroys plants.

(c) Lack of money

Sometimes farmers lack money to buy fertilisers. This is a problem because crops will not do well without fertilisers. Fertilisers increases crop yields.

Farmers also lack seeds. Most farmers use seeds kept from previous season.

(d) Fall in prices of crops

Where there is large production of crops, farmers are forced to sell their crops at a cheaper price. This is a problem because farmers are not able to get all the money that they used during farming.

(e) Poor roads

Poor roads make transporting crops difficult.

Some crops will go bad before reaching the factory.

Perishable plants like flowers, will wither before reaching their destination.

(f) Lack of workers who are trained

They have few people who are trained and are able to take care of crops.

They lack the knowledge on how to take care of the crops.

Refer the learner to the pictures in the Learner's Book page 46 on forestry, let the learners look at the pictures to understand what forestry is. Ask them questions about what they see and to check if they know anything about forestry. The questions can include: which forest do you know and where is it located. Answering the questions can help improve their communication skills. Let them sing the song by giving them a tune that is familiar to them. This will make the lesson interesting. Since learners learn very fast in songs, let them use the words from the poem to write a story on the pair work on page 47. Check if the story is flowing and also check if the words in the Learner's Book are used correctly. When explaining the problems facing forestry check if they can explain how cutting down trees is a problem to forestry. Encourage them to plant more trees as this will help conserve forests and also make our environment to look beautiful.

Notes for the teacher

There are two types of forests:

1. Man-made forest - A forest made by human beings.
2. Natural forests - A forest that grows by itself.

South Sudan has natural forests. All forests in South Sudan are on community land. Therefore, the forests are taken care of by the community.

1. Acacia trees
2. Mahogany trees
3. Teak trees

Many communities in South Sudan depend on trees for their livelihood. Her timber industry is important in her development.

Importance of forestry

- (a) Forests help in the formation of rain.
- (b) Forests are a home for animals.
- (c) Forests provide timber and heat for use in industries.
- (d) Forests are the source of many rivers.
- (e) Trees bring tourists to South Sudan.

Problems facing forestry

1. Drought

Droughts make trees to take long to grow. Trees planted dry when there is no rainfall.

2. Deforestation

This is the process of clearing of forest.

Demand for timber and wood products has led to cutting of trees.

Lack of land for farming and settlement has also led to the clearing of forest.

3. Forest fires

Fires are started by those who burn charcoal and those who smoke cigarettes. They can destroy large areas of the forest.

4. Pests and diseases

Pests and diseases affect some forests. These pests cause trees to die.

5. Continuous cutting down of trees

Continuous cutting down of trees without replacement leads to lack of trees.

Crop farming has changed because of technology.

New farming methods and irrigation methods have been introduced. For example, herbicides are used to control weeds.

Machines have replaced the use of hands. For example, the use of tractors in preparing land.

While referring to Learner's Book page 49, let the learners read the texts on forestry with your help, let them read after you or choose the able readers to read the text aloud. As learners read the passage, pause regularly to question key ideas from the text. You can also ask them to share what they know about fishing. This will help them enhance their communication skills.

Group the learners to tackle the activity on page 50. Help them understand the

problems facing fishing by telling them that oil spills from boats kills fish since it causes water pollution, poor storage makes the fish to go bad before selling, poor roads make it difficult to transport fish to the market and some fishermen use dangerous drugs to catch fish which is a problem to the industry.

Lastly, help the learners understand the meaning of the word value by explaining to them what it means. You can start by giving examples to them example of things that add value and those that do not add value you can use a story or simple sentences to introduce this. Let them read aloud what Adek, Kur and Adhol are saying. Reading aloud will help them be fluent by improving their communication skills.

Assessment opportunities

Observation

Observe the learners discussing and asking questions and assess whether they understand how crop farming, forestry and fishing industry work, their advantages and problems facing them.

Conversation




Listen as the learners mention the problems facing each economic activity that has not been mentioned in the text and correct them if they mention something that is out of context.

Product

Read the answers provided by the pupils and consider whether choices of answers are correct in the given context.

Activity 2 | **Economic activities in South Sudan**







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

Identify the economic activities above.

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

Pair work

Activity 3: Industries (Refer to Learner’s Book pages 51 to 55)

Introduce this activity by reading to the learners the following story. The story will help them understand what industries are.

Long ago, my friends and I were trees in the forest. One day, a woodcutter came and chopped us off. We were put on a lorry and taken to an industry. We were made into beautiful decorated pencils. The next day we were packed on boxes and sold to school children.

What is done in an industry?

While referring to the class project on page 52 of the Learner’s Book, organise and plan for a visit to the local industry around you. The planning should be done in advance by visiting the place before the actual date to allow you visit their industry and asking the school administration for the permission in advance. Parents should also be told about this early enough. On the actual day set off to the industrial site early enough so that the learners can have time to ask every question that they have.

During the visit they should answer all the questions in the Learner’s Book including the problems facing industries.

In pairs, let them match the raw material and its product. Emphasise that there are two types of industries given their differences. Tell them how to write a picture story of how the boy used the sandles to make a toy car. In the picture story, check if the story is flowing and that all the words listed in the Learner’s Book page 54 are correctly used.

Notes for the teacher

How the industries have changed over years.

Machines like the power saw are used to cut trees.

Fishing industry has also changed because of the new ideas.

There are fishing nets instead of fishing hooks.

Some drugs are used to catch fish.

The refrigerator is used to make fish stay for a long period of time.

Things to consider before starting an industry

1. The Market to sell the goods from the industry.
2. Enough water to be used in the industry.
3. Enough money to start the industry.
4. Good vehicles and road to carry goods from the industry to the market.
5. Raw materials to be used in the industries.

To start an industry, there should be raw materials in that area. These are the materials required for processing in the industry. Therefore, a raw material is one of the factors that influence the location of an industry.

For an industry to grow, there should be:

1. Good market to sell the goods.
2. Enough workers to work in the industry.
3. Enough water to be used in the industry.
4. Enough money to help in the industry.
5. Enough raw materials to be made into new things.
6. A source of power for example electricity.

Things that reduce growth of Industries.

1. Competition from other industries with the same items.
2. Lack of money to help in starting an industry.
3. Lack of raw materials needed in the industries.
4. Bad roads which prevents the movement of goods.
5. Most workers are not trained so they are not able to do something in the industries.

Assessment Opportunities

Observation

Observe the learners as they discuss and match pictures and assess whether they understand things made in traditional and modern industries.

Conversation

Listen as the learners are discussing. Assess whether they are able to write a story using the words given and if they can match the words with the pictures provided. Check if they can describe the pictures correctly.

Product

Read the stories provided by the learners. Assess whether there is an understanding of the words and phrases that they have used to describe the pictures.

Economic activities that add value to South Sudan
 Let Adhol, Adek and Kur tell us the economic activities that make our country important.

Adek: The crops give us food and money.

Kur: River Nile brings Tourists.

Adhol: The beauty of animals and the fresh air attracts tourists.

Activity 3 Industries

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

Refers to learner's Book page 51

Activity 4: Map reading (Refer to Learner's Book pages 55 to 57)

Ask the learners to study the map on page 55 of the Learner's Book. Help them understand the meaning of the word map, scale and symbols by drawing the scale on the board and showing them the examples of symbols from the map provided which they should use to identify physical features from their knowledge on primary three.

Help them understand how the grid method is used to calculate area on a map by carrying out the steps one by one. Start by tracing the region on a tracing paper to the last step of stating the area as the total number of squares.

Notes for the teacher

When using symbols, the symbol used to show a river should be different from the symbol used to show a town. The symbol used to represent tea crop should also be different from the symbol used to represent coffee crop.

When using the grid, if the scale of the map is 1cm represents 1 km squared then each square whose sides are 1cm wide, will represent 1km. Therefore, the actual area for each square is 1km squared.

Convert the total number of squares into kilometers squared, by multiplying by 1km squared.

How to measure distance of a straight line on a map

Items needed

1. A string or thread which is not elastic.
2. A pair of dividers or a pair of compasses.
3. A white piece of paper with a straight edge.
4. A pencil or a pen.

Steps

1. Identify the two points, on the map.
2. Label the two points K and L.
3. Join them using a straight line.
4. Use a string or white piece of paper, stretch it along the line K and L. Hold the ends tight.
5. Transfer the length K and L on the linear scale. As you measure, always start from Zero.
6. Read the actual distance directly from the linear scale in kilometres.
7. Record the answer in your book in kilometres.

Measure the distance on a straight line from the point where the railway crosses the river to the point where the road crosses the railway line. The answer should be given in kilometer.

Assessment Opportunities

Observation

Observe the learners working together and consider how effectively they are co-operating with each other in order to give the correct answers to the questions.

Conversation

Listen to the learners as they describe the physical features and the economic activities that they can see. Monitor the words that they are using in their descriptions and their relevance to the unit.

Product

Read the answers provided by the pupils and consider whether the choices of answers are correct in the given contexts.

Answers to work to do (Refer to Learner's Book page 57)

1. Accept any description of a traditional industry. It can either be making pots, baskets or ropes.

2.

The food crops are cheap because of crop farming.

People are employed in the industries.

Many people interact because of the industries.

Fish industry has brought foreign exchange.

UNIT 4: STORIES AND SYMBOLS

(Refer to Learner's Book pages 55-67)

Social Studies Primary 4	Unit 4: Stories and Symbols
<p>Learn about</p>	<p>Key inquiry questions</p>
<p><i>Learners should explore and investigate the many groups of people who live in their state. They should talk to a range of people in their community to find out where they came from and how their families may have moved around their state, for example, learners should ask people to illustrate their stories of origin by asking them to share stories about what has happened in their past life that has had a significant impact in their lives today (families, journeys, jobs, festivals, ceremonies, changes in law etc.).</i></p> <p><i>Learners should find out about people in other parts of their state. They could do this for example, by asking people in their own community what they know about people in other states, by researching images and short texts on the internet or by writing letters to older children in schools in neighboring communities. To help understand the reasons for the way some people live, learners should investigate the laws that govern communities, teaching younger children about these perhaps, in order to fully appreciate the importance of law and governance.</i></p> <p><i>Through the course of these studies, learners should compare the similarities and difference between the lifestyles in these communities, beginning to share opinions about what they prefer or find difficult. In order to fully appreciate lifestyles in their own community, they should also explore key religious practices and symbols, reflecting upon the effects that these have on daily life and community cohesion.</i></p>	<ul style="list-style-type: none"> • <i>What are the benefits to communities of religious practices and symbols?</i> • <i>What do stories bring to your understanding of the origins of the people in your community?</i> • <i>Can you explain the reason for having laws in a society?</i> • <i>What is the relationship between the way people live and the origins of people in a community?</i>

Learning outcomes		
Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> • Explain where people come from in your state and know some of the related stories. • Describe some of the laws that govern the communities in your state. • Describe and explain the meaning of key religious symbols and practices in your state. 	<ul style="list-style-type: none"> • Investigate the impacts of some of the key laws in your community. • Compare key laws in your community to others in your state. • Link key religious symbols and practices to the key laws in your state. 	<ul style="list-style-type: none"> • Admire the range of stories that describe the origins of the people of your community. • Appreciate the effects of the laws that govern your state. • Value the key religious practices and symbols of your state.
<p>Contribution to the competencies</p> <p><i>Critical thinking: Sort and organise information about the origins of people in their community in order to build a picture of the community as a whole</i></p> <p><i>Communication: Talking to a range of people in their community and beyond in order to gather details about the way people live</i></p> <p><i>Culture: Taking a pride in the diversity and rich culture of their state through a better understanding of the origins of the people who live there</i></p>		
<p>Links to other subjects</p> <p><i>Science: Know about the benefits of the conservation of animals and plants and how this affects the way people work and live</i></p> <p><i>English: Understand longer passages of narration and begin to recognise attitudes and emotions within them</i></p> <p><i>RE: Become familiar with key religious symbols and practices, understanding how these affect the way people live</i></p>		

Assessment Opportunities

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

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

- Observation

- Conversation
- Product

An outline of the learning

This unit will help learners develop their understanding in relation to stories and symbols. The activities will help learners to understand the importance of stories and symbols. There are many opportunities within this unit for learners to practice and improve their speaking and thinking skills.

This unit has various assessment formats such as observation of learners during pair work, individual work and class discussions, reading texts and answering questions and writing letters. The teacher should observe the groups whilst they are engaged in the discussion. The teacher should discuss with each group how they are finding the information and which questions in the discussions are challenging, and how they approach such challenging questions. Teachers should ensure that all students are asked a question at some point.

Using the student Textbook

There are both words and pictures in the textbook, and as your learners are developing their communication skills, it is important to let the learners read the texts. That way you will be 'modeling reading' and this will help in their development. Learners should be encouraged to read after you where phrases are more complex. Phrases in the text book are relatively short, but where there is more to read, these texts should be broken down into shorter sentences. Encourage learners to ask questions to clarify their understanding and enable more able learners to respond to these questions where appropriate.

The student competencies

This unit presents many opportunities for communication and opportunities to think critically and creatively about different aspects of culture and identity. Learners are asked to work in pairs and groups, so there are continuous opportunities for co-operation and teamwork also.

It is important in P4 that the teacher continues to model good communication skills, describing where appropriate features of good communication such as the use of open questions, active listening, correct grammar use and good body language.

Links to other Subjects

This unit provides a good opportunity to link into science, English and RE. For example, understanding longer passages of narration and begin to recognise attitudes and emotions within them and become familiar with key religious symbols and practices, understanding how these affect the way people live.

Activity 1: People of South Sudan (Refer to Learner's Book pages 58 to 60)

Introduce the lesson by asking the learners what they know about the different people living in their community. Give the learners a chance to give as many ideas as they can. Refer the learners to the activity in the Learner's Book page 58. These pictures illustrate some of the people in South Sudan. Let them look at the pictures and interpret them. Remember by interpreting the pictures the learners improve their communication skills.

Let them talk about what is happening in the pictures. Encourage the learners to use words that are related to culture and tradition.

In pairs, let them read aloud the text in the Learner's Book page 59 including the bubbles. Choose the able readers to do that. Help them read the complex phrases as they copy.

In groups, let them identify the River Lake Nilotes from the community names that they have read.

Expected answers

Dinka

Shilluk

Anyuak

Nuer

In the letter that they have written, check if the letter is having an address, greetings, the question and a conclusion. Also check if the letter is flowing.

Notes for the teacher

Tell the learners that in our communities we have the:

- Christians
- Muslims
- Arabs
- Europeans
- Africans

Many people in South Sudan are Nilotes.

Their first home was Bahr el Ghazal.

The Anyuak, Dinka, Nuer and Shilluk settled in Bahr el Ghazal and Upper Nile regions.

The Acholi and Bari settled in the equatorial.

The Azande, Mundu, Baka and Avukaya also settled in the Equatorial region.

The Dinka are the largest, Nuer the second largest, Azande the third largest and the Bari the fourth largest in the country.

They are good friends with their neighbours.

Assessment Opportunities

Observation

Observe the learners discussing and check whether the learners are able to communicate ideas creatively and accurately in an appropriate style.

Conversation

Talk to groups of learners about the community names and check that they can identify the River Lake Nilotes from the text. Encourage them to talk about what they know about the people living in South Sudan.

Product

Read answers from learners that describe their understanding of the people in South Sudan. Also check if the communities are properly grouped to assess the progress.

UNIT 4

Stories and symbols

New words

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

Activity 1

People of South Sudan




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

Activity 2: Stories of origin (Refer to Learner's Book pages 60 to 61)

Introduce the lesson by reading the following story for the learners. Learners learn fast when stories are used. When reading the story, pause to confirm if all the learners are concentrating and attentive.

Garang and Abuk were made by Nhialic. He then dropped them on the water. By then, the sky was just above the water. It was a very enormous water since it had no end. It is not clear on how Nhialic made Garang and Abuk or from which substance.

In the middle of this water, there was a part of the earth. On this island, there was only one giant tree. It stood in the middle of this earth. It was a Cwai-tree. It covered the whole island, that there was no light on earth. In evening, they could not see the moon. They could also not see the sun during the day.

The sky was very low. It was immediately above the Cwai-tree. The earth of this island was just a little bit above the water, it was all flat. One could scoop the water almost everywhere with the hands.

Garang and Abuk found themselves on this island after being dropped from above. They walked on it and sat under the Cwai-tree. Later, they gave birth to children. There was no death and no sickness. They did not need to plant, they had no cows. They ate whatever they wanted. Then their children had children. They grew number until the island was highly populated was highly populated.

Expected answers

1. They were made by Nhialic who then dripped them in water.
2. It helps us learn where some of the communities believe they came from.

In groups, let them discuss the creation story in the bible and in the Koran. By discussing the questions, they improve their critical thinking, creativity and innovation skills.

Expected answers

Christians believe that they were created by God on the sixth day where God created the first man Adam and also created the Woman Eve from his ribs. Human beings were created in Gods image and likeness. The woman was created to be the man's helper and a companion.

Muslims believe that Allah created both Adam and eve and that they were special and unique.

Assessment Opportunities

Observation

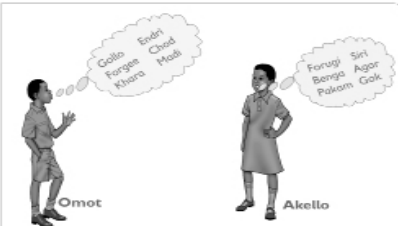
Observe the learners as they ask questions about their stories of origin and assess whether they understand where they came from.

Conversation

Listen as the learners share their stories of origin. Assess whether they are able to properly connect what they are saying with where they came from.

Product

Consider answers and assess whether they answer effectively the questions asked.



Group work

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

Individual work

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

Activity 2 | **Stories of origin**

These are stories with beliefs on where people came from.

60

Refers to learner's Book page 60

Activity 3: How stories of origin have changed our lives today (Refer to Learner's Book page 62)

Refer the learners to the activity in the Learner's Book. The first pictures illustrate where some people believe they came from. Let the able learners read the text under the pictures to understand different beliefs.

Let them look at the pictures and interpret them. Let them talk about what is happening in the pictures. Encourage the learners to use words like wedding, mosque and festivals when describing these pictures. The pictures are related to stories of origin. Remember by interpreting the pictures, learners improve their communication skills. Give the learners a chance to share what they can

see from the pictures. Those who believe that they were created by God always go to church and practice things like weddings and going to church. Muslims believe that they were created by Allah so they visit the mosque and pray facing Mecca. Those who believe that their ancestors came from trees or rivers always celebrate the festivals like the harvest festivals and venerating the ancestors.

Notes for the teacher

A story is an account of past events in someone's life.

In the past people lived together. When they migrated, they left their families and started their own families.

Today, people are not living together like before.

The population became large because they married from other communities.

They copied the economic activities of those they found there. For example, those who settled around River Nile started fishing.

They copied the ceremonies and festivals of the people they found there.

In the past, we had laws which governed the communities. These are the same laws, which govern our country today. We also used to offer our sacrifices to different gods but now we serve one God.

Assessment Opportunities

Observation

Observe the learners as they ask questions about how stories of origin have changed their lives today and assess whether they understand where they came from.

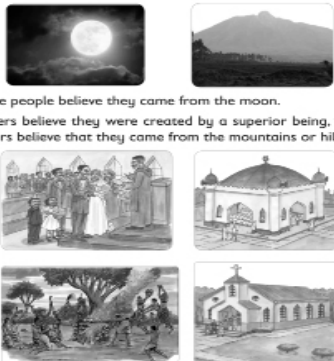
Conversation

Listen as the learners ask questions about how stories of origin have changed their lives today. Assess whether they are able to properly connect what they are saying with where they came from.

Product

Consider answers and assess whether they answer effectively the questions asked.

Activity 3 *How stories of origin have changed our lives today*



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

Homework

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

62

Refers to learner's Book page 62

Activity 4: Religious practices and symbols (Refer to Learner's Book pages 63 to 65)

Introduce the lesson by asking the learners the religious practices that they practice in their various religions. Ask learners to demonstrate how they always pray in church or at home. This is a way of making learners understand what religious practices are.

Refer the learners to individual activity in the Learner's Book. Let them write down the religious practices that they see.

Expected answers

Baptism

Prayer

Christmas celebration

Prayer by Muslims

Let the learners identify the religious symbols on page 64 to understand what religious symbols are. Let them then draw any religious symbol that they know including the meaning.

Expected answer

Accept any drawing that resembles a religious symbol with the correct meaning.

In groups, ask the learners to talk about some of the religious practices that

are the same and those ones that are different. Encourage the learners to focus on the topic as it will contribute to the free flow of ideas. Note that you can assess the learners using this work since it is on what they have learnt. Give the learners a chance to present their answers to the class. This will promote their communication skills.

By expressing ideas and listening to what others say, learners adjust their previous knowledge and understanding, accommodate new information and increase their levels of awareness.

Expected answers

Similarities

They both pray

They both fast

They both have a place for worship

Differences

Christians

1. They pray when needs arise
2. They take the Holy Communion
3. They celebrate Christmas
4. They respect the Sabbath

Religious practices for Muslims

1. They pray five times a day
2. They pray facing Mecca
3. They fast once a year

Assessment Opportunities

Observation

Observe pairs of learners working together and consider how effectively they are co-operating with each other in order to give the correct answers to the questions.

Conversation

Listen as the learners talk about their religious practices. Guide them on the religious practices and symbols that they should write. Consider whether they are able to express themselves confidently and also check on their drawings.

Product



Read answers provided by the pupils and consider whether the drawings are correct in the given contexts.



Refers to learner's Book page 63

Activity 4 **Religious practices and symbols**

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

Religious practices
Some religious practices are:

Individual work

Write down the religious practices that you can see.

63

Activity 5: Laws that govern a community (Refer to Learner's Book pages 65 to 66)

Introduce the lesson by asking the learners whether they have ever been punished either in school or at home. Let them share with each other what happened that day that led to the punishment. Remember by sharing their experiences learners improve their communication skills.

Refer the learners to the pair activity in the Learner's Book page 65. The pictures illustrate situations related to not obeying laws.

Let the learners answer the questions in the activity. Working in pairs will improve their cooperation skills.

Let them look at the pictures and interpret them. Let them talk about what is happening in the pictures. Remember by interpreting the pictures the learners improve their communication skills. Give the learners a chance to share what they have discussed to the class.

Expected Answers

Pair work

Stealing

Rape cases

Corruption

Murder

Accept any other with criminal activities

Individual work

Picture A the learners are obeying the bell. Picture B there is a road accident since the driver failed to obey the road signs.

Group work

They help us concentrate in class.

They reduce noise making.

They help us stay in a clean environment.

They help us work hard in class.

They help use respect our teachers.

They help us come to school early.

Notes for the teacher

Some laws that govern how we live

- Food should be stored in a clean place so that those who eat will not get sick.
- Drivers should obey traffic laws to reduce road accidents.
- Respect your elders.
- No stealing.

Some laws in school.

- No making noise in class.
- No coming to school late.
- Wear full school uniform.
- Respect your teachers.
- No fighting in school.
- Be clean.
- Obey the bell.
- Work hard.

Assessment Opportunities

Observation

Observe as the learners work in groups and assess whether the lesson was understood and there is a free flow of ideas.

Conversation

Talk to groups of learners about the picture in the book, checking that they can describe the pictures and if they can explain what is happening in the pictures well.

Product

Read the points written down by the learners and assess the flow of ideas.

Refers to learner's Book page 65

Pair work

Write down the meaning of religious symbols in your religion?

Time to draw

1. Draw the flag of your country.
2. Explain what each colour of your flag represent.

Homework

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

Activity 5 **Laws that govern a community**

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



Pair work

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

65

Activity 6: Importance of laws in society (Refer to Learner's Book pages 66 to 67)

This activity is used to reinforce the importance of incorporating laws in our lives. By asking the learners to explain what is happening in the pictures, you are asking them to identify the importance of laws in the society. By discussing the questions they improve their critical thinking, creativity and communication skills. Let the learners present their answers to the class.

Expected answers

A man trying to give two children sweets in order to kidnap them on their way from school.

The children refusing to accept the sweets.

The man is chasing them so as to kidnap them by force.

The people in the community comes to their rescue.

The man is arrested by the police.

Refer the learners to the task in the Learner’s Book page 67. Let them hold a debate on the topic. Remember by participating in a debate they improve on critical thinking skills, communication skills and team work. Check and make sure that all the learners are actively involved in the debate.

Organise the learners into two groups. Let one group support the motion by saying that “School rules are important”, They should give the importance of school rules. The other group should oppose the motion by saying that “school rules are not important”, they should give the disadvantages of school rules.

Assessment Opportunities

Observation

Watch carefully how learners are working in groups. Try to identify individuals who are good at engaging all group members as well as those learners who seem reluctant to join in or make a contribution. Assess whether the learners understood the motion and the concept of the unit by considering the points they are contributing and their choice of vocabulary.

Product

Consider whether they are able to articulate their ideas effectively and whether they demonstrate creativity and imagination.

Refers to learner's Book page 66

Individual work

A  **B** 

1. Explain what is happening in picture A and B.
2. Come up with the possible causes of the accident.

Group work

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

Activity 6 *Importance of laws in society*

Laws guide us on how to behave.

66

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

1.

Stories of origin helps us understand where we came from.
They also help us know where to position ourselves in the community.
They help us understand the way we are.
They provide us with knowledge about our origin.

2.

Religious practices in some religions.
Praying facing certain directions.
Fasting.
Washing of others feet.
Praying with the eyes closed.
Taking the Holy Communion.
Washing of hands before praying.
Praying for the dead.

Accept any other religious practice depending with the religion.

3. The laws in the communities and the states are the same. Some of them include: No taking anyone's property without permission. Respect to the constitution.

UNIT 5: AVOIDING CONFLICT

(Refer to Learner’s Book pages 68-79)

Social Studies Primary 4	Unit 5: Avoiding Conflict
Learn about	Key inquiry questions
<p>Learners should work in small groups to identify conflicts in their own situation that they have experienced or know about. They should explore together what the causes of these conflicts were and begin to group them into types of conflict (law breaking, lies, greed, misunderstandings, individual v group etc.). Having identified some triggers for conflict, they should be encouraged to identify ways of avoiding conflict in their situation and within societies. Learners should talk to distinguished people in their community to learn about common ways of solving problems in communities and should practice these strategies at school and at home, reporting back to their peers about their success.</p> <p>Through their investigations into conflict resolution, learners should practice their decision-making skills ensuring that all people in their group feel valued and respected. Learners should promote the attitude of ‘equal opportunity’ through their peer working. They should discuss the positive effects of conflict resolution including the effects of the processes that lead to decision making. Learners should discuss together some of the common problems children and young people face including peer pressure to do the ‘wrong’ thing (strike, drug abuse, underage sex, vandalism, theft etc.). They should discuss ‘right and wrong’ outlining what they believe to fit into each of these categories. Learners should for example consider the harmful effects of drugs and alcohol as a strategy for resisting the pressure to participate in these activities.</p>	<ul style="list-style-type: none"> • What types of conflicts are found in our communities? • How are conflicts caused between our societies? • What are key factors that causes conflict? • What is a good strategy for avoiding conflict? • How can our peers help us to solve problems?

Learning outcomes		
Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> • Identify the types, causes and effects of conflict in society. • Describe factors that enable conflict resolution. • Describe strategies to resist negative peer pressure. • Know how to play an active role in decision making. 	<ul style="list-style-type: none"> • Investigate the causes of conflict in communities. • Explore strategies to resolve conflict. • Explore strategies for resisting negative peer pressure. 	<ul style="list-style-type: none"> • Value the need for conflict free communities. • Show respect for the processes that lead to conflict resolution. • Appreciate the role that individuals have in decision making.
<p>Contribution to the competencies</p> <p><i>Critical thinking: Identifying and explaining types and causes of conflict in societies or in their own situation</i></p> <p><i>Communication: Explaining clearly ideas and experiences in discussions about conflict and peer pressure</i></p> <p><i>Co-operation: Explore together strategies for conflict resolution and the avoidance of negative peer influence; value the importance of respecting the views of others</i></p>		
<p>Links to other subjects</p> <p><i>English: Listening carefully in order to understand longer passages of information about this topic</i></p> <p><i>Peace education: Avoiding conflict</i></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

This unit will help learners develop their understanding in relation to avoiding conflicts. The activities will help learners to learn how to avoid conflict.

There are many opportunities within this unit for learners to practice and

improve their speaking, critical thinking and cooperation skills.

This unit is about avoiding conflicts. Let the learners understand what conflicts are, its causes and its effects. They should also learn how to avoid conflicts. Teach the learners how to avoid negative peer pressure. Make the learners understand the bad effects of drugs.

The activities listed here for this unit include some written texts, but the focus is mostly on improving communication skills, critical thinking and co-operation.

Using the Learner's Book

There are both words and pictures in the Learner's Book, and as your learners are developing their communication and cooperation skills, it is important to work in groups and present what they have discussed to the rest of the class. Learners should be encouraged to copy you where phrases are more complex.

Encourage learners to ask questions to clarify their understanding and enable more able learners to respond to these questions where appropriate.

The Student Competencies

This unit presents many opportunities for communication and opportunities to think critically and creatively about different aspects of culture and identity. Learners are asked to work in pairs and groups, so there are continuous opportunities for co-operation and teamwork also. This unit provides good opportunities to create roles in groups. It is important in primary 4 that the teacher continues to model good communication skills, describing where appropriate features of good communication such as the use of open questions, active listening, correct grammar use and good body language.

Activity 1: Types of conflict found in our communities (Refer to Learner's Book pages 68 to 69)

Introduce the activity by asking the learners to listen to the following story. The story will help the learners understand the meaning of the word "conflict".

One day, I was looking after cattle. One of them ran into our neighbour's maize farm. It ate some of the maize crops. Our neighbour learnt of it. He got annoyed and looked for my father. He quarreled my father. He even wanted to fight with him. My father called our village chief. The chief asked my father to pay a fine. My neighbour was asked to apologise. The good relation with our neighbour was back once again.

After listening to the story, group the learners to discuss what caused the conflict between the father and the neighbour and discuss how the problem was solved. Discussing is a way of showing cooperation and team work.

In pairs, let the learners talk about the arguments that they have ever had and what caused them. They should also share how they felt after the conflict.

Encourage learners where possible to talk more about how they felt after the conflict to discourage them from arguments. Sharing will help them improve on their communication skills.

As a class, let them look at the pictures on page 68 and discuss what is happening. They should be able to say what they think are the causes of such conflicts. Let them tell you how they can be solved.

Expected answer

Report to the teacher or the headteacher or to the parents.

Taking the parents to the clan elders.

Stopping the fight and discouraging fight.

Expected answers for causes

Causes

Bad games

Gossiping

Taking someone's property by force.

Poverty

Accept all answers of anything that can cause a fight.

Notes for the teacher

1. Internal conflict

This is the disagreement in the persons mind. For example, you are angry with yourself for failing in exams.

2. External conflict

This is the disagreement between you and other people.

They can be from the family or from the community.

Assessment opportunities

Observation

Observe the pairs discussing and as they present their answers. Consider whether they are able to articulate the words correctly. Can they describe their experiences in the right way?

Conversation

Talk to the learners as they share their experiences. Observe the learners carefully as they describe the pictures. Can they describe the pictures correctly?

Product

Read the answers provided by the learners. Assess whether there is evidence of understanding of the activity.




UNIT 5 **Avoiding conflicts**

New words

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

Activity 1 **Types of conflict found in our communities**

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



68

Refers to learner’s Book page 68

Activity 2: Causes of conflict in our society (Refer to Learner’s Book pages 69 to 70)

This activity is aimed at evaluating if the learner has acquired the words to use when talking about conflicts and has mastered confidence to express himself or herself in front of others.

Individually, let the learners find the causes of conflict in the society from the word search. Show them how to find the words by doing one together. Help them find the meaning of the words from the dictionary. Show them how these words are found in the dictionary. Remind them that the words in the dictionary are arranged alphabetically.

Assessment opportunities

Observation

Observe as they find words in the word search. Check if they can find the meaning of the words from the dictionary. Can they find the correct meaning of the words?

Conversation

Talk to the learners about what they find challenging about finding the meaning of the words. You can choose individuals randomly to tell you the meaning of a word that they have found. Ensure that they are fast enough to find the meaning of the words.

Product

Read the meaning of the words that they have found. Check if they are the correct meaning of the words. Also check if they have found all the words.

Group work

1. Discuss what is happening in the picture on page 68 and their causes.
2. How can you solve the problems that you have discussed above?

Pair work

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

Activity 2 *Causes of conflict in our society*

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

Individual work

Find the following causes of conflict from the word search on

69

Refers to learner's Book page 69

Activity 3: Effects of Conflict in our society (Refer to Learner's Book page 70)

Introduce the activity by reading the poem to the learners as interesting as you can. You can use tonal variation and stress on the effects of conflicts so that the learners can know that they are important. Encourage all the learners to participate in reciting the poem after you.

The learners should after that find the effects of conflicts from the poem. This will help them think critically on what the poem is about. You can also ask them to

write their own poems and exchange with each other. Let the poem that they are writing have the effects of conflicts that they have learnt.

Exchanging their poems will help them learn from others which is a way of promoting team work.

Assessment Opportunities

Observation

Observe the learners presenting their poems. Check if they are creative enough and can come up with good poems. Also check if they can get the effects of conflicts from the poem. Assess whether they are confident while presenting their poem to the class.

Conversation

Talk to the learners about what they find challenging when finding the effects of conflict from the poem. You can choose individuals randomly to tell you the effects of conflict that they have found.

Product

Read the poems provided by the pupils and consider whether the poems show the effects of conflict in the society. Also check if there is creativity in the poems that they have created.

page 69.

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


Group work

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

Activity 3 *Effects of conflict in our society*

Recite the poem below.

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



Pair work

Find the effect of conflict from the poem above.

Homework

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

Refers to learner's Book page 70

Activity 4: Things that bring us together (Refer to Learner's Book pages 71 to 73)

Introduce the activity by asking the learners questions like:

Have you ever attended any festival in your area? How many people were there, were there people from different places? Where were they from? Allow the learners to talk about their experiences openly. This will help them enhance their communication skills.

In pairs, let them look at the pictures in the Learner's Book page 71 and ask them how they think games and sports, presidency, education, national anthem bring people together. Help the learners dramatise ways of solving problems by grouping the learners and giving each one his or her own role. Give each one a role to play. For example, choose two learner to act that they are fighting over a pen and the other people to separate them, let them follow the steps given in the Learner's Book to help them forgive each other. This will help them improve their communication skills. It will also enhance cooperation and team work.

Expected answers

People come from different places to watch games and sports

They speak one language.

They share one president.

They are united with the same constitution.

They share one flag.

They have one national anthem.

Notes for the teacher

In sports, people come together to cheer their teams.

Through this game, people interact and forget about the disagreements they had.

Learning together also promotes togetherness hence people from different communities interact.

Assessment Opportunities

Observation

Surprise the learners discussing and see how each learner is participating. Encourage learners to listen and learn from each other. Check whether all the ways of solving problems are included during the role play. Also check whether they demonstrate creative and critical thinking skills during the role play.






Conversation

Talk to individuals and ask them their understanding of the questions. If they have ever participated in drama, let them explain to you how they were brought together by this factor.

Product

Read the groups work. Consider how well they can be able to come up with comprehensive and good ideas.

Refers to learner's Book page 71

Activity 4	Things that bring us together
The following factors bring us together:	
 Games and sports	 Presidency
 Education	 National flag
National Anthem Oh God! We praise and glorify you For your grace on South Sudan Land of great abundance Uphold us united in peace and harmony Oh motherland! We rise raising flag with the guiding star	
	

Activity 5: How to avoid conflict (Refer to Learner's Book page 73)

Refer to the Learner's Book, let the learner copy you as you read the steps of how to avoid conflict. This will help them understand the steps better. Read the poem below to the class as interesting as you can. This will make the lesson interesting. Let them after that recite the same poem alone after you have written it on the board. After reading the poem ask them what they have heard. Talking to you will help them improve on their communication skills.

In pairs, let the learner's share with their friend the ways of avoiding conflict by writing a poem that sentences each on how to avoid conflict.

You can read for them the poem below.

*Conflict, conflict,
How can I avoid you?*

*By stopping a fight,
And talking about my problems,
Conflict, conflict,
I don't like you.*

Assessment Opportunities

Observation

Observe how the learners are writing the poems. Consider how well they share their understanding of the steps given in the Learner's Book.


Conversation

Talk to individuals and ask them their understanding of the questions. Check if they can include all the steps or any way of avoiding conflict in the poem that they have created.

Product

Read the individual poem. Consider how well they can be able to come up with good poems.

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




Role play

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

Activity 5 **How to avoid conflict**

1. Stop a fight.
2. Discuss your problems.
3. Give a person a chance to speak.
4. Answer other people with respect.



73

Refers to learner's Book page 73

Activity 6: How peer pressure can help us solve problems (Refer to Learner’s Book page 74)

Refer the learners to class activity in the Learner’s Book. This is a good activity to expose the learners to the different kinds of negative influence that they may experience in school or at home. Let the learners listen to you as you read for them what we mean by negative peer pressure. You can ask them the types of friends that they have whether they are good or bad friends. You can also ask them how they choose their friends.

In groups, let the learners look at the pictures to explain how we can avoid negative peer pressure. Working in groups promotes cooperation among the learners.

Expected answers

Choosing friends wisely.

Listening to the parents advice.

Listening to your teachers.

Notes for the teacher

Types of peer pressure. Positive and negative peer pressure.

Negative peer pressure can make one drop out of school, be involved in theft, take drugs and stop going to church o mosque. Positive peer pressure may guide us in doing the right things. For example, children reading together.

Negative peer pressure can be avoided by choosing your friends wisely. Friends who do not help us are not good friends.

We should have friends who help us in every situation of our life.

Assessment Opportunities

Observation

Watch the learners discussing and see how each learner is participating. Encourage learners to listen and learn from each other. Check whether all the ways of avoiding negative peer pressure are discussed. Also check if all the points that they are discussing are in context.

Conversation

Talk to groups of learners about the points that they have included, checking that they can come up with the key points.


Product

Read the groups work. Consider how well they can be able to come up with comprehensive and good ideas.

Refers to learner's Book page 74


Activity 6 *How peer pressure can help us solve problems*

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



Group work

Discuss how you can avoid negative peer pressure?



Negative peer pressure

74

Activity 7: The use of decision making skills in problem solving (Refer to Learner's Book pages 75 to 76)

Introduce the activity by explaining the meaning of the word 'decision making skills'. The ability to come up with the right choices. Read for the learners the following story about the girl who made the correct decision.

Akello is in class four in Juba Primary School. One day, as she was coming from school, she found some women sitting with her mother. They were talking about something that she did not understand. She greeted them and then went to her room to change clothes.

Later, as she was preparing supper, her mother told her that the women had visited to talk about her circumcision that was to happen the following day. That night, Akello did not sleep. She ran to the nearest Children Right Office. She knew she was not right. Ask them whether the decision that Loki made was right or wrong and why.

After the story above, ask the learners the decisions that they have ever made. They should explain whether they were right or wrong.

In pairs, let them read what Kaka, Kiden and Lokonyen are saying about the positive effects of problem solving. Group the learners to talk about the common problems that the young people face like drug abuse, rape, dropping of school, early marriages and many others.

Assessment Opportunities

Observation

Watch the learners discussing and see how each learner is participating. Encourage learners to listen and learn from each other. Check whether all the answers are in context.

Conversation


Talk to groups of learners about the points that they have included, checking that they can come up with the key points.

Product

Read the groups work. Consider how well they can be able to come up with comprehensive and good ideas.

Activity 7 *The use of decision making skills in solving problems*

Decision is the ability to make choices.
 A skill is the ability to do something well.
 Therefore, decision making skill is the ability to come up with the right choices.



Individual work

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

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

Refers to learner's Book page 75

Activity 8: What is right and wrong? (Refer to Learner's Book pages 77 to 78)

Introduce the activity by asking the learners the activities that they think are right and those that are wrong. You can give them examples like going for lunch before time, talking about the teacher, taking money from the parents wallet or purse without asking, gossiping among others.

While referring to Learner's Book on page 77, ask the learners to look at the

pictures in the Learner's Book and identify what makes the pictures right or wrong. Let them give their own explanations why they think the activities are write or wrong. Giving their own explanations will help them improve their communication skills.

They should give you the examples of the bad things that they know and tell you why they think that they are bad and the good things that they know and why they think they are good. Exchanging the books with the desk mates will enhance cooperation and team work. It will also enable them to learn from each other.

In pairs, let the learner's complete the table on the Learner's Book by writing what they think are the right things and what they think are the wrong things.

Expected answers

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

Assessment Opportunities

Observation

Observe the learners as they discuss the right and the wrong things. Can they identify the right and the wrong things?

Conversation


Talk to groups of learners about the pictures, checking that they can describe the pictures correctly.

Product


Read the answers provided by the learners. Assess whether there is evidence of an understanding of the right and the wrong things that they have learnt.

Activity 8 **What is right and wrong?**

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



Good



Bad

Pair work

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

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

Refers to learner's Book page 77

Activity 9: Drugs (Refer to Learner's Book pages 78 to 79)

Introduce this activity by asking the learners to name some of the drugs that they know. You can also ask them why they sometimes take pain killers and injections from the doctors. Ask them if they do take herbs and let them tell you why. Give the learners a chance to give as many answers as they can.

In pairs, let them identify the drugs in the pictures. Can they identify the drugs? Ask them when and where the drugs are used and why. Let them also identify the ones that are bad and the reasons why. Remember by interpreting the pictures the learners improve their critical thinking. Explain to them what we mean by drugs, drug abuse and misuse. Tell them that it is not advisable to take medicine that was prescribed to another person.

Let them look at the pictures in the Learner's Book page 79 and identify what is happening in each picture. This will help them understand the meaning of drug abuse. Advise them by telling them that they should not take drugs because their friends are taking or because they want to taste how it feels to take drugs like alcohol. Ask them to read aloud the information on the Learner's Book page 79 under "important". Provide them with manila papers, marker pens and glue and ask them to write a note that says "Say NO to drugs". Let them stick the posters at the corner of their class. Emphasise on the effects of drugs by explaining the points one by one.

Notes for the teacher

Bad effects of drugs.

They make people sick.

They make people see things that are not real.

They can make people fight each other.

They damage brains.

They separate families.

They make people confused.

They make people vomit and diarrhea.

Loss of appetite.

They cause dehydration.

Assessment Opportunities**Observation**

Surprise the learners discussing and see how each learner is participating. Encourage the learners to listen to and learn from each other. Can they identify the drugs in the pictures? Can they see any effect of drugs?

Conversation

Talk to the learners while they are discussing and ask them their understanding of the questions. Let them explain the effects of the drugs in their society.

Product



Read what they have written. Consider how well they are able to come up with good ideas.



Group work

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

Activity 9 **Drugs**

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

A  **B** 

C  **D** 

Pair work

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

78

Refers to learner's Book page 78

Answers to work to do (Refer to Learner's Book page 79)

1.

Ask them to stop the fight.

Let them sit down to discuss what the problem was.

Give each other a chance to speak.

Let them answer each other with respect.

2.

Choosing friends wisely.

Avoiding bad company

Listening to the parents.

Going to church or mosque and obeying what we are told by the pastor.

Listening to our elders.