

ALP Social Studies Level 1

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FOREWORD

I am delighted to write the foreword for this book. The Ministry of General Education and Instruction (MoGE&I) has developed the Accelerated Learning Programme (ALP) textbooks based on the National Curriculum of South Sudan.

The textbook was written to help learners develop the background knowledge and understanding in the subject. It is intended largely to serve as a source of knowledge and understanding of the subject concerned, but not to be considered as a summary of what learners ought to study.

The National Curriculum is a competency based and learner-centered that aims to meet the educational needs and aspirations of the people of South Sudan. Its aims are manifold: (a) Good citizenship (b) successful lifelong learners, (c) creative, active and productive individuals; and (d) Environmentally responsible members of our society.

This textbook was designed by subject panelists to promote the learners' attainment of the following competencies; critical and creative thinking, communication, cooperation, culture and identity.

No one can write a book of this kind without support from colleagues, friends and family. Therefore, I am pleased to register my thanks to Dr Kuyok Abol Kuyok, the Undersecretary of the Ministry, who emphasized the importance of Alternative Education System (AES) and approved the development of its textbooks.

I also want to record my thanks to Ustaz Omot Okony Olok, the Director General for Curriculum Development Centre (CDC) and Ustaz Shadrack Chol Stephen, the Director General for Alternative Education Systems (AES) who worked tirelessly with the subject panelists to develop the textbooks.

Lastly, but not least, my greatest thanks and appreciation must go to the Global Partnership for Education (GPE) and UNICEF-South Sudan for without their support and partnership this textbook would not have seen light.



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UNIT 1

Changes in Our Lives

Introduction to social studies

What is social studies?

Social studies is the study of people in relation to each other and their environment

What is the importance of studying Social Studies?

It helps learners to understand the developments that are taking place in community/ society and the

My name - a word you are known by.

Boy – a young male.

Girl – a young female.

Parent – your mother or father.

Sibling – your brother or sister.

Grandmother – the mother of your mother or father.

Grandfather – the father of your mother or father.

Grandparents – the father of your father or mother.

Aunt – the sister of your mother or father.

Uncle – the brother of your mother or father.

Work as well as their roles in shaping the future of the nation.

Activity 1

Members of our family

Key Words

**My name,
Boy and Girl**

My name is Okot.

I am a boy.



Pair work

Tell your friend your name.

Are you a boy or a girl?

Key Words

Mother, Father, Parents

My mother is called Adeng.

My father is called Atem.

Activity 2

Members of our family

The members of our family are:

My mother

My father

My sister

My brother



This type of a family is called nuclear family.

We also have a family which consists of: Mother, father children, grandfather, grandmother, uncle, aunt, nephew, niece and cousins. This type of family is called extended family.

Tell each other the names of your parents or guardians.



Picture 1

Group work

Draw and colour the pictures of your family members

Write the names of your family members

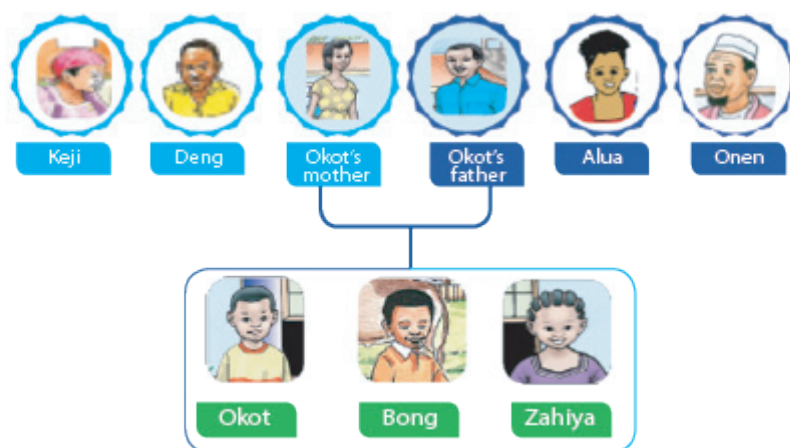
Hang the pictures you have drawn on the learning corner

How has their family changed over time?

Activity 3

Describe family relationship

Using a family tree, it is easy to explain the concept of the family relationship. The family may either be nuclear or extended family. The nuclear family consists of only the father, mother and their own children. Meanwhile, extended family has the father, mothers, their own children and other relatives



Activity 4

History of a family

Key words

**History,
ancestors**

Pair work

Other things that can be used to tell family history
Look at the following pictures.

They show some of the changes in a family.



Picture 2

Homework

Ask your parents or guardians to tell you some of the family members who were there but are no longer there.

Group work

“What things are in picture 2 that are not in picture 1?
Work to do.

Choose the correct answers from the brackets to answer the following questions



Picture 1



Picture 2

1. Ask your parents or guardians to tell you some of the things they used to have in the past.

Tell your friends in class what your parents or guardians told you

Activity 5

Roles of family members

Keywords

Mother, father, parents

Homework

1. I am the father of your father.

How should you call me

(Uncle, Grandfather)



2. I am the sister of your mother. How should you call me? (Aunt, Uncle)



3. The people who are related to us are called? (Relatives, Neighbours)

4. My great grandparents died before I was born. What is the name given to those people who died before we were born? (Ancestors, Siblings)

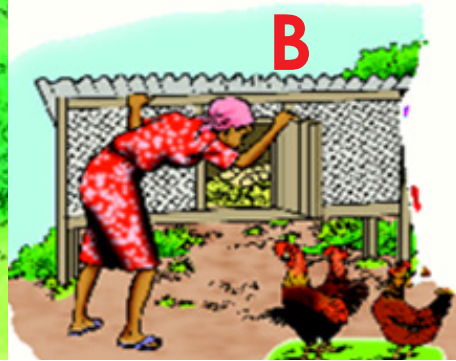
Pair work

Tell your teacher the difference between picture 1 and 2.

Identify the people who are not in picture 1.

Draw arrows to join the people in the picture according to the way they are related.

Look at the following pictures



What are the people in the pictures above doing?

Class work

1. Tell your teacher how you help your parents at home.
2. Tell your friends some of the roles carried out by your mother.

Read Aloud

We should help our parents in washing dishes, looking after cattle and taking care of our young brothers and sisters. Parents give us food and pay our school fees.

Use arrow to match each person with the activity he or she is doing in the picture



Mopping
the house



Cooking

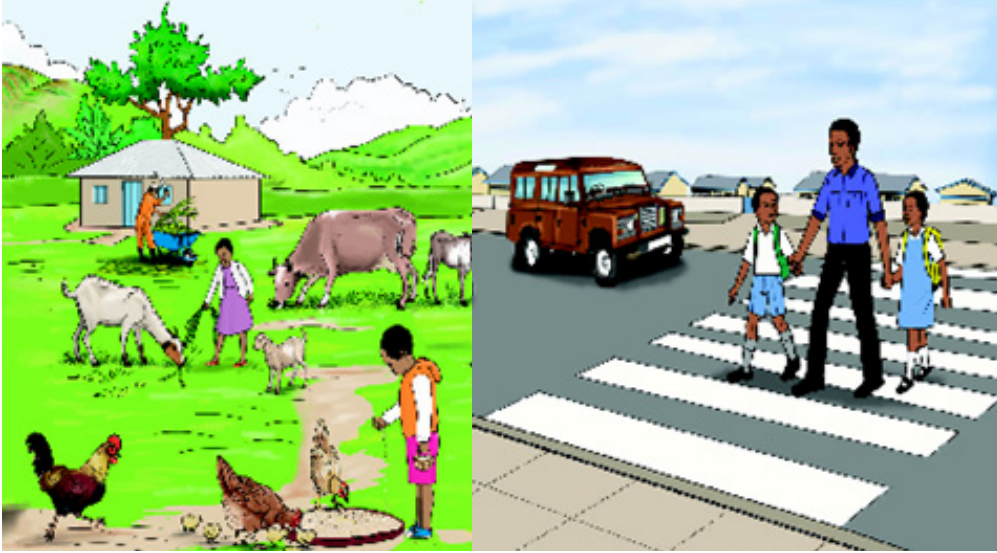


Trimming
the fence



Watching
clothes

Look at the followings pictures



Pair work

Identify the family members in the pictures above.
Tell your friend the roles that each family member is doing in the pictures above.

Time to draw

Draw your parents or guardian doing one of his/her role.

Exchange your picture with your friend.

Ask your friend to tell you what your parents or guardian is doing

1. I am the sister of your mother. How should you call me? Write the names of your family members
How are the various family members related to you?

Time to draw

Draw and colour your family members.
Write the names of your family members if you can.
Hang the picture at the learning corner.

Activity 6

Object found at home.

Keywords

Object, Modern, Share.

Look at the following pictures.



Pair work

1. Name the objects you see in the pictures above.
2. What are the names of the traditional object in your mother tongue.
3. Tick under the objects you share at home.
4. Tell your friend the things you see at home.
5. Tick all the traditional objects.

Write down the names of the objects below.



Learning points

There are different things found in our homes.
These things are modern and traditional.
We should share what we have at home.

A.



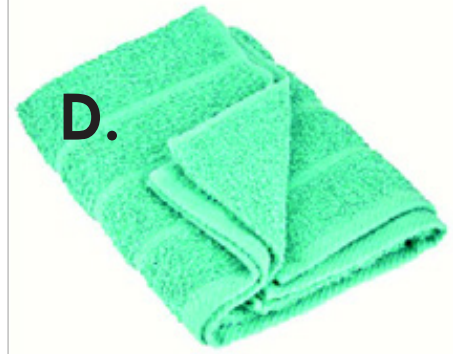
B.



C.



D.



Group work

Tell your friends the names of the objects in the pictures above.

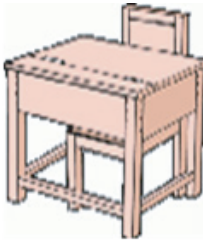
Tick under the things that you share at home.

Keywords

Class, Duster, Desk, Chalk

The following pictures show some of the things found at school

A.



B.



C.



D.



E.



Learning points

1. Identify the things in the picture above.
2. Look around your class.

Tell your friends the things that are found in your class.

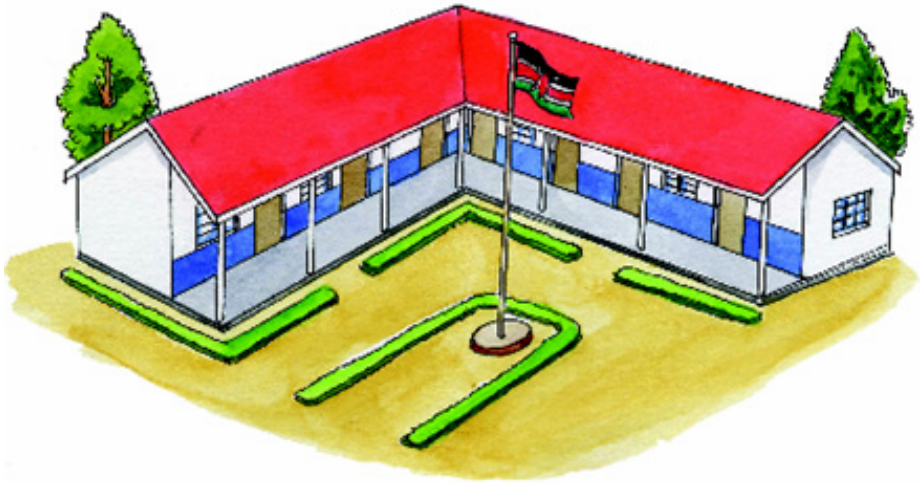
Group work

Look at these pictures.

1.



2.



Tell your friends what you see in picture 1 and 2.

What is the difference between picture 1 and picture 2?

Individual work

Look at the pictures below.

A



B.



C.



D



E.



F.

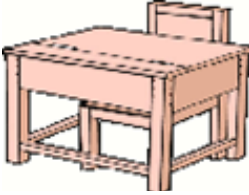




Circle the objects that are found both at home and at school.

Write down the name of the objects in the pictures above that are found both at home and at school.

Work to do

1. Match the follow pictures with their correct names.

A. 	Traditional broom
B. 	Chalk
C. 	Desk

Choose the correct answer from the brackets to fill in the dashes.

2. Your brothers and sisters are also called _____ (Sisters, brothers, sibling)

3. What name do you call children of your aunt? _____ (Cousin, uncle.)

4. We should _____ our parents with home duties (help, disobey.)

Keywords

Change, Weapons, Communication

Look at the pictures below



Pair work

Name the changes that are found in the pictures above.

Changes that have happened over time include the following:

A) Houses



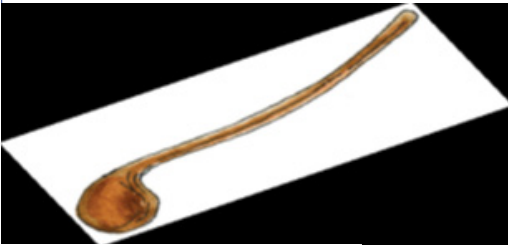
B) Dressing



C)



D) Weapons



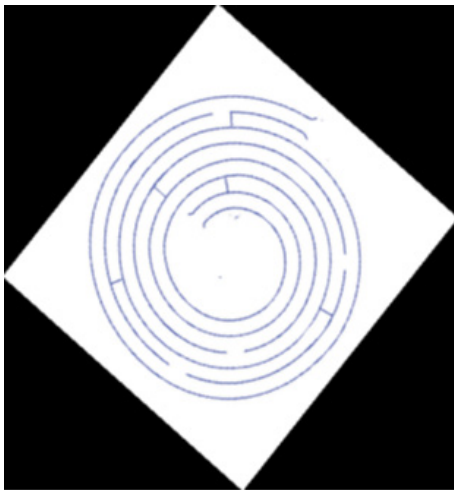
E) Means of transport



F) Means of communication



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



Pair work

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

Look at the following pictures.

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



Activity 9

Name the changes that happened in the family of Ajak

Look at the pictures below



Picture A



Picture B



Individual work

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

Know zone

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

1. We report lawbreakers at the police station_____
2. We learn in the chief's office _____
3. We walk along the road when going to school_____
4. We play on the road _____

Homework

Alia and her parents lived a very poor life.

The father of Alia had been looking for a job. He could not find a company that was willing to employ him. One day, the manager of a certain company came home looking for

him. He gave him an employment letter.

He also gave him car keys. The manager also showed him a house where they were to move in. Alia and her family members were very happy. They moved to the new house. Their life changed and they lived happily as a family.

Answer the following questions.

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

Activity 10

Causes of change in our place

Keywords

Changes Causes
Community

Look at the pictures below





1. Write down the causes of change in the pictures above.

2. Show your teacher what you have written

Look at the picture below



Group work

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

Look at the picture below



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

Homework

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

Activity 11

Objects that were used long time ago and the ones used today

Keywords

Objects, Metal beds,
Hoes

Look at the pictures below.

A.



B.



C.



D.



E.



F.



G.



H.



I.



Using the above pictures.

Fill the table below with the names of the objects that were used in the past in A and those used today in B.

Objects used in the past (A)

- (a) _____.
- (b) _____.
- (c) _____.
- (d) _____.
- (e) _____.

Objects used today (B)

- (a) _____.
- (b) _____.
- (c) _____.
- (d) _____.
- (e) _____.

Read the conversation below



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

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

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

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

Keji: What were the uses of these objects?

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

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

Spears were also used as security objects.

Pita: Are these objects still being used today?

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

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

Matching

Match the followings names with the objects below.



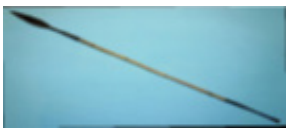
Metal bed



Bangle



Spear



Pot

Homework

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

Share in class what you were told.

Do you have some things in common?

Activity 12

Events that were practiced long time ago and today

Keywords

Events,, Circumcision

Harvesting

Look at the pictures below



Picture A



Picture B



Picture C



Picture D

Pair work

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

Let us sing
Sing the song below.



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

Activity 13

Positive changes found in your place

Keywords

Drilling, Community,
Conflict

Look at the pictures below



Let us sing
Sing the song below.
Building schools and planting trees,
Drilling boreholes,
Planting using planters,
Building roads,
All these are changes,
Positive changes X 2.

Work to do

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

Work to do

1. Name four causes of change in your community.
2. Name some objects that were used in the past and are still used today.
3. Deng and his family moved from their home to a distant place due to fighting in their community.

This is an example of a change caused by _____ . (conflict, drought)

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

(a) Bu__et.

(b) Ma__.

(c) __pear.

(d) p__t.

(l,l,t,S,o)

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

Picture

Event



Harvesting



Wedding



Birth



Birthday

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



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

Keywords

Neighbourhood – the area near us

Village – Number of families living together in a given area

Protect – keep safe from harm or injury.

Physical Feature – that which appears on the earth surface

Man-made – anything made by man.

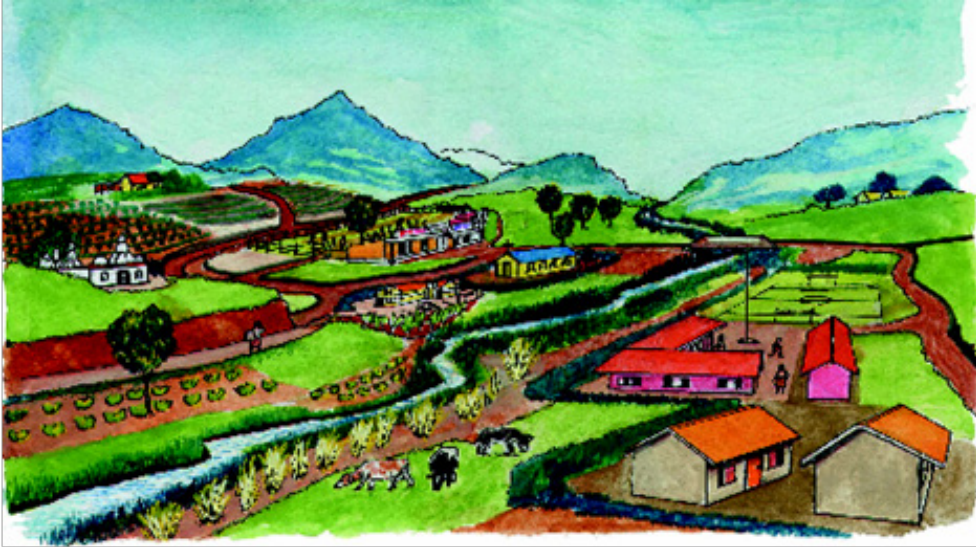
Natural - anything created by God.

Economic - anything relating to trade and money

Activity 1**Features found around us**

Keywords

Features, physical



Pair work

Tell your friend what you see from the picture above

Class activity

Go outside the classroom.

Observe the things around your school.

Tell your teacher what you can see around your school/ learning center.

Learning points

The things that are around us are called physical features.

They can be stones, trees, buildings, farms or posts

Time to draw

Draw one feature that is near your class and colour it.

Write its name below it.

Activity 2

Features in the neighbourhood

Keyword

Neighbourhood

Pair work

Look at the picture below

Picture A



Tell your friend what you see in the picture above.
Name the features that you see in the picture above.

Look at the picture below



Picture B

Group work

Tell your group the features you see in the picture above.

Do you like what you see in the picture? Tell your friends why.

Tell your group members what you can do to make picture B beautiful.

Where would you like to live? In picture A or in Picture B?

Keyword

Protect

Look at these pictures below



Picture A



Picture B

Tell your friend what the children are doing.
Have you ever done any of the activities shown
above?
Tell your friend which one.

Time to colour

Colour the picture below



Use green, brown and blue colours to colour

Learning Activity

Look at the following pictures.

They show types of physical features



Picture A



Picture B



Picture C



Picture D

Pair work

Tell your friend the names of the features above.
Write their names if you can.

Look at the pictures below



Picture A



Picture B



Picture C



Picture D

Group work

Tell your friends the features you see in the pictures above.

Are the features the same?

Have you ever seen any of these features?

Which one?

Tell your teacher where you see these features.

Use a tick () to show the activities that keep the environment clean and x () to show those that do not.

Collecting litters	
Throwing papers everywhere	
Sweeping leaves from the compound	
Sleeping in a dirty house	
Cutting trees	
Treating water	
Planting trees	

Time to plant

With the help of your teacher, plant a tree in your school garden and others at home.

Take care of your trees until they grow big!

Keywords

Natural, manmade

Look at the pictures below



Picture A



Picture B



Picture C



Picture D

Group work

Tell each other the features shown in the pictures above.

Who made these features?

Tell your teacher why we need these features.

Learning points

There are two types of physical features.
We have natural features and man-made features.

Natural features are all the features made by God.

They include rivers, lakes, mountains, hills forests and swamps

Activity 5

Features made by people

Look at the pictures below.



Picture A



Picture B



Picture C



Picture D

Pair work

Name the features you see in the pictures above.

Tell your friend the importance of each feature shown above.

Who made the features shown above?

Learning points

Features that are made by people are called man-made features.

They include buildings, roads and some forests.

Time to draw

Draw one feature and colour it.
Show your friend what you drew.

Activity 6

Economic features

Keywords

Economics, activity



Picture A



Picture B



Picture C



Picture D

Group work

Tell your friend the names of economic features shown in the pictures above.

Identify the economic activity that takes place in the pictures shown above

Who made the features shown in the pictures above?

Tell your teacher why we need these features.

Keywords

Physical features, Fetch
Environment

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

Pictures below are some examples of physical features





Individual work

Using the pictures above, identify the physical features found in your village, Boma or payam. Write down the names of physical features in the pictures above. Show your teacher what you have written.



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

Riddle time



People come to fetch water from me.
Who am I? _____.



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



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

Individual work

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

Activity 8

Physical features found in your county

Keywords

Stream, Riverbed

Look at the pictures below



Mount Kinyeti



River Nile



White Nile



Nile Valley

Word game

Find and circle the physical features found in South Sudan from the word game below.

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

(SUDD SWAMPS, RIVER NILE, NILE VALLE Y, WHITE NILE)

Keywords

Settlement, Physical features,
hills, mountains
forests

Look at the pictures below



In groups, identify the way physical features are being used in the pictures above.

Let us recite

Recite the poem below.

Our Land

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



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



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



Answer the following questions using the poem.

1. Rearrange the words accordingly to give a meaning.

Use them to get the uses of physical features.

- a) land on grow plants can We.
- b) water from the We get sources.
- c) settle People on land.

Activity 10

Formation of physical features

Keywords

Formation, Physical features
Stream,

Look at the pictures below



A river valley



A mountain



A river flowing from a hill
because of relief rainfall

Riddle time

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

Who am I? _____



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

Who am I? _____.



3. I have a big hole with water. I am filled with water from rivers and rainwater.

Who am I? _____.



Pair work

Go outside your classroom. Use soil to make:

- A hill.
- A river.

Using water, show a river.

Show your teacher the models of these physical features.

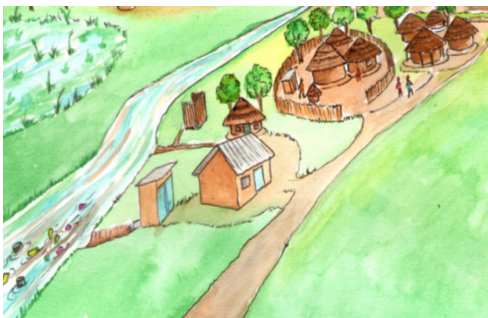
Activity 11

Importance of caring for the environment

Keywords

Bin, Spoil, Care

Look at the picture below



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



Write down how the pictures above are used to show caring for the environment. The environment that surrounds us is soil, air and water

Read loudly

Caring for the environment is important because of the following:

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

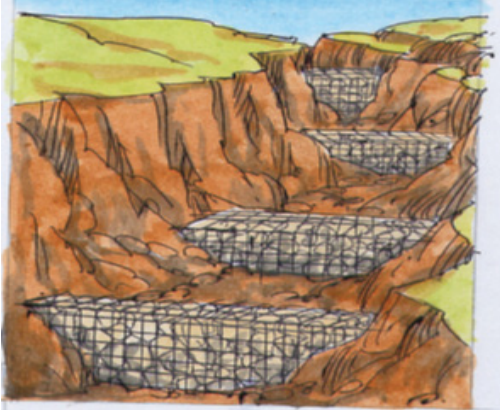
We care for the environment to enable it to be clean.

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

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

Ways of caring for the environment

The environment can be cared for in different ways.



A) Building gabions



B) _____



C) _____



D) _____

Write down the ways used to care for the environment in the pictures B, C and D. The first one has been done for you.

Homework

Read the story below



One day, Alang and his friends went around their village. They swept their village. They also collected all the litter in their village. Their village became very clean. The village elder thanked them for cleaning their village and gave them gifts.

Individual work

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

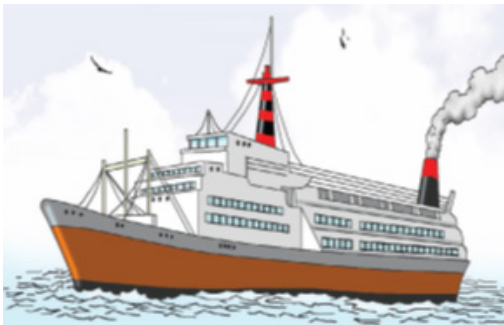
Look at the pictures below



A



B



C



D



E



F

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

Work to do

1. The following are physical features found in our country.

Write down the names of the features below.



A _____



B _____



C _____



D _____

2. Write down the importance of physical features.
3. Why do we keep our environment clean?
4. What ways do you use to care for the environment at home?
5. The following steps show how recycling of waste paper is used to keep the environment clean. Arrange the steps in order.
 - a) Taking the waste to the industry to be processed.
 - b) Collecting waste papers from different places.

c) Processing the papers to form tissue papers.

UNIT 3

DISCOVERING NEW THINGS AND JOBS WITHIN SOUTH SUDAN

Activity 1

What is a map?

Explore – to search and discover

Map – a drawing of the earth surface or part of the earth surface

Direction – the position towards which something or someone faces

Locate – discover the place where something or someone is

.

Activity 2

What is the difference between a map and a picture?

Keywords

Map, explore



Pair work

Tell your friend what you see in the picture above.

Tell your friend the different features in the picture above.

Look at the below maps

Group work



A) A Map of a class



B) A map of a market



c)

Tell each other the places that the maps above represent.

Learning points

A map is a representation of a place or an object as seen from above. Meanwhile a Picture is a representation of a place or an object as seen from aside

Look at the pictures below

A



B



C



C



Identify from the above pictures which ones are maps and pictures.

Tick under all the maps in the pictures above.

Activity 3

Elements of a good map

Keywords

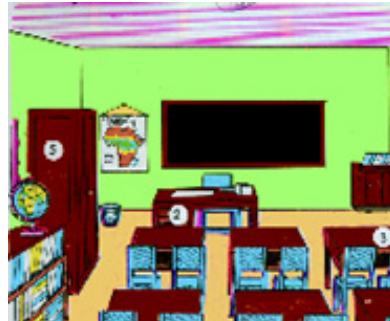
Map, elements, key, title, frame

Look at these pictures with your friend

A



B



Individual work

Name the features in the map and in the picture.

Tell your friend what is in the map and is not in the picture.

Time to draw

Match the things that are in the picture with what is in the map.

Learning points

Real things are represented on a map using symbols.

The Key

Look at these



Pair work

With your friend, draw all the symbols you see in the map above.
Tell your teacher what they represent

Time to draw

Draw a map of your class.
Tell your friends the symbols you have used in your map

Title and frame

Look at this map

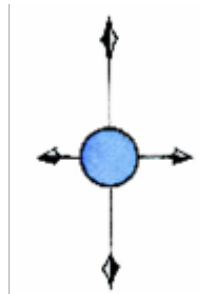


Pair work

Tell your friend the name of the map.

The compass

Look at this picture



Group work

Tell your group members the name of the thing in the picture above.

Where did you see it?

Tell your friends what it is used for.

Class activity

*Take a walk outside in the morning.
Point to the side in which the sun rises.
Point to the side in which the sun sets.
Name the side which the sun rises from as East.
Name the side which the sun sets from as West.
With your friend, lay down with your head
facing the sun and spread your hands.
Now it is your turn to lie down.
Your friend is going to name one of your hands
North and the other South.*

Pair work

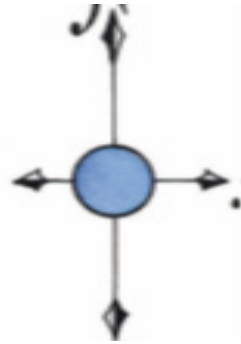
With your friend, take the map you drew.
Give it a name and put it in a frame.
Draw a compass.
Draw the symbols you used in the map and
write what they represent.

Activity 4

Cardinal points of a compass

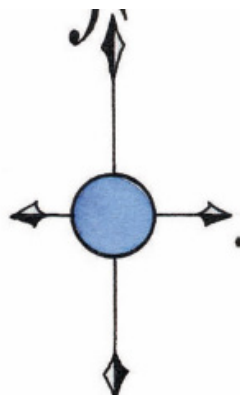
We locate places using a map.
We also locate places using a compass.
The cardinal points of a map are the different
features found on the map. These features
could be physical or manmade features.

Look at the below picture



Recite the poem below.

Direction, direction,
We locate places using maps,
They help us to locate directions,
We locate places using a compass,
North, South, East and West,



These are the compass directions,
We use them to locate places.
North, South, East and West,
We use them to locate our schools,
We use them to locate our homes,
We use them to locate our churches,

We use them to locate our country,
Compass directions enable us locate different places.

Individual work

List the physical and manmade features on this picture

Activity 5

Identifying common features on a map

Class activity

Nature walk

Now take a walk outside the class with your friends.

Identify the features around your school.

Group work

Tell your friends where your blackboard is located.

Tell your friends on which direction are the toilets located from the classroom.

Tell your teacher the location of other places in the maps.

Time to draw

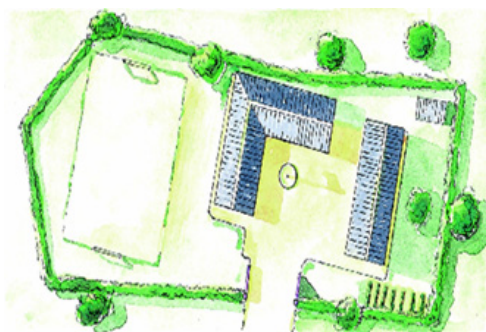
With your friends, draw a map of your school. Indicate all the different features in your school. Tell your friends where the head teacher's office is from your class.

Keywords

Locate, place

What has changed in your area over time?

Look at these pictures below



Picture A



Picture B

Pair work

Tell your friend what has changed in the area shown in the pictures above.

Activity 7

Work people do in our village

Keywords

Job, Cobbler

Banker

People in our village do different jobs.

Look at the pictures below



A



B



C



D



E



Matching

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



Fishing



Treating



Teaching

Read aloud

•
My name is Ajak.
My mother is a teacher.
My name is Aluel.
My sister is a police officer.
My name is Kur.
My father is a doctor.
My name is Aya.
My brother is a banker.
Look at the pictures below



A



B



C



D



E Nurse



F

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

Look at the pictures below



A



B



C



Word game

Find and circle the names of the people in the pictures using the word puzzle below.

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

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

Pair work

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

Picture

Type of job



Guards



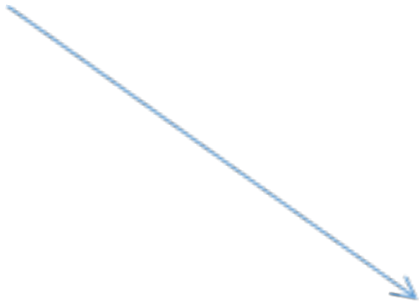
Welds or unites
 pieces of iron by
 welding



Grows crop



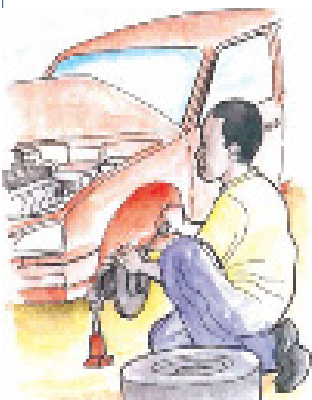
Shaves hair



Takes care of patients



Repairs vehicles



Builds houses

Activity 7

Effects of work done by people to the community

Keywords

Effects, Community
Jobs

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

Look at these pictures below

A



B



C



D



C



D

Group work

Use the pictures above to complete the following sentences

1. In a, the person is _____.
2. In b, people are _____.
3. In c, people are _____.
4. In d, people are _____.
5. In e, people are _____.
6. In f, the boy is _____.

Effects of jobs done by people to the community

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



Word game

Find and circle main activities done by people in your village.

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

(TEACHING, DRIVING, TYPING)

Circle the names of jobs given in the box above.

Teaching

Sleeping

Typing

Eating

Driving

Walking

Selling in a shop

Reading

Homework

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

Activity 8

Benefit of work in our locality

Keywords

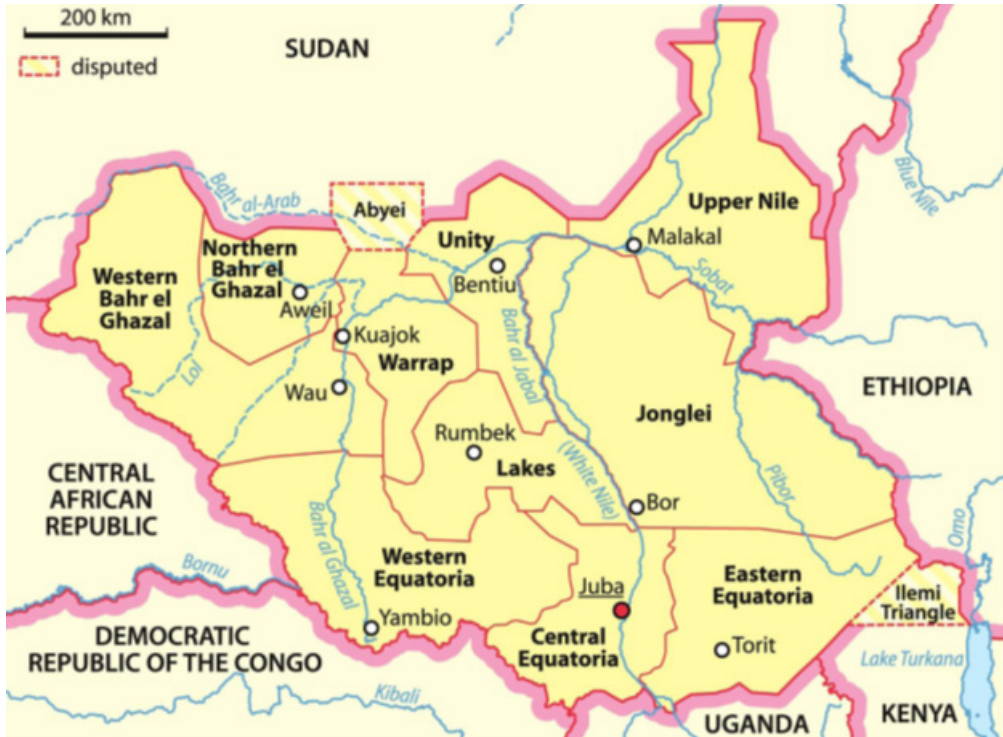
Product, Locality

Income

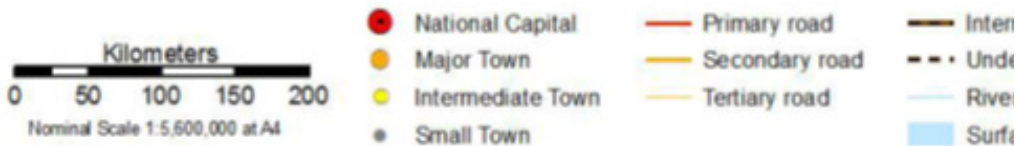
Look at the following pictures



Look at the below map



KEY



1. Observe the map and tell one city or town near your village.
2. Which jobs do you think people do in the city or town near your village?

Let us recite

Recite the poem below.

Products, products,
South Sudan has agricultural products,
These products earns the country income,
South Sudanese, we should promote
production of items.
Benefits of economic activities

Benefits of economic activities

Look at the following pictures



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

Homework

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

Work to do

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

Mr. Farmer harvested his crops. He weeded his plants. He planted his plants using a planter. He applied fertilizer to his plants. He took his farm products to the marketplace.

Pair work

Tell your friend the job that the people in the pictures above are doing.
Are there other jobs that you know about?
Tell your friend about them.

UNIT 4

WORKING TOGETHER IN OUR COMMUNITY

Key

Job – a piece of work

Community – a group of people living in the same place

Help – give assistance.

Duties – tasks that one is expected to do

Pretend – to behave like something is true when it is not.

Activity 1

People in our community

Keywords

Jobs, community,
help, duties

What jobs do people do in our community?
Here are some pictures to help you.



Pair work

Tell your friend the job that the people in the pictures above are doing.
Are there other jobs that you know about?
Tell your friend about them.

Time to draw

Draw two pictures of different jobs that you like.
Write and label for your pictures if you can.
Tell your friend why you like the jobs you have drawn.

Group work

Take turns to show your pictures to your group.

Homework

Talk to your parents or guardians about the jobs that people do.

Tell your group when you come back to school.

Activity 2

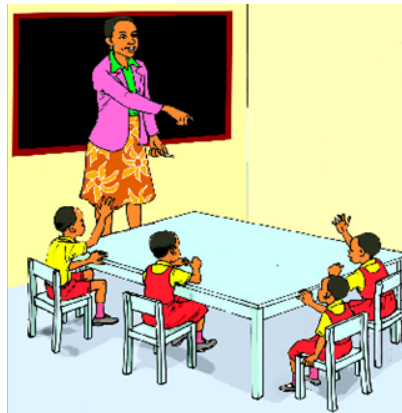
Community groups

Keyword

Help

Who are the people who help us?

Look at the pictures below.



Pair work

Tell your friend who the people in the pictures are.
What are they doing?
Tell your teacher all the other people that help us.

Time to draw

Draw three pictures of some people who help us.
Write a label for your pictures if you can.

Group work

Take turns in showing one of your pictures to the group.
Let your friends tell you how the people in your pictures help us.

Homework

Ask your parents or guardians about the people who help you in your area.
Tell your group when you come back to school.

Keywords

Origin, Community

Origin of a community is how a community started.

Let us recite

Recite the poem below.

We are the Dinka, we are from the mud

We are the Dinka,
we are from the mud
The black mud of
the Niles ,
We believe in a
god, Nhialic is his
name,
We love our community,
We are always ready to
protect our community.



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

Activity 4

Community rituals, ceremonies and festivals

Keywords

Community rituals,
ceremonies and

Look at the following pictures



Write down the names of the ceremonies taking place in the pictures above. Arrange the following ceremonies in order starting from the first ceremony to the last ceremony in life.

- Wedding
- Naming
- Burial
- Birth
- Initiation

Matching.

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

Ceremony	Name of the ceremony
	Christmas
	Birth
	Wedding
	Birthday

Homework

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

Activity 5

Differences between rituals

Keywords

Similarities, Differences

Costumes

Different activities in a community happen for different reasons.

Some rituals and ceremonies are performed using same tools, at the same time, with the same costumes. These are called **similarities**.

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

Similarities	Differences

Know zone

Write whether the following sentences are TRUE or FALSE.

1. People are always divided by ceremonies in their communities. _____
2. People come together during festivals in their community. _____
3. Different activities in a community happen for different reasons. _____
4. Rituals, ceremonies and festivals are done to mark a certain event in a community. _____

Homework

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

Activity 6

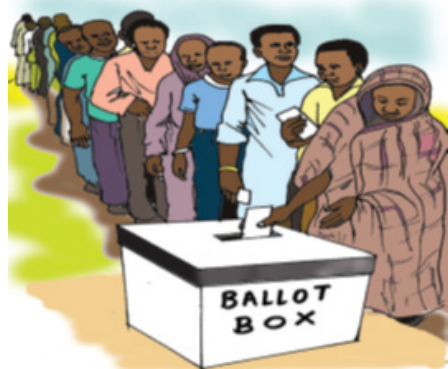
Important activities in a community

Keywords

Voting, Harvesting
Performed

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

Look at the following pictures



Find and circle the activities taking place in the pictures

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

(THANKSGIVING, SWEARING IN, PLANTING TREES, VOTING)

Write down the importance of these activities in your community.

Homework

1. Ask your parents or guardians why different rituals and ceremonies are done in your community.
2. Tell your group members and your teacher what you were told.

Activity 7

Roles of community people in different activities

Keywords

Roles, Community

People play different roles during community activities.

People come together to do different jobs.

People carry out different community activities.

Look at the following pictures



Write down the community activity being carried out in each picture above.
People come together to play different roles during community activities.

Look at the picture below



Homework

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

Activity 8

Why should we work together?

Keywords

Work, Together

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



1. What do you think would have happened if everyone in the community acted as Ria.
2. Write down the importance of working together.
3. What lesson have you learnt from the story?
4. What advice can you give to others?

Look at the pictures below.



A



B



C



D

Identify the work being carried out in each picture above

Time to draw

Draw your family members working in a garden. Share with your friend what you have drawn.

Homework

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

Work to do

1. Define the term community
2. Rearrange the words to the below sentences to give a meaning.
 - a) makes It working easier
 - b) Ideas sharing It promotes.
 - c) in a community promote unity It.
3. Write down four examples of community activities
4. Name two roles of people in the community

Activity 9

What I would like to do

Keyword

Pretend

Did you find out more about the people who help us?

Tell your group about what you out found.

Pair work

What job do you want to do when you grow up? Take turn to tell your friend.

Tell your friend why you would like to do that job.

Time to Sing

Can you think of some songs about the jobs people do?

Your teacher will help you.

Sing the songs in class.

Pair work

Talk about people who helps us at school and those who helps us when we are not at school.

Sort your drawings into two sets.

Tell your group what you have done.



Group work

Who are the people in the pictures above?
Take turns to tell each other where people help us.
Is it at school or is it at home?
Choose one person who helps us.
Explain to your group how they help us.

Role-play

Pretend that you are one of the people who help us.
What will you do and say?
See if the rest of your group can guess who you are pretending to be.

Group work

Take turns to pretend to be doing a job.
See if your group can guess what job you are doing.
Can you guess what they are doing?



What are the children in the pictures above pretending to be?

Activity 10

Helping at home and school

Helping at home and school



Pair work

What is the boy doing in the picture above?
What duties do you have at home?



Time to draw

Draw pictures of two duties that you enjoy doing at home.
Draw a picture of one duty that you do at school.

Activity 13

Talking to a visitor

Keyword

Physical features

Your teacher will ask a visitor to talk to you about their job.



Pair work

What will you ask the visitor?
After the visit, what did the visitor tell you?

Key words

Protect – keep safe from harm.

Safe – free from harm.

Thief – a person who steal other people's things

Dangerous – able to cause harm or injury

Hurt – to feel pain or injure someone

Fight – to use force to defeat another person

Activity 1**Making the community safer****Keyword**

Protect, safe, thief words

Read the story below.

Our home is near the road. Thieves used to steal our chicken. My father fenced our home. I got a dog to help us chase the thieves. The dog is so harsh and always barks when someone breaks into our home. Since then, our chicken are safe.

Pair work

1. Who used to steal chicken?
2. What did the father do to save the chicken?
3. Tell your teacher what you would do if you caught the thieves.

Learning points

Thieves steal what does not belong to them. We should always protect our things from thieves.

Group work

With the help of your teacher, write the following sentences on flash cards.

1. We should write our names on our books.
2. We should report lost items to the teacher.
3. We should always protect our things.
4. We should always report thieves to the police.

Read the flash cards loudly in front of your class.

Homework

Ask your parents or guardians how they protect their things at home.

Report what your parents told you when you come back to school.

Activity 2

Dangerous objects at home and school/ALP centre

Keywords

Dangerous, hurt, harm, safe

Look at these pictures



Pair work

1. Tell your friend what the children are doing in each picture above.
2. What will happen if the children are not stopped from doing what they are doing?
3. Take turns in telling your group ways of keeping safe at school.

Group work

Look at these pictures with your friends



Tell your friends a story from the pictures above.
Listen to the story your teacher is going to read to you.

Who said the right story?

Tell your friends what could have made the child fall down.

Work to do

Sing this song.

Sing one song about keeping safe.

You can compose your own song.

Group work

Read the conversation below.

Nyadak: Good afternoon Malual.

Deng: Good afternoon Nyadak?

Nyadak: Why do you look sad?

Deng: I have lost my new English book.

Nyadak: Had you written your name on it?

Deng: Yes my mother wrote my name on the first page.

Nyadak: Let us ask if anyone has seen it.

Deng: Ok you ask it for me.

Nyadak: Oh! It is then on the teacher's table.

Deng: Thank you Nyadak for finding my book.

Nyadak: We should create a lost and found desk.

Where lost and found things shall be kept

1. Tell each other why Deng was sad.
2. Do you get sad?
3. Write down the things that make you sad.
use to keep your books safe at school.

Exchange your book with your friend and read loudly the things that make your friend sad.

5. Tell your group members other ways you can

Homework

1. Ask your parents or guardians the things that are dangerous at home.
Tell your group members when you get back to school.
2. Find out from your parents or guardians other ways of keeping our compound clean and safe.

Time to draw

Draw the things that make you happy. Colour them.
Show your friend your pictures.
Can your friend tell you what makes you happy from the pictures?

Pair work

Name ways that people use to keep their homes safe

Here is a picture to help you.



Activity 3

Keeping peace

Keywords

Peace, report, hurt

Learning points

It is good to share what we have with others.
When someone hurts us we should not beat him or her.

When someone hurts us, we should report them to our teachers or parents.

Group work

1. With the help of your teacher, make rules that are going to prevent you from getting hurt at school.
2. Write the rules on flashcards.
3. Read the rules loudly in front of your class.
4. Stick the flashcards around your class.

Pair work

What happens when two communities got hurt?

Take turns to tell each other why we need to have peace.

Look at the pictures below.

A



B



Group work

Tell your friends what you see in each picture.

Time to Sing

Sing one song that promotes peace in your community.

Revision Questions

Choose the correct answer from the brackets to fill in the dashes.

1. People who steal our things are called _____. (doctors, thieves)
2. Communities should live in _____ with each other. (peace, hurt)
3. _____ is a peaceful way of solving problems. (Talking, Fighting)
4. Match the following pictures with the action that is happening

Picture



Action

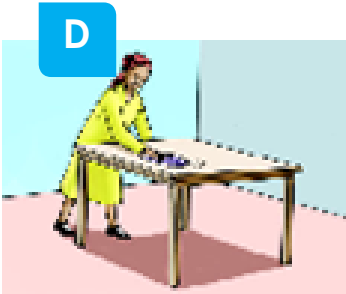
Sweeping



Dusting



Slashing



Mopping

Keywords

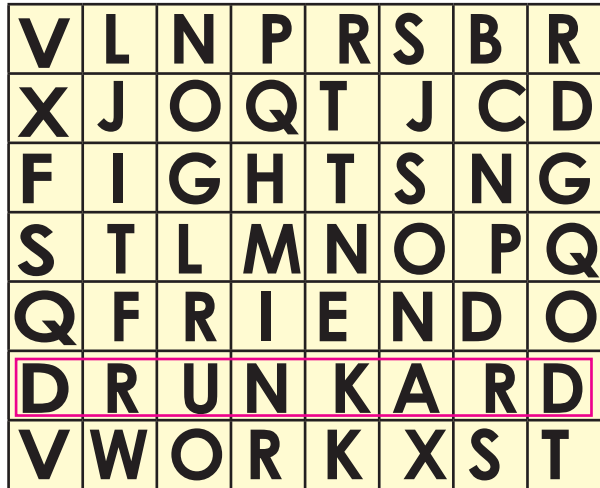
Community, Tradition
Homestead

Look at these pictures below



Word game

Find and circle the choices made by the people in each picture.



(DRUNKARD, WORK, FIGHT, FRIEND)

Homework

Find out from your parents or guardians other situations that require us to choose well. Mention any of the situations in class.

Keywords

Decision, Effects

Look at the pictures below



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

Share with your friend and show your teacher

Group work

Using the pictures above, discuss the choices that:

- a) Affect one person.
- b) Affect other people.

Let us recite

Recite the poem below.

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

Write down other choices we make that:

- a) Affect one person.
- b) Affect other people.

Homework

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

Tell your teacher any decision that you were told.

Keywords

Decision making
Situations, Indicate

Write down other choices we make that:
a) Affect one person.
b) Affect other people.

Homework

Ask your parents or elders some of the decisions that we make that affect other people.
Tell your teacher any decision that you were told.

Look at the pictures below





For people to decide together, they need to agree.

They also need to know the effects of their decisions.

They should as well be ready for the result of their decisions.

Homework

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

Activity 7

Healthy and safe decision

Keywords

Healthy, Safe

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

Look at the pictures below



A



B



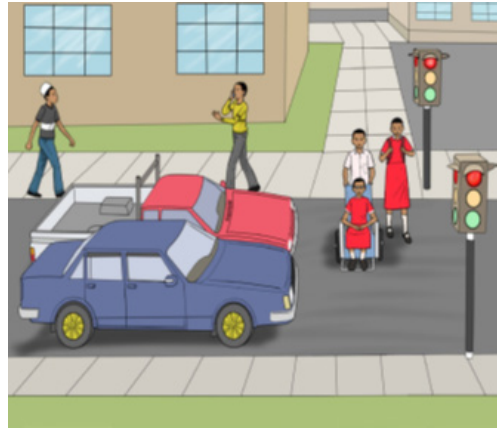
C



D



E



F

From the pictures on pages above, put a tick () on a picture with a healthy decision and () x on a picture with unhealthy decision.

A _____

B _____

C _____

D _____

E _____

F _____

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

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



Answer the following question.

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

Homework

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

Activity 8

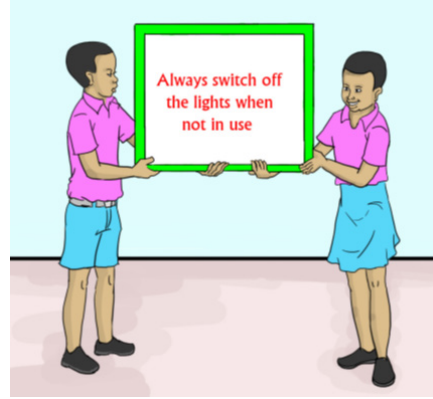
Importance of decision -making

Keywords

Decision, Importance
Right

Look at the pictures below





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

- a) Human rights
- b) Peaceful living

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

- a) Human rights.
- b) Peaceful living.