

South Sudan

LEVEL
3

ALP Social Studies LEVEL 3

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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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TABLE OF CONTENTS

UNIT 1: Past Kingdoms	1
UNIT 2: The challenge of Change	24
UNIT 3: Changing States in our Land	46
UNIT 4: Leaders and decision makers	74
UNIT 5: Valuing One Another	94
UNIT 6: Farming and Fishing Industry and Trade...	106
UNIT 7: Tourism in South Sudan.....	140

UNIT 1

Past Kingdoms

A **Kingdom** is a region or a territory that is ruled by a king or a queen.

There were many kingdoms that existed in what is now South Sudan and other parts of Africa during the pre-colonial period.

Some of these kingdoms still exist today. Others may have disappeared, but their influence is being felt today.

That is why, it is important to learn about them. They are part of our present lives and culture.

The main kingdoms of South Sudan were:

- Azande
- Otuho
- Chollo (shilluk)
- Anyuak(Anywaa)

The picture below shows the warriors ancient Azande kingdom.

Past Kingdoms



Pre-colonial refers to the period before the European colonisation of Africa. The main colonisation started in about 1850, although Europeans had been in Africa long before.

Activity 1

Introduction to pre-colonial kingdoms

Read the following passage.

Pre-colonial Kingdoms were the societies that existed in Africa before the coming of the explores, missionaries and colonialists. These Kingdoms were found in almost every part of Africa. Each developed different way of living, different customs

and different cultures. A Kingdom is ruled by a King. Not all pre-colonial societies were kingdoms. Africa has very many tribes with different structures of rulings. Just like in South Sudan today, many tribes had no kings but they had Chiefs, sub chiefs, clan heads and family heads for effective administration of their areas. For example, the Moru-Madi, the Luo and the Atker.

Pair work

1. Explore the main kingdoms in South Sudan during the pre-colonial period.
2. Survey whether all pre-colonial societies were Kingdoms.

Write down your answers in your notebooks

Individual work

Cross word

Find and circle the names of kingdoms found in South Sudan in crossword below. The first one has been done for you.

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

(AZANDE, SHILLUK, OTUHO)

Features of kingdoms in South Sudan

The kingdoms of South Sudan had the following features:

- I. They were headed by kings.
- II. Warriors defended the kingdom from external and internal attacks.
- III. Council of elders advised the king.
- IV. Members of the community were subjects of the king.
- V. Different kingdoms had different cultures such as artwork and economic activities.

1. Explore the period in which European colonisation started in Africa. How do we know about these kingdoms from long time ago?

What evidence do we have?

Activity 2

Knowing what happened a long time ago

We have two main sources of evidence:

1. Artefacts that have survived. These could be tools, weapons, buildings, jewellery or other decorative things. Most buildings were made of wood so almost all have rotten away. Things made of stone or metal have lasted longer.

2. Some written records have survived. Not all kingdoms had written forms of language, but many did. There are some written records made by traders and visitors along with some drawings.

The following are some examples of masks from the Sahelian Kingdom.

They were used in dancing and other ceremonies. Sahelian Kingdom was located in today's Mali and Niger.



They were made of very hard wood making difficult for them to rot.

They give us some idea of the Sahelian culture.

Here is some writing from the Sahelian Kingdom.

This kingdom existed in what is now Mali and Niger over a thousand years ago. This writing is from the 9th Century AD – so it is about one thousand two hundred years old. It is a medical writing about the treatment for a plague.

There are also some remains of buildings from the Sahelian Kingdom.

These are in the picture below. Because the writings were on stone, they have lasted for over a thousand years.



Sahelian buildings from the 9th Century.

Group work

1. What are the two sources of evidence that we have?

2. Where was the Sahelian Kingdom located?

Write down your answers in your notebook

Explain your reasons.

Recognition of Kingdoms

Pre-colonial kingdoms were recognised by items of art such as costumes and customs.

The kingdoms were also recognised by their tools, weapons and the type of houses they lived in.

Most of the tools and weapons were made from stones and metals which were long lasting.

Different kingdoms in South Sudan had different ways of doing things.

These include how they carried out their economic activities.

Individual work

Explore the different kinds of items that were used to recognise Pre-colonial kingdoms.

Look at the pictures below



The form of housing from the picture above is still used today in our country.

Activity 3

What happened elsewhere in Africa

There were Kingdoms in what is now South Sudan and in other parts of Africa. We have already mentioned the Sahelian Kingdom in Mali and Niger. Other kingdoms included; the Bunyoro-Kitara Kingdom in Uganda, the Zulu kingdom in South Africa and the Asante Kingdom in West Africa (Ghana).

Look at the map below. It shows the main pre-colonial kingdoms in Africa in the year 680 AD (nearly one thousand five hundred years ago.)



Map of Africa showing main pre-colonial kingdoms.

Pair work

1. Explore the parts of Africa today where the main kingdoms in 680 were located and why some of them were referred to as empires.
2. Draw your own map showing these kingdoms and empires.

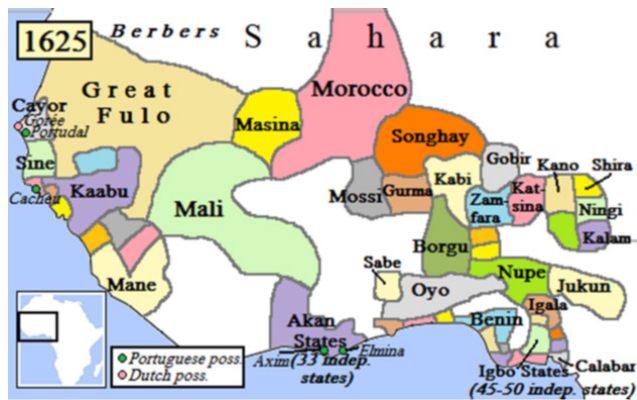
Remember to use a key to help explain your map. Explain your reasons to your friend.

Activity 4

West African kingdoms

We know a lot about the West African kingdoms because they were well developed with written records. There are also many buildings and artefacts remaining.

Here is a map of West African kingdoms in 1625. You will see that there were already some Portuguese and Dutch possessions. The kingdoms of Morocco, Mali and Benin are not the same as the modern countries with these names.



The West African kingdoms

Pair work

1. Discuss what you know about the West African kingdoms.
2. Identify and explain the changes that occurred in the West African kingdoms between 680 and 1625?

Write down your answers.

Group work

1. Draw your own map showing these kingdoms and empires.
2. Explain your reasons to your group.

Activity 5

The Benin Empire

One of the places marked on the map on page 9 is Benin. This was a very advanced empire in 1625. It was made up of several kingdoms.

The Emperor was in charge of the empire.

The kingdom of Benin was an interesting place. The people developed some unique things as their civilisation developed. One of those unique things was their art. They wove cotton fabrics with stripes of colour.

Their carved wood masks are still famous around today. Art and fabric made by Benin artists were in high demand by other civilisations and tribes. Its capital was known as Benin city. The city was laid out in long, straight streets. Houses lined the long streets. Some had many rooms and covered porches. The palace was the most splendid home in the city. The city was surrounded by a great wall to keep it safe. In fact, it was a series of walls and ditches providing protection to the people inside.



The Great City of Benin in the 15th Century.



The Great Wall of Benin

The wall was over 16,000 kilometres long. It contained more than 500 interconnected settlement boundaries. It enclosed 6,500 square kilometres and was built by the Edo people between 800 and 1400 CE.

The wall was four times longer than the Great Wall of China and used a hundred times more materials than the Great Pyramid of Cheops.

It took an estimated 150 million hours of digging to construct and is perhaps the largest single archaeological phenomenon on the planet.

Some parts of the wall still exist to date even after being destroyed by the British army in 1897.

Here is a part of the Great Benin wall that is still standing to date. It is in Nigeria.



Part of the Great Wall of Benin remaining today

Pair work

Write your own presentation about Benin Empire. Include some drawings. Your teacher will select some people to make the presentation to the class. See if you can add to the information in this book or prepare further questions about Benin.

Activity 6

The kingdoms of South Sudan

The map below puts the kingdoms in Africa into three groups



Pair work

1. In which group are the South Sudan kingdoms?
2. Why are there few kingdoms shown on the map?
What are your reasons for your thinking?
Write down your answers.
Explain your reasons to your friend.

The term “Azande” refers to a culturally diverse group of people who over the past two hundred years have been brought together under the government of a number of distinct kingdoms.



Ancient kingdoms in South Sudan.

Shilluk kingdom is located along the banks of the Nile River in modern South Sudan.

It's the capital was in the town of Fashoda.

The kingdom was founded during the mid-fifteenth Century by its first ruler the demi-god Nyikang.



Shilluk Kingdom.

Time to recite

Recite the poem below.

We are from the Shilluk kingdom,
Located on the banks of the White Nile,
Gol is the smallest unit in our society
Our community holds titles of,
Reth, Nyireth, Nyareth and Kwa Nyireth.
We love our community.

Read the following passages about the kingdoms of South Sudan. They tell you about some of the features these kingdoms had in common.

Political Organisation

Government was centralised and headed by a King and a Queen.

Below the King were other junior officials including military personnel.

Kings appoint chiefs and other junior officers to assist them with administration duties. All the Kings were commander in chiefs of their armies. A council of elders helped the kings to govern. The council of elders could remove a King and demote him to a commoner. In the Asante Kingdom, the Queen held the same powers as the King.

Arrows bows, spears (short stabbing and long throwing spears), axes, knives and stones were the common weapons used in the pre-colonial kingdoms of South Sudan.

Culture and Beliefs

All kingdoms believed in many gods. Some had gods of rain, good harvest, fertility and good fortunes. They also believed in traditional doctors. They had cultural festivals, such as celebrating marriages and the birth of babies and mourning deaths. They practiced communal cultivation and

kept a strong bond between societies.

Drums in many African societies were used to communicate special messages, for ceremonies and for mourning elders. There were several taboos to be followed and these varied from tribe to tribe, though with some similarities.

Ask your parents if there are still some of these taboos in your community).

Economic Organisation

The kingdoms were cultivators and animal keepers. They grew crops like maize, finger millet, cassava, sorghum, potatoes, yams and many others. They kept domestic animals like cows, goats and sheep, chickens and ducks. They also kept dogs for hunting and defence.

Cats were kept for catching wild rats and keeping rats out of houses.

They exchanged farm produce for goods such as textiles that they did not have. They gathered honey and wild fruits, hunted wild animals for meat and caught fish. They also had iron smelting industries where they made shields, spears arrows and bows and a cloth industry where bark clothes were made.

Pair work

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Activity 7

Features of the kingdoms of South Sudan

Read the information in the table on page.

This table shows the similarities and differences between the kingdoms of South Sudan and other parts of Africa. Work with your partner to answer the questions below the table.

Kingdoms of South Sudan				Kingdoms elsewhere in Africa		
Azande	Shilluk	Anyuak	Bunyoro	Buganda	Zulu	Asante
Found in South western part of South Sudan	Found in Northern part of South Sudan	Found in Northern Eastern part of South Sudan	Found in Central part of Uganda, north of Buganda Kingdom	Found in the Central part of Uganda, South of Bunyoro Kingdom	Found in the South Eastern part of South Africa	Found at the coast of Southern part of the present Ghana
Kept few animals Grew crops	Kept big number of animals Grew less crops	Kept few animals mostly by royal families. They grew crops	Kept short horn cows and grew crops	Kept short horn cattle and grew large quantity of crops	Kept short horn cattle and grew large quantity of crops Kept large number of animals and grew crops	Kept few animals but grew lots of crops
Less involved in trade with foreigners	Less involved in trade with foreigners	Less involved in trade with foreigners	Involved in internal trade and coastal trade/Khartoum	Involved in internal trade and coastal trade	Kept short horn cattle and grew large quantity of crops Kept large number of animals and grew crops	Involved in internal trade and Trans Atlantic Trade
Used spears and arrows/bows for defence and hunting	Used spears and knives for defence and hunting	Used spears and knives for defence and hunting	Used spears, swords and later rifles obtained from the coast of East Africa and Khartoum traders	Used spears, swords, knives and rifles obtained from the coast of East Africa	Used spears, shields and later on rifles obtained from trade with foreigners	Used spears, swords, knives and later on rifles obtained from trade with foreigners

Pair work

1. Which kingdom was found in the South Western part of South Sudan?
2. In which South Sudan kingdom were animals mostly kept by the royal family?
3. Which three South Sudan kingdoms were less involved in trade with foreigners?
4. Which kingdom was in the Southern part of present Ghana?

Group work

Now create some of your own questions like these from the table to ask amongst yourselves in the group.

Here are some people and artefacts from the pre-colonial kingdoms of Africa.



Azande King with weapons



Zulu spears and shield



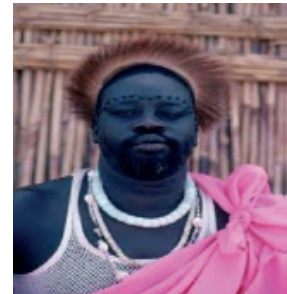
Shaka Zulu with shield/spear



Anyuak Royal Regalia & House



Anyuak Royal & house



Shilluk King

Azande warriors with spears and shields



Asante Royal Stool



Meroe shell necklace



Shilluk men in the early 20th century



A Shilluk Warriors in the early 20th century



Kush stone incense burner

Pair work

Talk to your partner about which of these pictures you like the best, and why. Make your own drawing or model of one of these people or artefacts. Compare your drawing with those of other group members.

Revision question

1. Identify five kingdoms in South Sudan.
2. How were the kingdoms recognised in South Sudan?
3. Explore the role of each of the following in the pre-colonial kingdoms of South Sudan.
 - (a) The king
 - (b) Warriors
 - (c) Council of elders
 - (d) Members of the community

Key words

Bow: A flexible material whose ends are connected by a string, used for shooting arrows.

Community: A group of people sharing a common language, tradition, laws and interests.

Culture: Habits of a particular society or nation.

Customs: Duties and taxes paid on imported or exported goods.

Eliminate: To put an end to something.

Jewellery: A collection of rings, necklaces, bracelets and precious metals.

Kingdom: A government with a ruling that is passed to another ruler by inheritance.

Pre-colonial: Before the rule by another country.

Shield: Anything that protects defends, shelter or protect person during war.

Structure: The overall form or organisation of something.

Weapons: An instrument or tool used to attack or for defending oneself.

UNIT 2

The challenge of Change

South Sudan was initially part of the larger Sudan before fully gaining independence from Sudan on 9th July 2011. The feeling of being marginalised, the exploitation of resources in the southern part of Sudan among other reasons necessitated the need for change. This change faced various challenges.

Activity 1

Changes in our country

Look at the map below.



Pair work

Identify the countries shown above.
What changes do you think have taken place between these two countries?
Present your answers in class.

Learning point

A **change** is a switch in the normal routine of something.

A change can also be done in structure of an item.

There are many changes which have taken place in South Sudan. One of these changes is the **cessation from Sudan**.

Cessation means **breaking from something** else. South Sudan broke away from Sudan.

Other things that have changed in South Sudan are: The change in mode of dressing, change in technology and even the food we eat.

Group work

Discuss the changes which have taken place in Sudan and present your findings to the class.

Home work

Ask your parents or guardians to tell you some of the changes which have taken place in your home. Write the changes in your notebook. Share your findings with your friend.

Activity 2

Causes of conflicts in South Sudan

Read the following story.

Nyibong, a primary 6 boy came from lunch and discovered that his pen was missing. He searched everywhere but he could not find it. That afternoon, their Social Studies teacher came to class and asked them to write down some questions. He soon noticed that Nyibong had no pen and punished him for being careless. That evening when they were going home, Nyibong discovered that his best friend had stolen the pen that lead to his punishment.

Pair work

What do you think is going to happen between Nyibong and his friend?

Share your findings with the other pairs.

Nyibong may accuse his friend of being a thief. This could probably result to a conflict.

A conflict is disagreement between two or more people. It can lead to violence which can easily cause death, injuries, more hatred or destruction.

Causes of conflict in the society are:

- Corruption by leaders.
- Inequality in sharing of resources.
- Discrimination against some faiths.
- Drug abuse.
- Political incitement of citizens against each other especially during election periods.
- Unemployment.
- Tribalism.
- Abuse of human rights.
- Poverty.

Individual work

Choose any five causes of conflict mentioned above and briefly write down how each can cause conflict.

Present your answers to the teacher for assessment.

Class activity

Your teacher will divide you into groups. Each group will be given a task to find out how the causes of conflict mentioned above have affected South Sudan. As you research, cite specific examples of the conflicts to support your answer.

Prepare a class presentation from your findings.

Point to remember – A conflict is a disagreement between two or more people that leads to violence which can cause death, injuries, more

hatred or destruction.

Home work

Find out the causes of conflict in your home.
Compare your findings with the causes of conflicts
in our country.
Share your findings with the rest of the class.

Activity 3

Ways in which we can resolve conflicts in South Sudan

Look at the following pictures.



Pair work

What do you think is happening in picture A and B? Present your answers to the class.

Individual work

Have you ever solved any conflict? If yes, write a story about what happened that day and how you solved the conflict. Share your story with your classmates.

Conflict resolution means solving conflicts.

Conflicts can be solved in various ways. One of these ways is through dialogue. Dialogue is where people talk and come to an agreement. Other ways of solving conflicts are:

1. **Negotiation:** This is where communication between the parties in conflict is done with a goal of trying to find a solution. Negotiation allows you to participate directly in a matter that affects you. In the most successful negotiation, the needs of both parties are considered.
2. **Mediation:** It is the process in which a mediator helps with the communication and promotes reconciliation between the parties which will allow them to reach an agreement at the end of it all. The mediator does not make a decision

nor force an agreement. The parties directly participate and are responsible for negotiating their own settlement.

3. **Arbitration:** This is the submission of a dispute matter to a neutral person for resolution. It is an out of court method for resolving a dispute. The arbitrator controls the process, will listen to both sides and make a decision.

Discussion time

Discuss other ways in which conflict can be resolved. Share your findings with the class.

Home work

Ask your parents or guardians some conflicts they have ever had and how they resolved them. Share the answers with your classmates and teacher once you get to school.

Activity 4

Journey to independence for South Sudan

Colonisation means being ruled and governed by another state.

Independence refers to a state of being free from colonial rule.

Year

Event that took place

1947 to 1954

The Juba Round Table Conference or the Closed Door Ordinance was conducted where the Southerners demanded for separation from Northern Sudan as the British were preparing to grant Sudan independence which was completely rejected by the Northerners.

1955

The rejection of the Northerners to grant the Southerners independence resulted into the popular Torit Mutiny by the Southern army called Equitoria Corps led by 1st Lt Albino Tombek Lodwong from Lowoi in the town of Torit which eventually gained the name of Anya-nya 1 War led by General Joseph Lagu Yanga.

1963

Peace talks were initiated to address the grievances of the Southerners.

1972

The initiated peace agreement was signed in Addis Ababa where a regional government with semi autonomy status was granted to Southern Sudan. The Anya-nya delegations was led by Ezbon Mundri and the northern delegations was led by Justice Abel Alier Kuai.

1983

The 1972 Addis Ababa Agreement was abrogated by President Jaafari Nimeiri leading to the 1983 SPLM | A army resistance led by Dr. John Garang De Mabior which came to an end in 2005 after signing the Comprehensive Peace Agreement in Naivasha Kenya.

2005

The Comprehensive Peace Agreement set a referendum for sessions of Southern Sudan.

2011

The referendum set back in 2005 took place with 99% vote for separation.

2011

South Sudan was officially declared as an independent state with Lt. General Salva Kiir Mayardit as the first president of the Republic of South Sudan.

Group work

1. Identify the leaders who led the struggle to independence in South Sudan.
2. Discuss factors you consider to be key turning points in the struggle for independence for South Sudan.

Activity 5

Journey to independence for South Africa

The journey to independence in South Africa started in the 1800s.

It is summarised in the table below.

Year	Event took place
1910	British gave South Africa nominal independence. They had their local government but were still answerable to British government (semi independent)
1912	The Native National Congress was founded. It was later renamed the African National Congress (ANC). Nelson Mandela led it.
1913	Land act was introduced to prevent blacks from buying land outside reserves.
1914	National party was formed led by J.B.M Hertzog.
1931	There was more independence, though it was still answerable to Britain.

1934	South Africa was declared a sovereign independent state.
1948	The policy of apartheid (or separateness) was adopted when the National Party (NP) took power.
1950	The group areas act was passed which segregated blacks from whites. ANC led by Nelson Mandela responded with campaign of civil disobedience.
1964	Nelson Mandela (ANC leader) was sentenced to life imprisonment and ANC banned.
1966	Prime Minister Hendrik Vorwoerd was assassinated.
1989	FW De Klerk replaced PW Botha as president. He met Mandela and freed many activists.
1990	ANC won the first non-racial elections. Mandela became the president and formed a government.

Pair work

The following is a map outline of South Africa.

Copy it in your notebooks and name:

- Countries that surround it.
- Major water bodies that surround it.
- Independent states that are either entirely enclosed or curved into the boundaries of the country.



Group work

Discuss some of the people who led to the struggle for independence in South Africa.

Write short notes on key factors that led to independence in South Africa.

Activity 6

Comparison between changes in South Sudan and changes in South Africa.

Look at the pictures below.



Pair work

Find out the similarities in their achievements to their countries.

Present what you have discussed in class. South Sudan and South Africa has experienced alot of changes politically over many years. For both countries, they were at some point under colonial rule.

The struggle for independence, though it took a different course in these countries, is what gave them the current government.

There are many similarities and differences between the course of independence in these two countries.

Some of these are:

- a) South Sudan struggled for liberation from the Arabs while South Africa struggled against white minority rule.
- b) Both countries underwent armed struggle, which involved war and blood shed.
- c) Change in both countries involved a chain of meetings and agreement signings, which lasted for many years.

Group work

Research and write down other similarities and differences of changes between South Sudan and South Africa.

Activity 7

Comparison between changes in South Sudan and Changes in India

There are different changes between South Sudan and India. Some of these changes include:

Population - Population in South Sudan is different from the population in India. The population size in India is larger than the population size in South Sudan.

Health - The health facilities in India are more advanced than those in South Sudan. In India there are more health centres and hospitals that enable the citizens to access health care more

easily and affordably as compared to South Sudan.

Education - The education facilities found in India are more developed as compared to those found in South Sudan. For example, teaching and learning technology and resources used are more advanced than those used in South Sudan.

Economy - The economies of these two countries differ. While India is economically developed, South Sudan is still developing. The government of South Sudan has emphasised on enhancing economic infrastructures to achieve economic development.

Pair work

Analyse how the government of South Sudan is improving social amenities in South Sudan.

Some of the changes that took place in India as they fought for liberation were:

- Mohandas Gandhi started the Swadesh Movement, which encouraged Indians to make their own cloth and use their own goods instead of British imports.
- He used Satyagraha, a non-violent way of resenting British rule in his push for independence.
- In 1930, Gandhi led a non-violent march against the English salt tax. He brought thousands of Indians to the sea to illegally gather their own

salt.

- In 1942, India demanded immediate and complete independence.

They chose not to cooperate and boycotted all British things.

Point to remember – Satyagraha is a form of a non-violent resistance or civil resistance which also means ‘insistence on truth,’ ‘loyalty to the truth,’ holding onto the truth’ or ‘truth force.’

Group work

Find out other changes which took place in India.

Discuss how the changes in India were different to the changes in South Sudan.

Note down the points in your notebook. Present your work to the teacher for assessment.

Home work

Research on other leaders who led to changes in India and write down their names.

Activity 8

Key features for successful change

Study the picture below.



Pair work

Tell your desk mate who these people are.

Give reasons why you think they are celebrating.

Features are the things one needs for a particular thing or process.

For a change to be successful, some key features should be considered.

Some of these features are:

Clear goal for the change – A country or community should have a good reason why they need the change.

Good will from the leaders – The leaders should have their citizens at heart.

Adherence to the rule of law – A good change should follow law and these laws should not affect the lives of others.

Adequate civic education – The citizens should be aware of the change.

Group work

Find out other features for a successful change and share your findings with the rest of the class.

Activity 9

Importance of democracy

Democracy is the ability of the people to choose leaders for themselves.

Citizens take part in forming and running the government. It can also be defined as a government of the people by the people and for the people.



Pair work

Identify what people are doing in the picture above.

Why do you think what they are doing is good for them? Discuss your answers then present them to class.

Democracy enables people to choose leaders who are transparent.

It enables people to live together in harmony. They also become accountable when they realise that their participation in the country or community is appreciated. Through democracy, human rights are always observed.

Class discussion

Discuss reasons why you think democracy is important in our society.

Write down the points in your notebook. Present your answers to the teacher for assessment.

Home work

Find out from your parents or guardians how democracy can be applied at home. Share the findings with your teacher and classmates once you get to school.

Revision Questions

1. In less than 100 words, discuss some of the features of a democratic nation in one paragraph.
2. Compare and contrast the journey to independence of South Sudan and South Africa.
3. Draw a map of South Sudan and indicate the location of its neighbouring countries and the European powers that colonised each country on the map.

Glossary

Causes: What gives rise to something?

Discriminate: To isolate basing on gender or relation to the person doing it.

Distribute: To share something among a number of people.

Resource: It is a source that gives people a profit such as land.

Independence: Freedom.

Tension: The act of unrest and being unsettled.

Rename: To give a new name.

Boycott: To protest something that is mostly not beneficial to every person.

Segregate: To isolate from the rest.

Struggle: To work hard despite all difficulties in order to achieve something.

Accountable: To be responsible for something.

UNIT 3

Changing States in our Land

Physical changes occur when objects undergo changes which do not change their chemical composition. Examples of physical changes:

- Boiling water
- Mixing sand and water
- Breaking a glass

Activity 1

Changing States in our Land

Walk around your school locality. Try to compare how the land is now and when you starting school. You will notice that there are so many changes. These changes are referred to as physical changes.

Class discussion

Imagine of a bare land. How do you think life would be if all the land was bare? Talk about this with your classmates.

Write down some of your findings.



Pair work

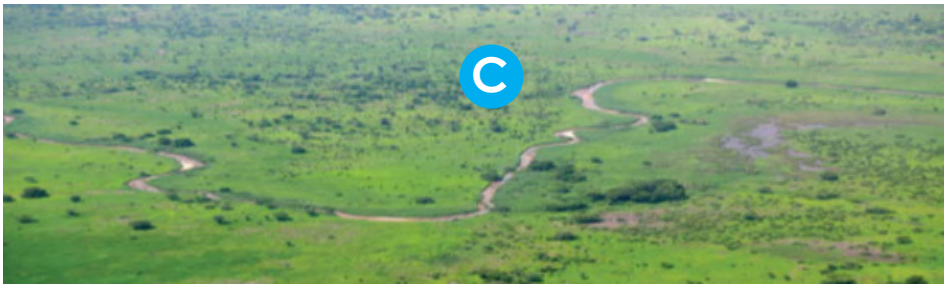
Examples of physical features

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

From the word search above, find the following words: • Mountain • Hills • Valleys • Lakes • Plains

Discuss with your friend what makes the land attractive.

The following pictures will assist you.



The things that we see on the surface of the earth which make the land look beautiful and attractive are known as physical features.

Examples of these physical features are mountains, hills, valleys, rivers, lakes and plains.

Activity 2

Relief features.

Relief is the physical appearance of the land surface.

Relief features are things found on the earth's surface.

They are; mountains, valleys, plains, hills and plateaus.

Individual work

Write brief notes on each of the following relief features. In each case, give examples in South Sudan.



(a) Plateau



(b) Plain



(c) Mountain



(d) Valley

Activity 3

Drainage features in South Sudan

Drainage is the pattern of water flow on the earth's surface. Drainage features are rivers, lakes and swamps.

Time to recite

Recite the poem below.

*We are a family of drainage features,
We are rivers, lakes and swamps,
We flow on the earth's surface,
We are all water sources.
We are rivers, some of us are small others are big,
Our size depends on the amount of water we carry,
Most of us start from mountains and hills,
We pour our water in a mouth,
Some of us are permanent rivers,
Others are seasonal rivers,
We are all water sources.
We are lakes; we have a big depression on the
earth's surface,
The depression is filled with water,
Our water can be fresh water or salty water,
Some of us are small,
We are all water sources.
We are swamps, we are found in wet and marshy
areas,
We are always waterlogged,
We have a rich growth of papyrus reeds and rushes,
We are all water sources.*

Individual work

Write down the characteristics of the following drainage features:

1. Swamps
2. Lakes
3. Rivers

Pair work

In pairs, use the map of South Sudan to name other relief features found in our country.



A map of South Sudan showing physical features.

Compare your relief features with those of your friend /partner.

Group work

1. Name other drainage features found in your home and school?
2. Present your findings in class.

Individual work

1. Draw the map of South Sudan showing relief and drainage features in your book.
2. Draw a map of your payam and indicate where physical features are found.

Activity 4

Physical features in Africa

Most of the physical features found in our country are also found in other African countries.

The following are the major physical features found in Africa.

- a) Relief features
 - b) Drainage features
- (a) Relief features

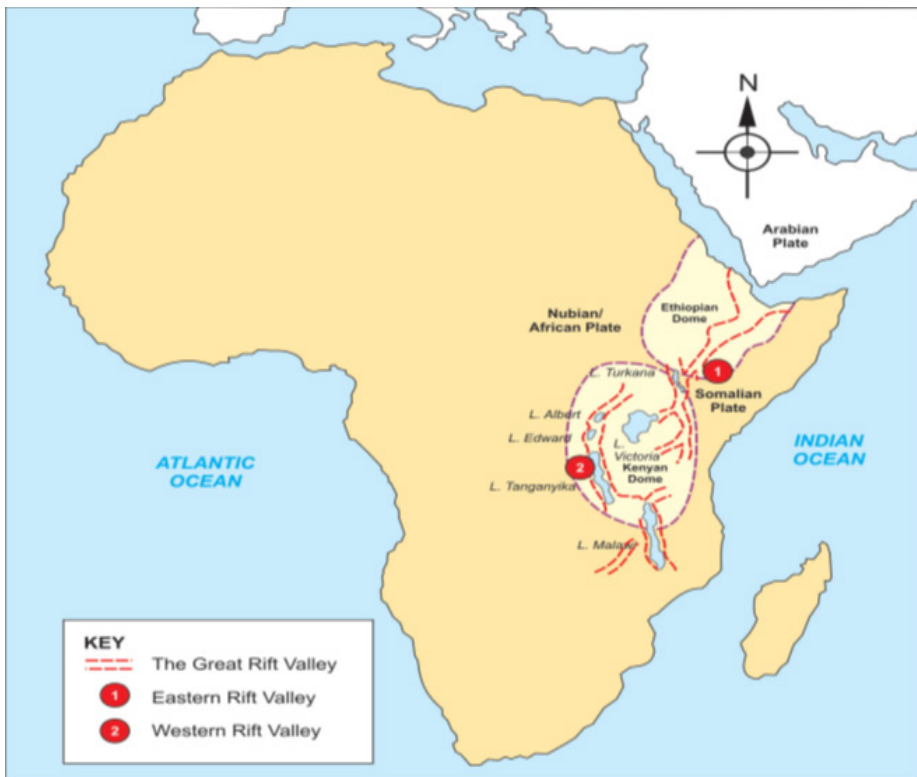
Some of the relief features found in Africa are the **Great Rift Valley, Mount Kilimanjaro, Mount Kenya, Mount Ruwenzori, Mount Atlas, Jos Plateau and Cameroon Mountain.**



Mount Kilimanjaro



Jos Plateau



The Great Rift Valley

(b) Drainage features

Some of the drainage features found in Africa are Lake Victoria, Lake Tanganyika, River Nile and Lake Turkana.



Lake Victoria



River Nile



Lake Malawi

Group work

Discuss the importance of physical in Africa.
In each case, give an example.

Crossword

Find and circle the names of the physical features found in Africa.

One has been done for you.

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

(CAPE RANGES, LAKE MALAWI, LAKE TURKANA)

Pair work

Use the map above to explore the physical features and the countries where they are found.

Use the map above to explore the physical features and the countries where they are found.

For example,
Relief feature Country
Cape ranges South Africa
Atlas Mountains Morocco, Tunisia and Algeria

Activity 5

Major physical features in South Sudan

Study the map below.



1. What can you see from the map?
2. Using an atlas, compare the physical features shown on the map with other physical features in the world.

Just like in South Sudan, many countries in the world have similar physical features. The Nile for example starts from River Kagera in Northern Tanzania to the Mediterranean Sea.

Activity 6

Effects of physical features on human activities

Positive effects

1. Lakes and rivers are important because they provide water that is used at home. Water from these sources is used for watering crops and for animals to drink.
2. Lakes and rivers also provide us with fish that is used as food. Therefore, some people like to settle near lakes and rivers.
3. It is easy to use machines to farm on plateaus.
4. It is easy to build roads and railways on plains and plateaus since they are flat and people can reach them easily.
5. Some physical features such as mountains and lakes help in promoting tourism industry.

Negative effects

1. Swampy areas attract mosquitoes that spread malaria. They also have micro-organisms that spread waterborne diseases.
2. People living near rivers are usually affected by floods, which sometimes damages crops and lead to loss of lives and property.

Activity 7

Protection of communities against these physical changes

Visit a farm in your locality and observe how the owner has prevented soil erosion.
Share your findings with your desk mate.

Look at the pictures below.



1. What can you see in these pictures above?
2. How do they prevent soil erosion?

There are things that we do that change the landscape.

a) Construction of roads

Construction of roads can lead to changes on the landscape.

Construction of roads on landscape can affect underground water piping system.

Activity 8

Effects of human activities on landscape

A road construction

b) Mining

The earth is the source of useful and valuable minerals like gold, diamond and oil.

Mining affects landscape by changing the shape of the land. This is done by leaving open pits on the landscape after mining.

c) Farming

Livestock farming such as keeping of cattle affects landscape. The movement of animals on land causes breaking of soil particles. These soil particles can be carried away easily by water or wind hence causing soil erosion. Therefore, livestock farming causes change of landscape.

Farming on the same piece of land over a long period of time also causes soil erosion.

Therefore, this causes change of landscape.

Look at the picture below.



A dammed river

Discuss how farming has affected the physical features of the area.

Name the feature that has been formed from the picture. Discuss other ways of farming that have affected physical features in your home area and your Payam.

Present your work in class.

Pair work

Mountains, hills, plateaus and plains are the four major types of landforms.

Landforms such as the Great Rift Valley, mountains and hills are formed as a result of eruption, earth movements and human activities.

Minor landforms include valleys and basins.



A valley



A basin

Activity 9

Formation of landforms

Landforms as a result of eruption

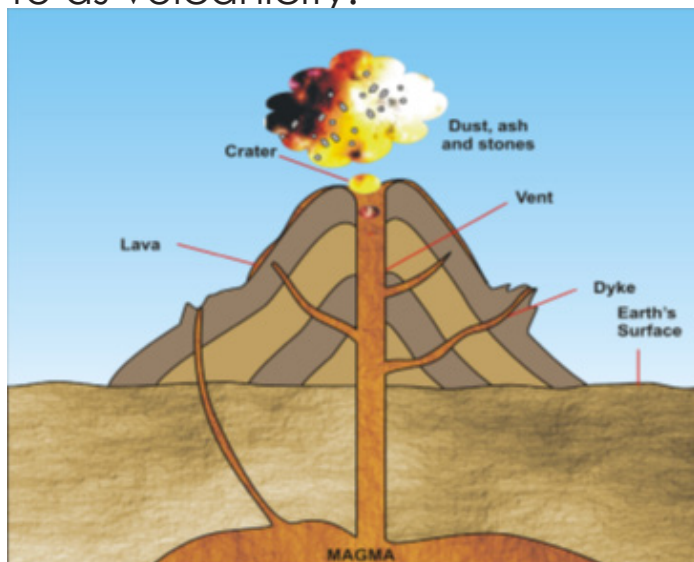
Volcanic mountains

A volcanic mountain is formed as a result of molten rock (magma) that erupts from deep below the earth's surface. Volcanic activities lead to formation of volcanic mountains. The eruption materials form a mountain or a hill.

Learning point

During disturbances caused by earth movements such as earthquakes the underlying rock cracks. Liquid rock comes out through the cracks.

The liquid rock escapes to the earth surface where it turns into solid rock called lava. This process is referred to as volcanicity.



A volcanic mountain

An example of a volcanic feature or mountain is **Mount Kenya**.

NB: There are active and dormant volcanoes.

Active volcanoes: Rajaf hills and Omeo hills in Juba and Magwi County respectively.

Dormant volcanoes: Okire hills and Adodi hills in Magwi County.

- (a) Use your atlas to name other volcanic mountains in Africa.
- (b) In groups, use the map of the world to locate some of volcanic mountains in the world.

Fold Mountains

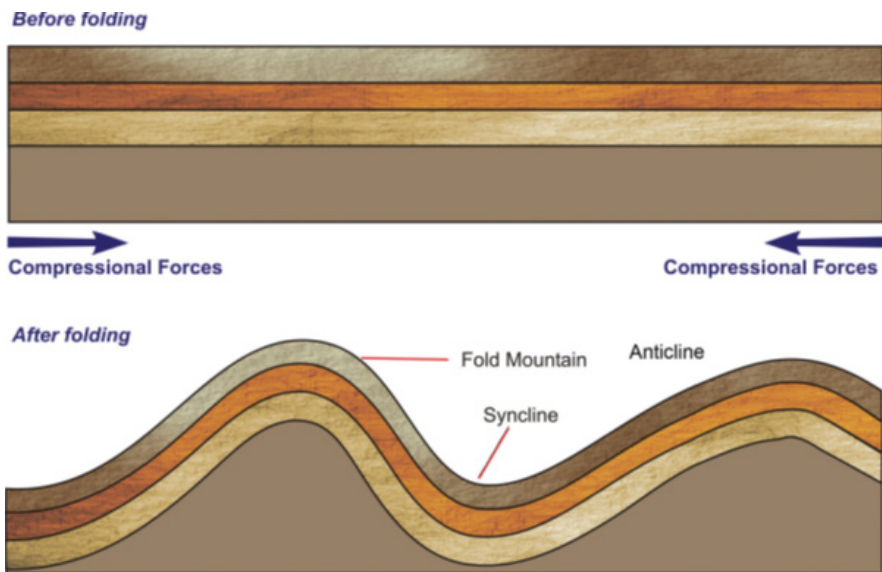
Fold Mountains are formed as a result of upper layer of the earth's crust folding to form mountains. Forces within the crust pushing towards the centre cause the folding. This process is referred to as **folding**.

Group work

Use a piece of paper to make a fold mountain. Have the piece of paper (foolscap) on the table. Push it from both ends slowly towards the centre. A fold forms at the centre.

Draw the fold mountain you have made. Describe how a fold mountain looks like. An example of a fold mountain in Africa is Atlas Mountains.

Individual work



In pairs, use your atlas to locate the following fold mountains in the world. Write the name of each mountain found in each continent.

Continent	Name of the Mountain
Africa	Cape Ranges, Atlas Mountain
Europe	
North America	
South America	
Asia	
Australia	

Pair work

Formation of the Rift Valley

The Great Rift Valley was formed as a result of the middle area of the earth's surface sinking while the sides remaining fixed. This is where the forces pull from the side of the earth's crust.

Insert pictures on learner book 5 pg35 the process of formation of the rift valley.

Learning point

The forces that pull on either direction are called tensional forces.

An example of a rift valley is the Great Rift Valley of Africa.

In pairs, use the map of the world to name other valleys found in the world.



A map of Africa showing where the Great Rift passes.

Use the map of Africa and name the countries where the Great Rift Valley passes through.

One country is Uganda.

Plateau

A plateau is a high flat land of a place.

An example is Iron stone plateau in South Sudan.

Plateaus can be formed by a number of processes including upwelling of volcanic magma, extrusion of lava and erosion by water and glaciers.

Pair work

Plateau

Jos

Country

Nigeria

Lakes

Lakes are formed as a result of rain water (floods) or rivers flows and accumulate into a depression.

Have an outdoor activity. In groups, form a depression on the ground.

Have a raised area or a hill on one side. Make a channel from the hill to the depression. Pour water on the hill to run through the channel in the depression. At last the water will fill the depression forming a lake.

An example of a natural lake in Africa is Lake Albert in Uganda.

Home work

Use your atlas to identify the lakes below found in Africa.

Lake

- Lake Victoria • Lake Malawi
- Lake Tanganyika • Lake Chad
- Lake Albert • Lake Turkana

Some lakes are formed naturally while others are created by people.

An example of a manmade lake is the dam at the border of Zambia and Zambezi.

Group work

Use the map of Africa to name other man-made lakes in Africa.

Lakes Nasser, Akosombo and dams are Victoria and Aswan high dam.

Individual work

Observe or think about the small shopping centre in your village. Have you ever wondered how this shopping centre started? You may inquire from

any elderly person about the beginning of this shopping centre.

Just as your shopping centre, many towns and cities in South Sudan and

Activity 10

Importance of physical features

Africa started in the same way. It could be because of:

1. Agriculture.
2. Industrialisation.
3. Education.
4. Mining activities.
5. Government policy.

Most cities in Africa are located near water bodies such as lakes, rivers, seas and oceans. This is because they may have started due to industrialisation. Industries require water to operate.

Others Physical features that attract human activities are:

A. Mountains and hills

- Crops such as coffee, tea and pyrethrum grow well in high altitudes making people on these areas practice cash crop farming.
- People settle on the windward side where there is enough rainfall for growing crops.
- Many people live on the gentle slopes of mountains because it is easy to build houses and settle.

- Mountains and hills are a tourist attraction centres.

B. Lakes and rivers

- They provide water for domestic use.
- Water from some lakes and rivers are used for irrigation.
- Presence of rivers encourages people to practice fishing. Fish is used as food.
- Some lakes and rivers are also used as a form of transport system.

C. Plains and plateaus

- People who settle on plains usually practice large scale farming.
- People practice pastoralism in the plains due to plenty of grass coverage.
- People carry out ranching activities on the plains where animals are kept for beef.
- Most plains are homes for wild animals.
- People practice large scale farming on plateau where machines can be used to till the land.
- People practice mixed farming too on the plateau.

Class activity

Explain other importance of lakes and rivers apart from the ones mentioned above. Share your answers with your classmates.

Discuss other uses of physical features apart from the ones discussed.

Exchange your books with the other groups to find out what they have written. Are their answers correct?

Group work

Revision Questions

1. Explain some of the things that people do to protect themselves against physical changes.
2. Draw a map of Africa, and indicate the major physical features found in different countries.
3. In not more than 200 words, discuss the effects of physical features on the lives of people of South Sudan.
4. Describe the formation of Fold Mountain.

Glossary

Tourism: Travelling for leisure.

Depression: A place which is lower than the surroundings. Most depressions filled with water form lakes or swamps.

Earthquakes: The shaking or trembling of the earth's surface because of the forces operating under the earth's surface.

Agriculture: The practice of cultivating crops and keeping of animals.

Industrialisation: The change that occurs when industries are introduced on a large scale to a region or country.

For example, when an economy goes from being based on agriculture to being based on manufacturing and other industries.

Mining: The act of obtaining minerals from under the earth's surface.

Soil erosion: The removal of the top, fertile soil by moving water or wind.

UNIT 4

Leaders and decision makers

Activity 1

Qualities of good citizens of South Sudan

Leaders are people who lead others in an organisation, in a group or a country. Decision makers are the people who make choices on what shall be done. Good leaders make decisions that make their followers successful in life. Good leaders should be role models to their followers.

Crossword

Find and circle the qualities of a good citizen. One has been done for you

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

(RESPECTFUL, LOYALTY, JUSTICE, HONEST)

Learning point

Leaders are people who influence others in an organisation, a group or country.

Decision-making is deciding or making choices on what one can do.

They are able to do these activities without any fear because they are citizens of South Sudan.

A citizen is a person who has a right to belong to a particular country.

A good citizen respects others, their properties and works hard.

Characteristics of a good citizen



Recite the poem below

*Citizen, citizen,
A good citizen should be loyal to his or her
country,
A good citizen should participate in voting
activity,
A good citizen should promote peace in the
country,
We should always be good citizens of our
country,
Let us love our country*

*Citizen, citizen,
A good citizen should be ready to defend his
or her country,
A good citizen should be hard working to
promote development of his or her country,
A good citizen should protect the country
from enemies,
A good citizen should conserve the
environment of the country,
We should always be good citizens of our
country.
Let us love our country*

*Citizen, citizen,
A good citizen should always pay taxes,
A good citizen should always obey the laws of his or
her country,
A good citizen should always help in disasters by*

*providing food, shelter and clothing,
We should always be good citizens of our country,
Let us love our country.*



Group work

Discuss other qualities of a good citizen of South Sudan.
Present your findings to the class.

Learning point

Citizenship is the state of being a citizen or a member of a country or community in a legal way. Good citizenship leads to a peaceful and united community. It also leads to a clean environment as citizens will not litter their surrounding and are always determined to ensure a clean environment.

Through good citizenship, we are able to choose good leaders to govern us.

Individual work

Explore more on the qualities of a good and bad citizen of South Sudan.

Activity 2

Effects of a good citizen to the community

Look at the picture below.

What are the qualities of good citizens in South Sudan?



People building a bridge

Individual work

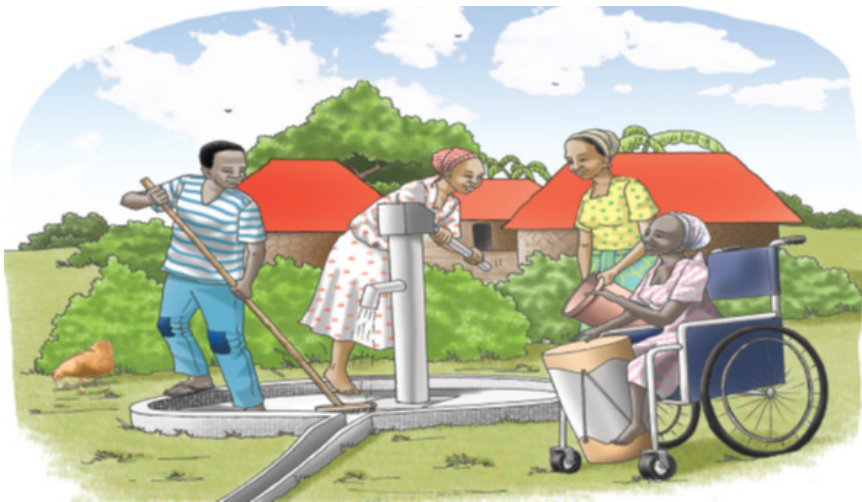
A good citizen can have the following effects on the community:

1. A good citizen should participate in community activities such as, planting trees, building roads and bridges.
2. A good citizen can also help in conserving the environment of his or her community by planting

trees to avoid soil erosion. He or she can also conserve the environment by ensuring proper disposal of wastes.

3. A good citizen ensures there is security in his or her community by providing security to the community members.
4. A good citizen will also help to reduce drug and substance abuse in the community. He or she can do this by educating people in the community on the effects of drug and substance abuse.

Look at the picture below.



Water project

Group work

Discuss other effects of good citizenship to a community.

Share your findings in class.

Learning point

Good citizenship promotes good leadership. These leaders may assist in setting up community projects like water conservations tanks. They may also construct roads, which lead to rural areas.

Pair work

In pairs, investigate more on the effects of good citizens.

Activity 3

Qualities of a good leader

A leader is a person who is in charge of a group of people or somebody who heads others. A good leader should have the following qualities; good communication skills, honest, high integrity, commitment, passion, accountability and confident.

Leadership is a process of leading people in the right direction in order to achieve set goals.

Read the story below.

John is our head teacher at St. Theresa Primary School. He is loving and caring. He listens to everyone's problem and treats us fairly. He guides our teachers and other school workers on what to do. He is always committed and confident with his work. Our head teacher always wants the

best performance in every activity that we participate in; academics and sports. He is very ambitious.

He handles everything he does with courage. He also encourages us to be peaceful and united. We love our head teacher.

Pair work

1. From the story above, explain the qualities of a good leader.
2. What skills should a good leader have from the story above?
3. Explore other qualities of a good leader you know in your country.

Learning point

A leader is a person who has authority to guide others. Leaders may be good or bad. Good leaders are known by how they lead others.

They always listen to other people's views and are patient and kind.

A good leader should always be responsible.

Activity 4

Comparison between a good leader and a good citizen

A good leader is a person who rules in accordance with established rules, is not self-centred and includes others in decision making processes.

A good citizen is someone who respects others and their property. He or she is helpful and considerate willing to put others first. A good citizen listens to the views of others. He or she helps those who are not in a position to help themselves.

Similarities between a good leader and a good citizen

1. They both promote peace and unity in a country.
2. They are both loyal to their country.
3. Both of them promote justice and fairness in the country.
4. They are both patriotic to their country.
5. They both encourage conservation of the environment in their country.
6. They are both responsible to their duties.

Learning point

For a person to be a good leader he must be a good citizen. Good leaders and good citizens respect other people whether they are young or old and are always ready to listen to them. Our president is one of the people who are good leaders and good citizens. He loves his country and has a vision for it.

Group work

Discuss five similarities between a good leader and a good citizen.

Activity 5

Decision making

Good leaders and good leadership skills are key in decision-making. To reach to an agreement they do this regardless of ones gender, size of body, age, tribe or the ideas one is suggesting. This makes them good leaders.

Decision making process

1. Identify the decision

If you realize that you need to make a decision. Try to clearly define the nature of the decision you want to make. This is the first step in decision making.

2. Gather relevant information

Collect information which is needed to make a decision and get to know the source of information like books and resource person.

3. Identify other ways

As you collect the information you get several ways of making a decision, list them down and analyse them.

4. Weigh the evidence

Put all those alternatives you have identified together and analyse them one by one. This is a very difficult internal process. In this process, you begin to favour some alternatives those that seem to have potential for reaching your goal.

5. Select among alternatives

Once you have weighed all the evidence, then you are ready to select the alternatives that seem to be the best for you.

6. Take action

Take some positive action by beginning to implement the alternative you chose.

7. Review your decision and its consequences

This is the final step, the results of your decision and evaluate whether it has met the need you identified in step one. If the decision has not met the need you identified then you are supposed to go through the same process to make a new decision.

Pair work

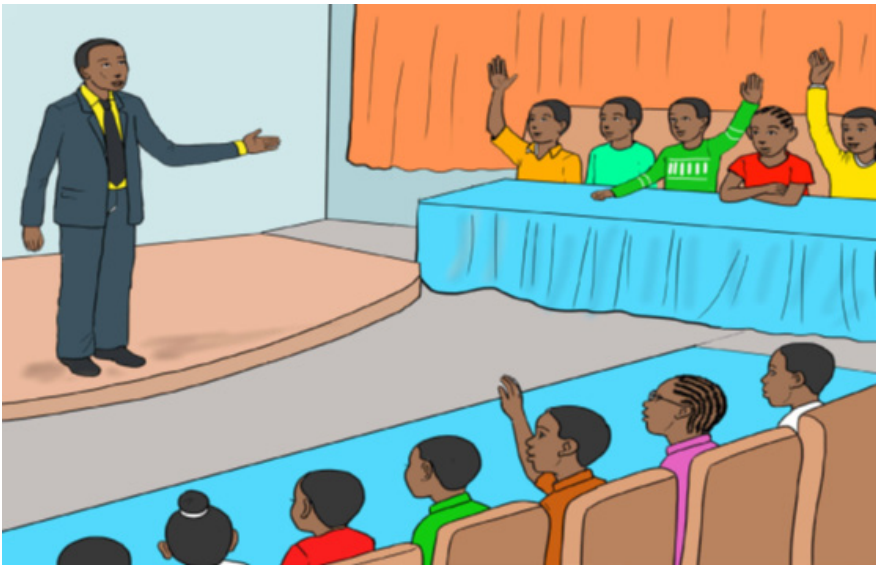
1. Decision making is a very important life skill in our life. Give reasons.
2. Have you ever been in a situation where you were unable to make a decision? If yes share with your friend.
3. What decision did you make?

Individual work

Explore the different steps needed in the decision making.

Activity 6

Debate



A debate setting arrangement.

Steps for effective debate

1. Introduce the topic to debate on

All debates start with a topic, or an issue. Often, this issue is a proposed course of action that one team will argue for and another will argue against. Choose a topic to which learners can relate and perhaps one with practical application

2. Assign the proposers and opposers.

There are two sides to any debate. Naturally, one will argue for and another against the topic. With learners, it is best to group learners into teams to research and argue the issue rather than expecting one pupil to do all the work. This way, a pupil does not have all the pressure to perform and the other members of the group can help with comprehension and strategy. Ideally, break your class into four groups (you will want at least three pupils in each group) and assign two groups to each of two topics. Then assign one of each pair of pupils groups to the proposition side. This group will argue for the issues being presented. The other two groups will be the opposition side and will argue against the topic

3. Give time for research

Learners will need time to research the issue. Not only that, they will also need additional instruction on the specific vocabulary that may be involved. Make sure all of your students understand any specialised vocabulary so the efficacy of their arguments does not depend on simple comprehension. Encourage each group to form a strategy as to who will do most of the talking during the debate though remind them that all of them are expected to participate in the research and strategy of the debate.

4. Keep track of time

If you are unfamiliar with formal debate, the speakers follow a set order.

First, the opposition group receives two minutes to present their case to the audience. The proposition group then receives two minutes to present their case. After both sides have a chance to speak, both teams receive two minutes to prepare a summary.

5. Make a judgment

Usually in debate, the winner is the one who has presented the strongest points. For classes, the overall purpose of speaking is more important than the specific outcome of the debate.

Still, your students will probably want to know who won. To determine the winner, have the audience vote on which team they thought made the most convincing argument. With this, weigh your own opinion as to who communicated clearly and refuted the opponent's arguments best.

This combination will identify your winners. Your grading process, on the other hand, does not have to name a winner and a loser. As long as your students were able to communicate clearly, use good grammar, and have good pronunciation, the debate was a success, and their grades should reflect that success.

Debate

Hold a debate about a boy and a girl should be treated equally.

Pair work

Explore the elements of an effective debate giving examples.

Activity 7

Essentials of an effective debate

1. The debaters should address the audience and not their opponents.
2. The debaters should watch the time given for the debate.
3. The debaters are not expected to answer all questions they are asked.
4. There should be a fair judge who listens to both sides and gives his comments.

Activity 8

HIV, AIDS, STIs

HIV stands for Human Immunodeficiency virus. This is a virus that attacks the immune system, which is our body's natural defence against illness.

AIDS stands for acquired Immunodeficiency Syndrome. These are symptoms caused by HIV.

STIs stand for Sexually Transmitted Infections. These infections are predominantly spread by sexual contact.

Recite the poem below.

*Virus you are virus,
Collection of diseases,
You are a syndrome,
Because you live in blood only,
You don't care who you kill,
You kill young, adult and old,
You have no mercy,
You kill heros and heroines,
What a killer disease?
AIDS kills and has no friend,
Be warned it has no cure,
Unprotected sex spreads AIDS,
Sharing sharp objects like needles spreads AIDS,
Always be careful,
Abstain from sex before marriage,
Married people be faithful to your partners,
Look around and around,
Our mothers and fathers are not with us,
Because of this disease,
What a dangerous disease?
AIDS you are merciless,
You have destroyed and killed the nation,
You have made us orphans,
You have made us poor,
You have made us dependant,
What a killer disease?
AIDS do u have mercy?
What an illness!
Life has become meaningless,
You have made people hopeless,
You have made life lifeless,
You have brought hatred among people,
What a killer disease you are?*

Ways of spreading HIV and AIDS

- Unprotected sexual intercourse with an infected person.
- Sharing sharp objects like needles with an infected person.
- Blood transfusion.
- Infected mother to unborn child.

Ways of preventing HIV and AIDS and STIs

- Married people to be faithful to their partners.
- Abstain from sexual intercourse before marriage.
- Avoid sharing sharp objects like needles.
- Always use a condom during sexual intercourse.
- Holding seminars and workshops to teach about HIV and AIDS.
- Blood for transfusion should always be checked to ensure it does not contain the virus.

Group work

In group, survey on the causes, spread and prevention of HIV and AIDS and STIs.

Activity 9

Awareness on behaviours and practices that prevent the spread of STIs

Group work

Discuss the good practices of preventing the spread of STIs.

Assuming to be a doctor, how will you create awareness of preventing the spread of STIs.

Activity 10

Importance of respect to human rights and gender equality in debates

Human rights are the rights everyone is entitled to. Gender equality is where everyone is regarded as equal whether a boy or a girl and male or female.

Group work

Survey why we should embrace human rights and gender equality in our country.

Look at the picture below.



Suspect being rescued from mob justice.

Human rights and gender equality should work hand in hand to attain of the following objectives.

1. To promote security among people in a country.
2. To promote justice (fairness) in a country.
3. To ensure that rights of people with special needs are respected.
4. To ensure protection of people's rights.
5. To ensure equal distribution of resources among people.
6. To ensure peace and unity among people.

Learning point

Human rights and gender equality should be respected in a debate.

This is because they lead to a fair and just discussion.

When human rights are respected everyone feels at peace with others.

Gender equality ensures an equal ground for everyone and hence people see each other as equal. These may lead to a peaceful coexistence even outside the debate.

Individual work

Write whether the following sentences are **TRUE** or **FALSE** about respecting human rights and gender equality.

1. Illegal acquisition of property is a way of respecting human rights and gender equality.
2. Mistreating people is respecting human rights and gender equity.
3. Shielding a suspect from mob justice is respecting human rights and gender equality.
4. Equal assigning of working positions is respecting human rights and gender equality.

Home work

Write down other areas where respect of human rights and gender equality is practiced.

Revision question

1. In your own words differentiate human rights and gender equality giving example in each case.
2. Explore any three human right you know..
3. Examine the ways of respecting human rights and gender equality.

UNIT 5

Valuing One Another

Activity 1

Valuing one another

Read the following story

In the village of Magwi, Aketch the village elder always calls a meeting at the end of every month. Village members come together and Aketch organises an environmental cleaning duty per group. These groups work together to clean the environment and by doing this, everyone's effort is valued and appreciated.

Study the picture below.



Pair work

What are some of the reasons that make people work together as shown in the picture above?
From the picture above, what do you think of their

relationship? Is it a good or a bad relationship?

Learning point

- Valuing one another is regarding each other highly.
- We should value each other because it promotes human rights.
- When we value others we demonstrate good citizenship and patriotism.
- This promotes peaceful co-existence among the people and hence reducing conflict in the society.
- When we value others, we make them gain confidence in themselves and therefore, their self-esteem is raised.

Home work

Inquire from your parents or guardians how valuing each other in the community have created cohesion and co-existence.

Report to your class about your findings.

Activity 2

Respect and trust in promoting peace and democracy

Read the following story

Wari is a village elder. His days are normally very busy characterised by listening to different cases and giving judgement. He has always been fair and just in his judgment hence he has earned great respect among the villagers.

This has led to peaceful co-existence amongst the villagers. Everyone is very careful not to hurt the other.

Pair work

1. Write down the role of Wari in promoting respect and trust in his village.
2. What has led to peace and democracy in the village?
3. What would happen if Wari was not fair when passing judgment in the village?

Learning point

Respect and trust promotes democracy and peace by:

1. Everybody's rights are observed and upheld.
2. There are equal opportunities for all.
3. Respect and trust ensures there is equity in the distribution of resources.
4. Gender equality is observed when there is respect and trust hence democracy and peace is promoted.

Individual work

Using locally available materials make posters with messages of respect and trust in promoting peace and democracy. Display them in class.

Activity 3

Social and political interaction between South Sudan and her neighbours

Social interaction is an interaction relating to the society and its members. When we interact with each other, we come to understand the cultural values of different members in the society.

The first people we normally interact with are our parents and other close relatives.

Political interaction is the relationships between different governments or leadership of different countries.

Study the map below.



Group work

Hold a group discussion on the following about South Sudan and her neighbours shown in the map.

1. In which ways does South Sudan interact with her neighbours?
2. How do the social and political interactions between South Sudan and her neighbours promote peace in this region?
3. Are there benefits of the social, economic and political interactions between South Sudan and her neighbours to the people of South Sudan? Identify the benefits.

Learning point

Social interaction is an interaction relating to the society and its members.

Political interactions are the relationships between different governments or leadership of different countries.

Economic interaction is an interaction based on how to make a country develop.

Pair work

Read the following story

Maliech, a standard six student from Kololo Primary School in Nimule transferred to Mayoko Boarding Primary School. When he joined the school, he

was able to associate and make friends of his own choice. He was allowed to meet any of his relatives during school visiting days. Maliech used to go to the mosque on Fridays to pray with some of the Muslim students while Christian students would worship on Sundays.

From the above story, what are some of the freedoms Maliech exercised?

Human rights are basic rules for fair treatment of all human beings in a country. Every human being has a duty to respect these rights and respect each other. Some of these human rights include:

- Right to equality
- Right to a fair trial
- Right to life
- Freedom of association (who to associate with)
- Freedom of assembly (who to meet with)
- Freedom of speech
- Freedom of religion

How do these rights affect South Sudan?

Home work

Name some of the human rights that are usually violated in South Sudan?

What steps can be taken to uphold human rights in South Sudan?

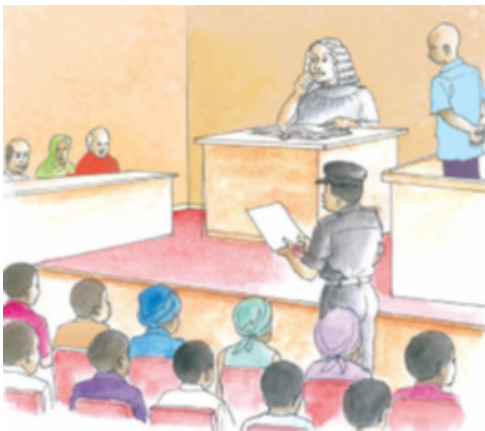
Recite the following poem.

*A pledge for human rights
I will respect your rights
Regardless of who you are,
I will uphold your rights even when I
disagree with you.
When anyone's human rights are denied,
Everyone's right are
undermined, so I will stand up.
I will raise my voice,
I will take action,
I will use my rights to,
stand up for your rights.*

Activity 4

Systems that protect us

Study the pictures below



Group work

1. Discuss what is happening in the pictures above.
2. Explain what happens in a court during proceedings, share your findings in class.

Learning point

There are laws that protect human rights in the constitution.

There are also many systems and organisations that work to protect us.

These are government systems and non-governmental organisations.

These systems and organisations ensure that human rights are observed.

They also play a role in ensuring that peace and democracy is upheld.

1. What role do these government and non-governmental bodies play?
2. How does their intervention and decision making protect the people of South Sudan?
3. Which other bodies in South Sudan or any other part of the world plays a similar role in ensuring there is peace and democracy?
4. Discuss the different groups which are fighting for our rights in the society.

Time to draw

1. Draw and colour the logo of any organisation that advocates for peace and human rights, using materials provided by the teacher.
2. Design a poster with the following message:
RESPECT AND TRUST FOR PEACE

Home work

1. Explain three reasons why a constitution in South Sudan is important.
2. Identify five rights that are guaranteed in the constitution of South Sudan.
3. Share the findings with your classmates and your teacher.**AND DEMOCRACY.**

Activity 5

Forced marriages and its effects in the community today

Look at the picture shown below.



Pair work

1. What can you see in the picture above?
2. What do you understand by the terms early marriages and forced marriages?
3. Write a story about a girl who was forced to get married. In not more than 250 words. Present your story to the teacher for assessment.

Learning point

Early marriages and forced marriages are particularly widespread in South Sudan.

Nearly half of women between ages 15 and 19 are married and some as young as 12 years.

This is a serious violation of human rights leading to poor maternal health, violence against women, poverty and pain.

Group work

Discuss other negative effects of early or forced marriages in South Sudan.

Explore factors that have led to the high rates of early and forced marriage in South Sudan.

Discuss their findings with your classmates and your teacher.

Home work

Explain five steps that can be taken to curb early marriages in our community.

Give examples of successful women in your society. Investigate the factors that have led to their

success.

Discuss their findings with your classmates and your teacher.

Activity 6

Human rights abuse in relation to forced marriage

Read the story below.

Nyanyot is thirteen years old girl. She cannot go to school like other girls of her age because she has been forced to marry a thirty-year-old man. Nyanyot's father believes that educating a girl is a waste of money and time.

Nyanyot's father was waiting eagerly to marry Nyanyot off so that he could receive the bride price and increase his wealth. Nyanyot's husband beats her, mistreats her and physically abuses her.

Role play

Role play the above story with your class members, each member to choose their roles. For example, one could be Nyanyot, another one Nyanyot's father and the other to act as the old man who is to marry Nyanyot among other roles.

Group work

1. How has the rights of Nyanyot been abused in the role play that you have acted.
2. What can we do to rescue Nyanyot? Which avenue is there that can be used to help Nyanyot.

Home work

1. Talk to your parents or guardians about the traditions that surround early marriages in the community.
2. How has forced and early marriages contributed to human rights abuse?
3. Give five ways through which early marriages undermines human rights.

UNIT 6

Farming and Fishing Industry and Trade

Activity 1

Farming systems in our locality

Farming is the growing of crops and keeping of livestock. Farming system is a set of agricultural activities organised while preserving land productivity, environmental quality and maintaining desirable levels of biological diversity and ecological stability. Examples of farming systems are large scale farming and small scale farming.

Look at the picture below.



People growing food crops in a small farm.

Use this picture to answer the following questions.

1. What type of farming is shown in the picture?
2. What crops are grown from the picture above?

Pair work

Find out other farming system found in your homes. Report your findings in class.

Group work

Survey the kind of crops that can be grown in your locality.

Activity 2

Importance of different farming systems in South Sudan

In South Sudan, different farming systems are practised. All these farming systems are importance to the farming systems provide the country with food hence curb food shortage.

Recite the poem below.

Farming, farming,

*It provides us with food hence we cannot starve,
It provides employment hence improves our living standards,*

It helps us to participate in business activities hence we can get money,

It protects the soil on our land from erosion since we plant trees,

It increases the population of our country since we have food,

We love farming it makes our land beautiful.

*Farming, farming,
It provides fish through fish farming,
It provides milk and meat through keeping
livestock,
It provides a conducive and beautiful environment
through planting trees,
It provides raw materials to our industries by
planting coffee and trees,
We love farming it makes our land beautiful.*

Individual work

From the poem above, write down the importance of farming systems in South Sudan.

Look at the picture below.



People having a meal at home
These people are enjoying their food.
We get food from farm products.

Class project

In groups, have a small garden in your school and grow crops of your choice.

Agriculture and Forestry

People in the rural areas mostly practice agriculture and forestry. These include sorghum, maize, rice, sunflower, cotton, sesame, cassava, beans and peanuts. Other crops that are produced in small scale include coffee, tea, sugar and tobacco.

Fruits and vegetables such as bananas, mangoes, lemons, pineapples, onions, okra, tomatoes, eggplants, potatoes and cabbages are also grown.

However, the region is rich in forest resources. These forests have different varieties of trees. These trees include indigenous African trees such as, Acacia Mahogany and Teak. They are the major sources of timber, Gum Africa (Arabic), charcoal and firewood.

Livestock and Fisheries

Livestock is important to the economy of South Sudan. It is important because it provides food, employment and promotes culture. The livestock kept in South Sudan are cattle, goats and sheep. The larger proportion of the livestock is found in Greater upper Nile and Greater Bahr El Gazal regions.

However, the area also has a large stock of fish resources in the River Nile and its many tributaries. Therefore, most people are able to invest in fishing in South Sudan.



Livestock



Fishermen

Group work

Explore more ways to ensure sustainable farming practices.

Challenges facing farming in South Sudan

Some of the challenges facing farming in South Sudan include:

1. Inadequate financial services.
2. Low or no use of improved technologies.
3. Poor rural infrastructure that prevents access to markets.
4. Inadequate inputs including seeds, improved breeds, fertilisers, and agricultural inputs.
5. Low literacy make farmers lack knowledge about farming.
6. Inadequate research and extension services on agriculture and livestock.

7. Poor quality of services.
8. Lack of water and pasture for livestock especially during the dry season.
8. Lack of pests and diseases control methods of both crops and livestock.
9. Inadequate skilled labour in the farms.
10. Relief syndrome where humanitarian agencies and UNHCR always distribute relief food to needy communities which has made majority of the communities to rely heavily on relief neglecting farming for themselves.

Use the picture below to help you name reasons why people use different farming systems.



Rice plantation.

Name the type of crop being grown in this area.



People looking after their livestock in a grassland.

Name the type of farming system being used in the picture above.

Pair work

Investigate why people use a different system of farming in South Sudan.

Ask your teacher to tell you other suitable farming systems in South Sudan.

Activity 4

Comparison of farming in South Sudan and other countries in Africa (Kenya)

Similarities

1. They both practise small-scale farming.
2. They both grow the same crops such as maize, fruits and vegetables.
3. They both practise livestock farming.
4. They both practise subsistence use farming.

Differences

1. Farming in South Sudan is done on small-scale compared to Kenya where farming is done on both small-scale and large-scale.
2. People in Kenya use different farming systems compared to people in South Sudan.

Individual work

Survey more differences and similarities of farming in South Sudan and Kenya.



A map of Africa showing areas where commercial farming and subsistence farming is done on a small scale.

Group work

Explore the measures South Sudan should employ to further develop its farming systems.
Report your findings in class.

Activity 5

Suitable farming systems in Africa

Below are types that will guide for



Farming using a tractor.



Farming using hoe.

Class Activity

Have a nature walk around your home area. Find out the types of farming systems people use to grow their crops. Report your findings to your group and class.

Group work

Discuss other suitable farming systems for Africa. Present your findings in class.

Pair work

Survey the suitable farming systems practiced in the neighbourhood.

Activity 6

Effects of climate change on agriculture and farming

Climate change is the change in global and regional climate patterns. It can also be defined as a change in the statistical distribution of weather patterns.

Weather is a key factor in agriculture.

Climate change affects growing of crops and keeping of animals.

Change in climate has also affected changes in average temperature hence affecting agriculture.

It has led to low produce as a result of change in rainfall and climate extremes.

Change in climate also leads to droughts and famine that results to the death of livestock.

Why does agriculture do well in some areas and not others?

Look at the picture below.



Pair work

Tell each other the weather conditions where agriculture can do well or bad.

Report back to your group and the teacher.

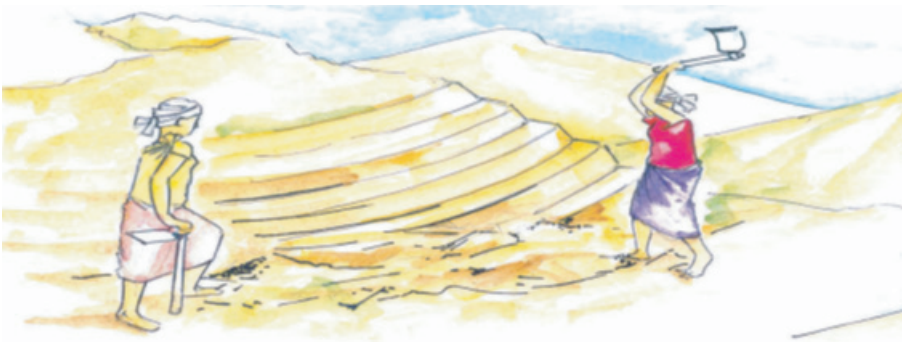
Individual work

Explore the specific effects of climate change on farming in your locality.

Activity 7

Effects of types of agriculture on physical features

Look at the picture below.



Farming on a sloppy hill.

These people are ploughing the land. This will lead to soil erosion down the slope into rivers.

The hill slope will reduce with time.

Pair work

Suggest other agricultural activities that affect physical features.

Report your findings to your group.

Group work

Explore more on the effects of agriculture on physical features citing examples.

Activity 8

Developing farming systems in South Sudan

Ninety percent (90%) of the land in South Sudan is suitable for farming.

Agriculture is the backbone of the economy of South Sudan. Forestry and fisheries are other practices that have been helpful to the economy.

Look at the following pictures.



A track of land under irrigation growing cash crops such as rice and tea.

Pair work

Survey and emphasise more on the ways of developing the farming systems of South Sudan such as mechanization, plantation, farming, commercial farming and irrigation farming.

Activity 9

Benefits of farming

Farming is important because:

1. It provides food to people.
2. It provides employment to people.
3. It enhances development of a country economically.
4. It is a source of income to people through selling of the farm produce.
5. It prevents soil erosion through planting of trees.
6. It increases the population of a country because of the presence of food.



Group work

In group, explore more on the benefits of farming.

Revision questions

1. Write notes on the types of farming systems in South Sudan.
2. Survey on any two suitable farming systems in South Sudan.
3. Explore more challenges facing farming in South Sudan and possible solutions to curb the challenges

New words

Agriculture: The science of practising farming.

Commercial: Intending to make a profit by selling.

Foodstuff: Substance suitable for consumption as food.

Livestock: These are farm animals regarded as an asset.

Produce: To make or manufacture or create.

Activity 10

Fishing for industry and trade

An **industry** is a place where goods are manufactured or produced.

It can also mean the people who engage in a particular kind of commercial or profit making activities. For example, fishing, agriculture among others.

Industries produce goods which are sold bringing about trade.

Activity 11

How industries and trade operate in South Sudan and neighbouring countries

Study the pictures below.



- Some of the goods being sold in the picture are vegetables, fruits, shoes among others.
- A system that allows trade is called a market.

Point to remember – Market is a system that allows trade.

Individual work

Identify and list some of the goods bought and sold in your local market.

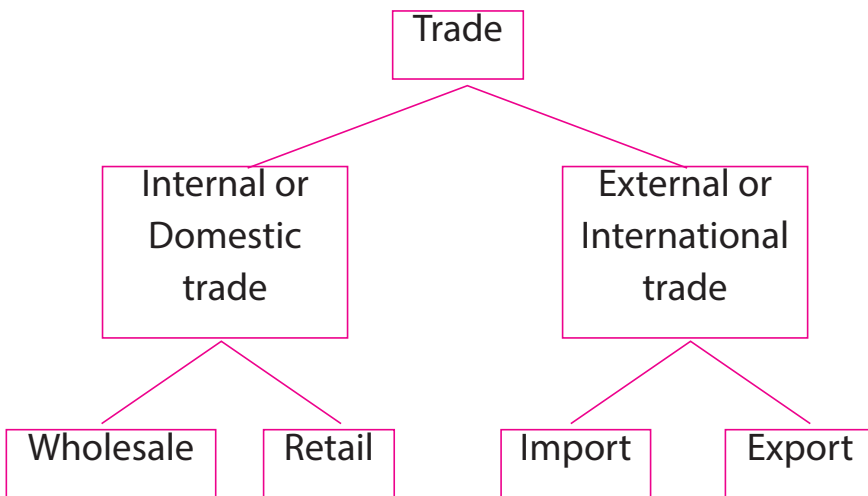
How is trade conducted in your local market?

Learning point

Barter trade refers to the exchange of goods with goods.

Goods may be exchanged for money. They can also be exchanged with other goods (Barter Trade). At the same time, services can be exchanged for other services.

Trade in South Sudan and neighbouring countries can be divided into:



Internal trade (Domestic trade)

This trade can be divided into two namely:

1. Wholesale
2. Retail

Wholesale trade – Is the buying of goods from manufacturers or producers in large quantities.

Retail trade – It is concerned with the sales of goods in small quantities to consumers.

Importance of internal trade

1. It facilitates exchange of goods within the country.
2. It improves the living standards of residents of the country.
3. It enhances employment.
4. It helps in the growth of industries by ensuring the availability of raw materials.
5. It ensures that factors of production reach the right place so that the economy of the country grows.

External trade (International trade)

South Sudan does trade with different countries in Africa. These countries include: Kenya, Uganda, Tanzania, Rwanda, China, Japan, France among others.

South Sudan trading goods

Imports

- Raw sugar
- Medicine
- Cereal flour
- Cars

Exports

- Coffee
- Oil

Group work

Discuss some of the trading goods that the neighbouring countries of South Sudan export and import to their countries. Let your group leader present your findings to the class.

Pair work

Identify the type of trade that each of the following descriptions represents.

Descriptions	Types of trade (internal or external trade)
Hakim supplies fish from South Sudan to Kenya.	
Allan from South Africa supplies peas to an industry	

<p>in Tanzania. I buy wholesale goods in a supermarket then sell it to the people in my village.</p>	
<p>Lia bought Ugandan bananas in a supermarket in South Sudan. Aketch sells fish to the people of his state on market days.</p>	
<p>Hakeem supplies fish from South Sudan to Kenya.</p>	

Activity 12 | **Factors Influencing Trade**

Study the picture below



1. What can you see from the picture above?
2. How is trade affected by what is seen in the picture above?

Some of the factors influencing trade include:

1. Availability of resources enables a country to trade for what they do not have. For example, in South Sudan availability of oil makes it to trade with one another.
2. Good transport and communication enhances trading activities because it encourages easy transportation of goods from one point to another. A lot of goods are imported and exported.
3. Large population enables the growth of domestic or local trade. People are able to buy what they can afford.
4. Government policies are critical to trade. Government sometimes impose price controls on essential goods so that everyone can afford them.
5. Foreign influence affects trade patterns. Countries still trade heavily with former colonial powers because they relate well. Markets and trade routes are well-established.
6. Availability of market helps in improving trade in the country.

Individual work

In less than 100 words, summarise factors that influence trade in one paragraph. Share with your deskmate what you have written.

Pair work

With your friend, explain to each other the importance of trade in your country. Note down the explained points and present your findings in class.

Importance of trade

- Trade encourages quality production of goods.
- It encourages closer ties between countries.
- Exports earn a country foreign currency which can be used to pay for imports.
- Trade creates job opportunities, especially in transport and other services such as banking.
- It develops transport and communication.
- Government earns revenue through taxes on trade.

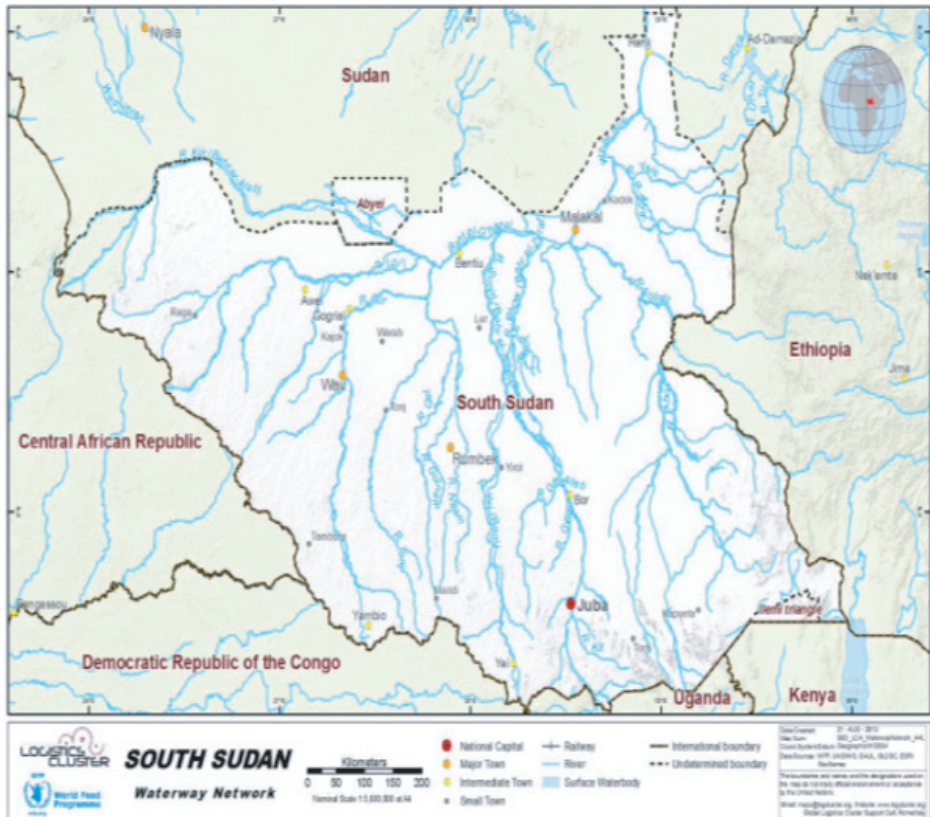
Group work

Discuss the factors that promote trade between South Sudan and the neighbouring countries. Make a presentation in class to report your finding

Activity 13

Location of fishing industries/ ground in South Sudan

Study the map below.



The Nile River is one of the fishing grounds in South Sudan.

South Sudan comprises of groups of wetlands, lakes, swamps, marshes and flood plains which are important breeding grounds.

There are other major and minor wetland systems comprising of lakes, rivers and streams which provide huge breeding grounds for diversity of fish

species.

Some of the fishing grounds in South Sudan include:

1. Lakes
2. Rivers
3. Ponds

Pair work

Using a map, locate other fishing industries in South Sudan linking them with the physical features explored earlier in unit 2.

Draw the map of South Sudan.

On the map, indicate the following physical features:

- a) The Sudd
- b) Bahr el Ghazal
- c) Bahr el Naam

Activity 14

Importance of fishing in South Sudan



Fishing is an important industry in South Sudan because:

- Fish provides nutrients and micronutrients which is

essential in physical development.

- Fish is a primary source of proteins.
- Fishing provides employment to local people.
- It acts as a source of income.
- Its productivity reduces hunger and poverty to millions.
- It has enabled growth of fishery industries.
- It has led to the growth of South Sudan's economy.

Home work

Talk to your parent about other ways that fish can be used today.

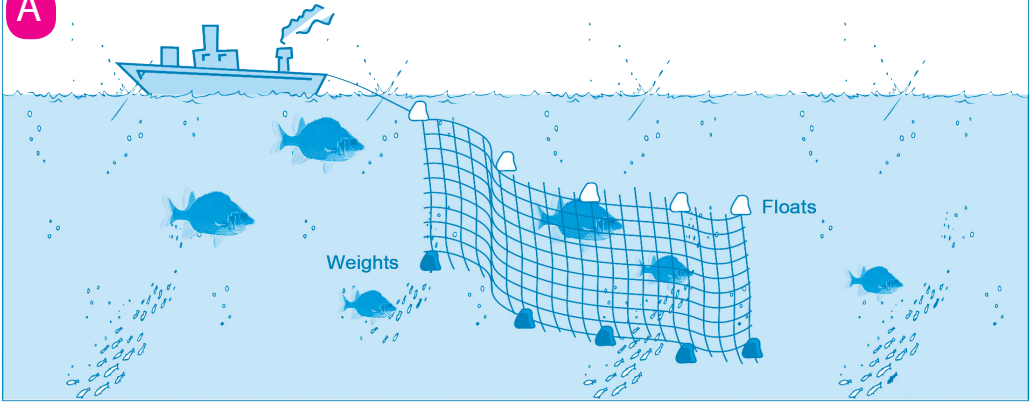
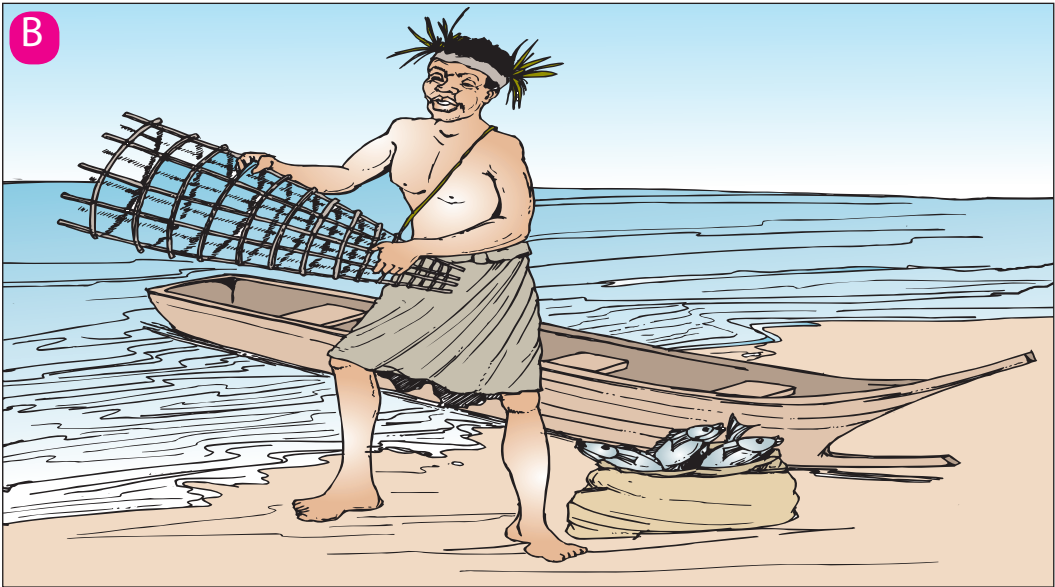
Give your findings to your class for further discussions.

Class discussion

Discuss about:

- (i) The different types of fishing grounds in South Sudan.
- (ii) Types of fish found in South Sudan.

Present your answers in class

A**B**

Study the pictures showing different methods of fishing in different fishing grounds on the previous page.

Tilapia and Nile perch are some of the species of fish caught in South Sudan. In some of the neighbouring countries like Kenya, king fish, barracuda, crabs and lobsters are some of fish caught.

Individual work

What other type of fish do you know that is only present in South Sudan?

Share your answers in class.

Group work

Compare fish farming in South Sudan and Kenya. Let your group leader present your findings in class.

Activity 15

Comparison of fishing in South Sudan and the neighbouring countries

Fishing ground is a drainage system where fishing is carried out.

South Sudan fishing grounds are different from that of the neighbouring countries.

However, some South Sudan neighbours have same fishing grounds as South Sudan.

Pair work

Analyse the similarities and differences of fishing in South Sudan and fishing in the following countries:

1. Ethiopia
2. Sudan

Individual work

Write notes on the similarities and differences of fish farming in South Sudan and Sudan. Present your work to the teacher for assessment.

Activity 16

Challenges facing the fishing industries

- Pollution** - Chemicals from agricultural industries are washed into rivers and lakes thus resulting to water pollution.
- 2. Over-fishing** - Fishermen try to earn a living by fishing. By doing so, they end up catching young fish before they get a chance to reproduce.
 - 3. Poor transport** - Roads leading to River Nile are poor which delays fish transportation to the market thus making fish go bad.
 - 4. Market problems** - Due to low population of fish consumers in the region, fishermen find it hard and expensive to transport fish to the large markets.
 - 5. Conflict** - Fishermen cross state borders in search of fish resulting to conflicts.
 - 6. Lacks of equipment** - Fishermen often have outdated equipment, like harpoons, which only catch a small number of fish. They cannot also

afford refrigeration to preserve fish until they reach the market.

Individual work

In a paragraph of less than 150 words, explain challenges facing fishing industries in your country. Thereafter, let your teacher assess your work.

Group work

Walk out of your class and take a nature walk around your school.

How is waste disposed around your school?

Are they dumped into the river?

Discuss your findings in groups. Present your group findings in class.

Learning point

Industrial waste and dumping materials are major water pollutants.

Waste from industries, raw sewage and dumping cause pollution in rivers and other fishing grounds.

Pollution reduces the population of fish. This is because many fish die because of the dirt and chemicals dumped in the water. Use of illegal nets which catch young and mature fish lead to overfishing.

Pair work

Apart from the problems mentioned above, what other problems does fishing industry experience? Discuss the problems identified in pairs. Let your teacher assess your group work

Activity 17

Solutions to problems facing the fishing industry

Fish farming is faced by several challenges.

However, there are efforts being made to find solutions to the challenges facing fishing industries in South Sudan and its neighbours.

Below are some of the solutions:

- 1. Pollution:** Water sources like rivers, lakes and swamps should not be polluted. Laws should be enacted to curb the problem.
- 2. Provision of capital:** There should be more capital input in the fish industry to promote the buying of modern machines used for fishing and preservation of fish.
- 3. Improvement of infrastructure:** Roads that are in poor conditions especially near fishing grounds should be improved. This will ensure that fish can reach the market fast enough to prevent rotting of fish considering that fish is very perishable.

4. Increasing market for fish: Encouraging communities that do not eat fish to embrace the consumption of fish. This can be achieved through educating communities on the nutritional value that fish has on human body. Especially the brain.

Pair work

With your friend, discuss how the government of South Sudan has assisted in improving the fishing industry? Present your answer in class.

Individual work

Write down other solutions to problems facing fishing industries in South Sudan apart from the ones mentioned above. Share your findings with your classmates.

Group work

Compare challenges facing fishing industry and mining industry in South Sudan. Write down your findings and present them to the teacher for assessment.

Individual work

Draw and label some of the modern fishing methods used in South Sudan. Present your work to the teacher for assessment.

Activity 18

Creating fish models to develop awareness.

The fish should be modelled to a range of scales.

Examples of labels that you can use are:

- a) Fish the heritage of South Sudan.
- b) Preserve fish preserve life.
- c) Pollution is a threat to our aquatic life.

Individual work

Ask your parents or guardians to help you come up with examples of fish models to develop awareness in the country. Write down the models you have been told. Share your work with your classmates and the teacher.

Group work

You need the following materials to create fish models:

- a) Clay
- b) Plasticine
- c) Paper mache

Model fish considering the knowledge you have acquired about fish.

Label the fish to create awareness concerning the challenges facing fishing.

You can also label them depending on the type and the natural habitat in South Sudan.

Pair work

With your friend, make a summary on the problems facing fishing industries. Present your work to the teacher for assessment

Activity 19

Comparison between fishing industry and other industries (their challenges and solutions)

Fishing in South Sudan is one of the most carried out economic activity in the country. Fishing industry differs with other industries production in the country in many ways. The fishing industry had faced challenges which later on got some solutions.

Look at the pictures below.

A



B



The pictures above show different types of activities. Both can be referred to as industries.

An industry is a place where goods are manufactured or produced.

An industry can also mean people who engage in a particular kind of commercial or profit making activities. For example, fishing and agriculture.

Industries can be categorised into:

- a) Primary industries or processing industries.
- b) Manufacturing or secondary industries.
- c) Assembly industries.
- d) Service industries or tertiary industries.

Group work

Compare the problems that face fishing industry and other industries (list the problems). Share the answers with your teacher.

Revision Questions

1. Draw three examples of traditional method of fishing in South Sudan.
2. Discuss the differences between internal and external types of trade.
3. Mention some of the fishing grounds in the country bordering South Sudan to the south on the Eastern African map.
4. Write an essay of less than 500 words on the solutions to challenges facing fishing grounds in South Sudan.

Glossary

Territory: An area under the control of a ruler or the jurisdiction of a certain state.

Drainage system: Refers to patterns formed by water bodies in a particular region.

Breeding ground: An area where animals such as fish and birds habitually breed.

Infrastructure: The physical structures such as roads, buildings and even power supplies.

Pollutant: A substance that pollutes something else. Such as a water body.

UNIT 7

Tourism in South Sudan

Activity 1

Tourism and wildlife

Think of a day you left your home to visit other places maybe on foot or by other means of transport. What really made you visit those places?

Learning point

By visiting those places you were a tourist and you were practicing tourism.

Wildlife – Refers to plants and animals growing in their natural environment.

Tourism – Is travelling and staying in places outside one's usual environment for study or pleasure.

Examples of animals of interest to tourists include:

- Lion
- Cheetah
- Giraffe
- Deer
- Tiger
- Monkey
- Elephant
- Crocodile among others.

Study the pictures below.



A



B



C



D

Pair work

What can you see from the pictures above?
Name other wild animals that you know.

Learning point

When you choose to visit the above creatures you are touring wildlife.

Wildlife therefore, includes plants, insects, birds and animals that live on their own in the bush and in forests.

Point to remember – South Sudan has the world's second largest animal migration and therefore is considered a good place of ecotourism.

Role play

Your teacher will help you role play. Some of you will be tourists. Others will welcome the tourists in a new place while others will act as animals for the tourists to see.

Individual work

Write down names of places of tourist attraction in South Sudan that are interesting. Tell the class the areas you have named and if there is any of you have visited.

Activity 2

Tourist attractions in South Sudan

Tourist attractions are interesting things that tourists would like to see.

What do you love most about the place you live? Share your experiences with your classmates.

Major tourist attraction in South Sudan

- Wildlife
- Natural scenery
- Warm climate
- Historical sites and Monument
- Cultural attraction
- Sandy beaches

Examples of tourist sites in South Sudan

- St. Teresa Cathedral Kator
- Nimule National Park
- Boma National Park
- Shambe
- Radom
- Zoo
- Southern National Park
- Badingilo National Park
- All saints Cathedral found in Hai Cinema in Juba.

Group work

Find out other places in our country which your friends find interesting.

You may visit these places too.

Discuss within your group why these places are considered interesting.

Share what you have discussed with members of other groups.

Look at the pictures below.

A



B





C



D

What can you see from the pictures above?
Mention them to your classmates.

Class activity

a) With the help of your teacher, fill in the missing words with places where the tourist attractions are found in South Sudan.

1. We can find crocodiles in _____.
2. We can find Zebras in _____.
3. We can find birds in _____.
4. We can find forests in _____.

b) Make a list of tourist attractions found in your home area.

c) Find the following animals in the word search below.

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

The first one has been done for you.

(Lion, zebra, deer, giraffe, monkey, crocodile, cheetah, tiger and elephant)

Location of tourist attraction sites

Study the map below and answer the questions that follow. It shows location of national parks, nature reserves and protected habitat found in South Sudan.



National park – Is an area or land owned by the government that is usually set aside to take care of animals.

Game reserve – Is an area owned by a local authority that is set a side to protect wildlife.

Pair work

Discuss reasons why Bandingilo National Park is likely to attract more tourists. Present your findings in class.

One of the reasons maybe that it is located near Juba which is the capital city of South Sudan hence it is connected to good roads and security is

guaranteed too.

Your teacher will help you find out the tourist attractions in the national parks using the Map.

Note: Apart from wild animals, there are many other tourist attractions in South Sudan.

Activity 3

Comparison of tourism between South Sudan and South Africa

Study the map of Africa below.



Pair work

Using the map above, describe the location of South Sudan and that of South Africa. What do you think is the advantage of a country like South Africa being located near large water bodies? Share what you have discussed in class.

South Africa is likely to attract more tourist than South Sudan because:

1. It is boarded by the sea whereas South Sudan on the other side is a land locked country and lacks an ocean or a sea which are tourist attraction sites.
2. It also enjoys a more developed infrastructure in terms of roads and hospitality than South Sudan.

Class activity

Discuss other reasons that favour tourism in South Africa than South Sudan. Present your answers in class.

Pair work

Compare tourism in South Sudan and in Kenya. Analyse your findings and thereafter let one member present the work in class.

Activity 4

Comparison between tourism in South Sudan and the rest of the world

As we learnt earlier, tourism is travelling and staying in places outside ones usual environment for study or pleasure. South Sudan has various tourist attraction centres which include Badingila National Park, Nimule National Park, Boma National Park and Fulla Rapid among others. Other countries in the world such as Kenya, South Africa and Tanzania have different tourist attraction centers just as South Sudan.

Other tourist attractions in South Sudan include: Artifacts, people with body decorations, carvings, traditional bows and arrows, cultural items such as pots, waterfalls, mountains and lakes. Some countries in the world such as Switzerland have features like: Good roads, snow-capped mountains, good and advanced hospitality like hotels and beautiful beaches. These make them attract more tourists than South Sudan.

Look at the pictures below.





Pair work

1. What can you see from the pictures above?
2. Write down the correct tourist attraction in the pictures above.

Class activity

Think of more features which can make a country attract more tourists.

Use it to explain what we can do to improve tourism in our country.

Prepare a class presentation for your findings.

Tourist attraction in Africa and other parts of the world

Tourists from countries like Europe and North America come to South Sudan during the winter season in their countries. Winter is a cold season. They come to South Sudan because of the warm climate in the country.

Group work

Discuss and write the names of countries where tourists who visit South Sudan come from. Tell the class about the countries where tourists come from. Also tell the class the tourist attractions they come to see.

Activity 5

Benefits of tourism to South Sudan

Read the story below.

Paul Scout is an American citizen who is determined at his work. As a normal human being, he however, takes a break to regain his energy. He does this by travelling to South Sudan for holiday. He books a room at a hotel where he spends his nights and pays for food too at the same hotel. He however, spends the day visiting different attraction sites where he pays too.

Class activity

In what way do you think Paul benefits our country? Find out from your classmates other benefits of tourism.

You must have discussed a number of things that make you think Paul benefits our country. Some of these may include:

1. As a tourist he pays foreign currency for the services he is offered. The government can use this money to build schools, roads and hospitals.
2. He is also a source of employment to the tour

guide and the driver who takes him around our country.

There are many benefits that members of a community living in areas that have tourist attractions enjoy.

Group work

- a) Discuss the way your community benefits from tourism. Write the benefits in your note books.
- b) Look at the following benefits and tell the class if your community has people who have benefited in these ways:
 - Tourism earns a country foreign exchange.
 - It helps the government to earn revenue because people who run tourist businesses always have to pay taxes and license fees.
 - It helps to promote development of infrastructure in areas around tourist sites.
 - Tourism creates employment to South Sudan people.
 - It helps to promote agriculture because these agricultural foods are used in the tourist hotels.
 - It promotes local industry such as carving and selling baskets to tourists.

When people are employed, they benefit because they are paid for the work they do. When people sell things, they benefit because they get money.

Home work

Explore more on the benefits of tourism from your parents or guardians. Note down your findings and present them in class.

Activity 6

Ways of making tourism grow

There are many ways that a community and the government can use to make tourism grow. These ways are:

- Educate people living near these areas on the importance of wildlife and how to conserve them.
- Reduce over-crowding of animals by transferring them to other parts.
- Establishment of more game parks, game reserves and forests which are guided by game and forest rangers.
- Establishment of animal orphanages to provide treatment for injured animals and to act as rehabilitation centre for wild animals.
- Establishing of anti-poaching unit to deal with poachers.
- There should also be a ban on trade in wild animals' products such as tusks, skins and horns.

Class activity

Look at the pictures below.



A



B

- Describe what has happened to the animals shown in the pictures above. Note down your observation from the pictures.
- What will happen to tourism if all animals are killed?

The people who kill wild animals without permission are called poachers. They kill these animals and remove some parts which they secretly sell. One of the ways to make tourism grow is by protecting wild animals from poachers.

Tourism can be enhanced if we educate people about the need of preserving the attraction sites we have. We can also train and employ game rangers who will provide protection to these animals.

Pair work

Look at the map in the previous page showing National Parks in South Sudan.

- a) Revise the names of the National Parks that you wrote down in Activity 2.
- b) Write down names of areas that have forests in South Sudan.
- c) Prepare a poster and write down the things that can attract tourists in your community.

Animals in a national park are protected. People are not allowed to hunt or kill them. Forests are also protected. People are not allowed to cut trees in the forests without permission.

Protecting wild animals and vegetation from being destroyed is known as **wildlife conservation**. When wild animals are protected, they increase in numbers and many tourists come to see them.

Group work

Discuss how tourism can grow if we do the following things. Your teacher will help you find out more about them.

- a) Making sure there is no conflict in our country.
- b) Protecting historical sites.
- c) Building roads to enable people get to attractive areas.
- d) Advertising the good things of the Country for other people to know.
- e) Making people aware of benefits of tourism.

Activity 7

Problems facing tourism in South Sudan

Tourism faces some problems in our community. These problems are:

- **Competition from the rest of the world** – Countries like Switzerland have beautiful scenery and other tourist attraction sites, thus making South Sudan share the market reducing its revenue.
- **Terrorism attacks** – Some tourist are captured and attacked before arriving to the country to view the tourist sites.
- **Marketing strategies** – The ministry dealing with trade has had little falls and exhibition in the act of marketing the tourist destinations.
- **Poor transport networks** – Most roads leading to these tourist attraction sites are not tar
- **Political instability and diseases** – Lack of security and peace makes many tourists fear for their lives. Disease outbreak including airborne diseases such as the swine flu pose a threat to tourist as it is a form of pandemic.
- **Poaching of wild animals** – A number of wild animals are killed especially for their products including skins and ivory.

- **Clearing of forests** – Is a problem too because these forests acts as a home of these wild animals.

Individual work

Apart from the problems facing tourism mentioned above, explore more problems encountered by tourism industry in South Sudan. Present your work to the teacher for assessment.

Look at the pictures below.



What is happening in the pictures above? How do you think this may affect tourism?

This is a big threat to tourism. Pouching and wars are some of the problems facing tourism in our country. When animals are killed, tourists will have nothing to see. War on the other side makes our country unsafe for tourists.

Class activity

1. Find out other challenges facing tourism.
2. Your teacher will help you find out how the

following problems come about because of tourism.

- a) Introduction of new culture
- b) Drug abuse

Activity 8

Solutions to challenges resulting from tourism in a community

What do you think can attract more people in your school? One of the reasons could probably be improved infrastructures such as roads leading to the school and even the school being friendly such as secured.

Just like the school, the tourism sector can be improved in various ways:

- Conservation of wildlife should be done because it is mainly wild animals which attract tourists. To conserve wildlife, the South Sudan government should make great efforts and establish national parks and game reserves.
- Development of suitable facilities especially hotel industry has to expand to accommodate the increasing number of tourists visiting the country.
- Infrastructural facilities such as roads in most of the parks and those leading to the parks should be improved to facilitate movement around the parks.

- Political stability and government projections are major determinants of the country's future success. Stability of the political and economic climate is crucial because it provides tourists with the assurance of peace and comfort and therefore able to visit the country.

Pair work

With your friend, explore more on the solutions to challenges facing tourism industry in South Sudan. Present your findings in class.

Group work

Discuss the measures that can be taken to improve tourism.

D.A.R.E
Drug Abuse Resistance Education

Look at the poster above.

Talk about the information given on the poster. Share your findings with other group members.

Learning point

The government can teach its citizens about the dangers of some drugs brought to our country by tourists. These will make the citizens avoid using the drugs.

Individual work

1. Design a poster informing the public on dangers of drugs.
2. Write down other solutions to challenges resulting from tourism.

Revision Questions

1. Draw a map of Africa and indicate five tourist attraction in each of the following countries:
Kenya
Uganda
South Sudan
Tanzania
2. In paragraph form, suggest solutions to problems facing tourism in South Sudan.
3. Discuss other benefits of tourism in the country apart from the ones mentioned on the previous page.

Glossary

Tourism: The travel for pleasure or business.

Poaching: This is the illegal killing or hunting of wild animals to obtain their parts.

Wildlife : These are living things and especially mammals, birds, and fishes that are neither human nor domesticated.

Tourist attraction: These are things of interest that tourists travel to see.

National parks: These are set aside places where wild animals and plants are persevered for tourists and conservation.

Artifacts: This is an object made by a human being, typically one of cultural or historical interests.

Winter: This is the coldest month of the year in countries that are far from the equator.