**P3 SST TERM 3**

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| **Date** | **Time** | **Class** | **No. of pupils** | **Learning Area** |
|  |  | **P.3** |  | **Social studies** |

**THEME : Culture and Gender in our sub county**

**SUBTHEME : Customs in our sub county**

**METHODS : Guided discussion**

**- Guided discovery**

**- Question and answer**

**COMPETENCES :**

**- Define a culture**

**- Give examples of cultural / values**

**CONTENT : CULTURE AND GENDER IN OUR SUB-COUNTY**

**Culture**

1. **What is culture**?

Culture is the way people live and behave in a given society.

2. **Types of materials**

* Material culture
* Non – material culture

1. *Material culture – are the physical things like food, clothing, craft*
2. *Non – material culture – are the invisible things like language, beliefs, names*

***Aspects of culture***

* *Traditions*
* *Customs*
* *Beliefs*

**Customs**

3. **What are customs**?

*Customs are acceptable behaviours in a given society*

***What are traditions?***

*Traditions are beliefs / customs practices by a particular culture.*

***What are beliefs?***

*Beliefs are feelings that something is true / false*

4. **Examples of customs/ cultural practices**

* Marriage
* Naming children
* Greeting
* Dressing
* Dancing / singing
* Burial
* Circumcision e.g. among the Bagisu
* Genital mutilation e.g. among the Sabiny
* Tattooing

***Importance of cultural practices***

* *They teach good morals*
* *They help people to know more about their tribes.*
* *They help people to preserve their culture.*

**Evaluation**

1. What is culture
2. Mention any three cultural values
3. What is the meaning of the following words
4. Customs .
5. Beliefs
6. Traditions
7. ***State any three common customs in your sub – county***
8. *In which division is your school found?*
9. *Who is the highest political head of a sub – county*
10. *How do we call the acceptable behaviours in a given society*

***Spelling activity***

*culture*

*behave*

*society*

*tradition*

*custom*

*value*

*belief*

*material*

*language*

*acceptable*

*practiced*

*feeling*

*true*

*false*

*family*

*courtship*

*wedding*

*government*

*civil*

*administrative*

*chief*

*certificate*

*eternal*

*marriage*

*greeting*

*burial*

*circumcision*

*tattooing*

*genital*

*mutilation*

*religious*

*union*

*bride price*

*bride wealth*

*customary*

*agreement*

*dowry*

*introduction*

*nuclear*

*extended*

*witness*

*discouraged*

*believe*

*judgement*

*respected*

*god fearing*

*understanding*

*responsible*

*foster*

*create*

*promote*

*healthy*

*maturity*

*attract*

*tourists*

*gomesi*

*gender*

*murder*

*ceremony*

*death*

*diseases*

*accidents*

*witch craft*

*murder*

*ceremony*

*committing*

*suicide*

*conflicts*

*orphans*

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**SUBTHEME : Customs in our sub county**

**METHODS : Guided discussion**

**- Guided discovery**

**- Question and answer**

**COMPETENCES :**

**- Define a family**

**- Give the types of family**

**- State ways marriage was practiced long ago.**

**- Mention how marriage is considered today**

**- Give importances of marriage**

**CONTENT : Family**

**Family**

1. **What is family**?

*A family is a group of people by blood or marriage.*

*2. Give any three types of families*

*a) Nuclear family*

*b) Extended family*

*c) Foster family*

***nuclear family extend family***

*father mother father mother uncle*

*aunt cousin brother*

*sister*

*brother sister*

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**- Define marriage**

**- Define a family**

**- Give the types of family**

**- State ways marriage was practiced long ago.**

**- Mention how marriage is considered today**

**- Give importance’s of marriage**

**CONTENT : MARRIAGE**

**Marriage**

1. **What is marriage**?

-Marriage is alegal union of a man and a woman as wife and husband.

-Marriage is an agreement between a man and a woman to make a family.

***Steps of marriage***

* ***Courtship -***  *relationship between man and woman who intend to get married.*
* ***Introduction***
* ***Wedding***

**2. Types of marriage**

* Religious marriage

-This takes place in the church, mosque or temple.

-It is officiated by a religious leader e.g Reverend, Imam, Pastor, Priest etc

b) **Customary /Traditional marriage**

Here the groom takes bride price/ bride wealth to the girl’s parents before he is given the girl for marriage.

**3. What is bride price**?

Bride price is the money or property that the groom gives to the bride’s family before he is given the bride.

It can also be called **dowry or bride wealth.**

**4. Examples of bride price items given today**

* cows
* goats
* cocks
* clothes
* sodas
* beers
* cars
* fruits
* chairs etc

c) **Civil marriage**

This is the type of marriage that is done before a government officialcalled theChief Administrative Officer **(CAO).**

A marriage certificate is given in the presence of witnesses.

**5. Qualities of a good marriage partner**

* Should be educated
* Should be respectful.
* Should be God-fearing.
* Understanding
* Should love.
* Should be healthy
* Should be reliable
* Should be responsible

**Importance of marriage**

Why do people marry?

* To get respect
* To be independent from his/her parents
* It also shows that one is mature and responsible
* To have children
* To satisfy their sexual feelings

***How marriage was looked at long ago?***

1. *A man with many wives was highly respected*
2. *Un married women were not respected*
3. *Every man had to get married*

**Evaluation**

1. . Draw and name any two things that are used for bride price

|  |  |
| --- | --- |
|  |  |
|  |  |

1. What is marriage?
2. Define a family.
3. Name the two types of families.
4. Point three ways in which marriage was practiced long ago.
5. Give two ways how marriage is considered today.
6. Outline reasons why people marry.
7. *How do we call a family with relatives?*
8. *Which map elements shows limits on a map?*
9. *Who is the president of Uganda?*

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**COMPETENCES :**

**- Define greeting**

**Greeting**

Is the formal of expression of good wishes

In most tribes, boys/men greet while standing upright while girls/women kneel down.

This is done as a sign of respect

**Why we greet**

* To show respect
* To build relationship
* To create unity
* To promote good communication
* To show concern for others

**How greeting is practiced**

* Shaking hands
* Hugging
* Kneeling
* Standing straight

**Dressing**

Tribes have different traditional and cultural wears.

**A table showing tribes and their traditional wear**

|  |  |
| --- | --- |
| **Tribe(S)** | **Traditional wear** |
| Baganda and Basoga | Men-Kanzu  Women-Gomesi/Busuuti |
| Banyakole,Batooro,Banyoro | Men-Kanzu  Women-Mushanana/sash |
| Karimojong | Beads |
| Iteso | Lesu / Ekikoyi |

**NB;** Bark cloth is the cultural dress for the Baganda people while the kanzu is their traditional wear for men and gomesi for ladies.

**4. Importance of customs**

* They attract tourists
* For cultural heritage/ belonging
* They show gender roles
* They promote societal morals and values
* They are for learning purposes
* customs promote unity/co-operation

ACTIVITY

1. *What title is given to a person who heads a school?*
2. *What is the traditional wear for the Karamonjogo’s*
3. *Why do people budget for wedding*
4. *How is a police station important in a country?*
5. *What is greeting?*
6. *Give any two ways how greeting is practiced*
7. *Why is greeting important in a society?*
8. *Fill in correctly*

|  |  |
| --- | --- |
|  | *Banyoro* |
| *Beads* |  |
| *Gomesi* |  |

|  |  |  |  |  |
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**THEME : Culture and Gender in our sub county**

**SUBTHEME : Customs in our sub county**

**METHODS** : Guided discussion

- Guided discovery

- Question and answer

**COMPETENCES**:

- Define death

- Identifying how death was looked at in ancient ( long ago)

- mentioning ways how death is looked at today

**Content : BURIAL**

This is a ceremony of burying the dead.

**Death:** is the state of losing life

**Causes of death**

* Diseases
* Accidents
* Sin
* Witch craft
* Murder
* Committing suicide

**Effects of death**

* Reduce the population of a country.
* Increases the number of orphans.
* Leads to conflicts and quarrels amongst relatives
* Leads to school drop out.

**BURIAL PRACTICES IN DIFFERENT TRIBES**

|  |  |  |
| --- | --- | --- |
| Baganda | * Last funeral rites * Funeral services (requiem mass) | * Back clothes * Coffin * White clothes |
| Iteso |  | * White clothes ( burial clothes) |

**How death was looked at long ago.**

* People did not believe in life after death
* People thought death was cursed by bad neighbours, wizards and evils spirits.
* When someone died they asked for help from a witch doctor.

***Materials used to make a coffin***

* *wood*
* *nails*
* *glass*

**How death is looked at today.**

* People believe in life after death
* People believe that death is part of a living cycle.
* People believe that death is God’s plan.

**Importance of death**

* It makes one to live a new life (eternal life)
* It makes one have a complete rest.
* It enables one to be exposed to judgment

**Evaluation**

1. **What do you understand by the following**

**Death**

**Burial**

1. **Write any one material used to burry the dead.**
2. **How is death important to some one?**
3. **Give any three causes of death.**
4. *How can we live in peace with one another*
5. *Mention the four semi – cardinal points*
6. *What is a project?*
7. *Name any three requirements needed to start up a project*

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**COMPETENCES : - Define food**

**- Give examples of food**

**- Identify examples of traditional food and the tribes**

**CONTENT : FOOD**

**What is food?**

Food is anything eaten or drunk.

*What is the main source of food*

*a garden*

***Other sources of food***

* *markets*
* *shops*
* *swamps*
* *lakes and rivers*

**What is a staple food?**

This is a type of food eaten by most people in an area or region which show their culture.

Tribes have different food dishes or staple foods.

**A table showing traditional dishes/staple foods of different tribes**

|  |  |
| --- | --- |
| **tribe** | **Food dish** |
| Baganda | Matooke |
| Banyankole | Millet(kalo) mixed with cassava flour |
| Samia | Millet mixed with cassava flour |
| Basoga | Sweet potatoes and posho |
| Iteso | Millet mixed with cassava flour |
| Acholi | Millet /sorghum mixed with cassava flour |

**What are food taboos?**

These are foods that a person of a particular tribe, religion or clan is not allowed to eat

e.g.

* Pork for Moslems
* Totems for the clans

*A totem is an animal / object respected by people in a given clan.*

**Food beliefs.** A food belief is a feeling that is established by a certain tribe to be true or real about food.

**Examples of food beliefs**

* Women and girls are not allowed to eat chicken and eggs.
* Men are not allowed to eat oil nuts
* Children are not allowed to eat eggs and liver
* Children suffering from measles are not allowed to eat meat.

**Evaluation**

1. **What is food**
2. **Give four examples of food eaten by people**
3. **Fill in correctly**

|  |  |
| --- | --- |
| **\_\_\_\_\_\_\_\_\_\_\_** | **Matooke** |
| **Banyankole** | **\_\_\_\_\_\_\_\_\_\_\_** |
| **Bagishu** | **\_\_\_\_\_\_\_\_\_\_\_\_** |
| **Basoga** |  |

1. ***Mention any two food taboos***
2. ***Why are symbols used on a map?***
3. ***Why are hospitals important in our division***
4. ***Give any two examples of food crops grown in your community***

***Spelling activity***

*staple*

*millet*

*food*

*cassava*

*tribe*

*particular*

*flour*

*chicken*

*allowed*

*belief*

*sorghum*

*partenal*

*according*

*physical*

*features*

*thunder*

*earth quake*

*famine*

*death*

*war*

*group*

*insects*

*fetching*

*sex*

*plants*

*animals*

*fore – father*

*entertain*

*worship*

*console*

*promote*

*culture*

*child*

*naming*

*clan*

*musical*

*instrument*

*guitar*

*piano*

*tube fiddle*

*xylophone*

*horn*

*costumes*

*milking*

*sweeping*

*considered*

*disputes*

*conflicts*

*masculine*

*feminine*

*gender*

*female*

*male*

*breasts*

*voice*

*deep*

*hunting*

*weak*

*strong*

*women*

*men*

*relationship*

*husband*

*wife*

*woman*

*firewood*

*fishing*

*compound*

*brighter*

|  |  |  |  |  |
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**COMPETENCES : -Identify the different names given to children according to tribes and clans**

**- Mention the names given to twins of different tribes and their parents**

**-**

**CONTENT : Children Naming**

**Children Naming**

1. Children are named differently according to tribes and clans.

2. Long ago and today, newly born babies were given names by their paternal grand fathers or clan heads.

3. Names given are of the fallen dear ones, physical features, seasons of the year or at the time of the day when the child was born.

4. Different names carry different meanings e.g.

|  |  |  |
| --- | --- | --- |
| **Name** | **Meaning** | **Tribe** |
| Kasozi | Hill | Baganda  ‘’  ‘’  ‘’  ‘’ |
| Lutalo | War |
| Kiwanuka | Thunder |
| Walumbe | Death |
| Musisi | Earthquake |
| Nabwire | Night (for girls) | Samia  “ |
| Wabwire | Night (for boys) |
| Wanzala | Famine | Samia /Bagisu |

1. *Which tribe circumcises boys in Eastern Uganda?*
2. *What name is given to the father of twins in Buganda?*
3. *What title is given to the cultural leader of Busoga?*
4. *Which colours stands for brotherhood on the Uganda flag*

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**COMPETENCES : -Identify the different names given to children according to tribes and clans**

**- Mention the names given to twins of different tribes and their parents**

**-**

**CONTENT : Children Naming**

In different tribes, twins and their parents are given special names e.g.

|  |  |  |
| --- | --- | --- |
| **Names of twins** | **Sex** | **Tribe** |
| Babirye | Female (old) | Baganda |
| Nakato | “ (young) |
| Wasswa | Male (o) |
| Kato | “ (Y) |
| Babirye | Female (o) | Basoga |
| kawudha | “ (y) |
| Waiswa | Male (o) |
| Tenywa | “ (y) |
| Isingoma | Male (o) | Banyankole, Batooro, Banyoro, Bakiga |
| Kato | “ (y) |
| Nyangoma | Female (0) |
| Nyakato | “ (O |
| **Names of Parents** |  |  |
| Isabirye | Father of twins | Basoga |
| Nabirye | Mother of twins |
| Isabalongo | Father of twins | Banyankole, Batooro, Banyoro, Bakiga |
| Nyinabalongo | Mother of twins |
| Salongo | Father of twins | Baganda |
| Nalongo | Mother of twins |

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**THEME : Culture and Gender in our Sub county**

**SUBTHEME :**

**METHODS :**

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**COMPETENCES : -Tribes and clans**

**Clans**

1. What is a clan?

A clan is a group of people under the same forefather or founder.

**2. Symbols of a clan**

1. Names
2. Drum sound
3. Totem
4. Forefather

**3. Forms of clans in Buganda**

Clans are grouped into;

1. Animal form
2. Bird form
3. Insects
4. Plants
5. Others

4. **Examples in each form**

1. **Animal form**

* Mpologoma(lion)
* Ngo(leopard)
* Ngabi(antelope)
* Nkima(monkey)
* Nte(cow)
* Mbwa(dog)
* Ndiga (sheep}
* Njovu(elephant)
* Nvuma(hippo} etc

**b) Bird form**

* Nyange(lark)
* Nakinsige
* Namungoona (raven)
* Ngaali (crested crane) etc

**c) Plants**

* Kobe
* Butiko

**d) Insects**

* Nsenene (grasshopper}
* Kinyomo

e) **Others**

* Nkebuka
* Mutima
* Amazzig’ekisasi
* Mutima
* Lukatoetc

**5. Duties of a clan head**

i) Settles disputes/ conflicts among clan leaders.

ii) Registers clan members and the newly born babies.

iii) Keeps clan records

iv) Organizes clan meetings

***Activity***

1. *What is a clan?*
2. *Write down one duty of a clan head.*
3. *State any two symbols of a clan head*
4. *Give three forms of a clan head.*

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**SUBTHEME :**

**METHODS :**

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**COMPETENCES : -**

**CONTENT : singing and dancing**

Different tribes in Uganda have different ways and names of dances

**Reasons why people from different tribes sing**

* *To entertain others*
* *To worship God/ Allah*
* *To console others*
* *To promote culture*

***Examples of musical instruments***

* *xylophone*
* *guitar*
* *tube fiddle*
* *long drum*
* *piano*
* *horn*
* *drum*
* *flute*

***Examples of dancing costumes***

* *beads*
* *raffles*
* *skins*
* *black cloth*
* *bikoyi*
* *sisal strings*

|  |  |  |  |
| --- | --- | --- | --- |
| **Tribes** | **Language** | **Dances** | **Musical instruments** |
| Baganda  Basoga  Acholi  Banyankole  Bakiga  Samia  Banyoro | Luganda  Lusoga  Luo  Runyakole  Lukiga  Lusomia  Lunyoro | Bakisimba  Muwogola  Nakas**a**  Nalufuka  Tamenha  Larakaraka  Ding ding  Ekitagururo  Ekizino  Aworo dance  lunyege | Eggoma  Adinda  engalabi |

**Exercise**

1. *Who is the current minister of Education and sports, Science and Technology*
2. *Give any one reason why people sing?*
3. *What tribes speak the following*

*Lusoga lutooro*

1. *Draw the following musical instruments*

*Long drum*

*Tribe fiddles*

*Drum*

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**THEME : Culture and Gender in our Sub county**

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**METHODS : Guided discussion**

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**- Question and answer**

**COMPETENCES : -Define gender**

* **Identify activities girls do and boys do**
* **Mention the similar roles done by both girls and boys**

**CONTENT : GENDER**

**GENDER**

1. **What is gender?**

Gender are the social roles and relations between males and females.

**Or**

-Gender also means the relationship between men and women and the roles they play in society.

-In our communities males and female adults play different cultural roles.

**2. Types of gender**

There are two types of gender namely;

1. Masculine gender; Attached to being male
2. Feminine gender ;Attached to being female

***Characteristics of boys and girls***

***Boys Girls***

*Deep voice soft voice*

*Do not have breasts have breasts*

*Strong weak*

**3. Gender roles of men and women in Traditional society**

a) **Men /boys**

* Carrying out fishing
* Hunting
* Building the house
* Looking after
* Providing family security

b) **Females/girls**

* Producing children
* Taking care of the children and the husband
* Cooking food for the family members
* Cleaning the home

**Gender roles in our modern society**

1. In our modern society both men/boys and women/girls can share work/roles.

**2. Activities done by both girls and boys**

* Fetching water
* Going for fishing
* Hunting and fishing
* Sweeping the compound
* Going for shopping
* Washing clothes
* Cooking food
* Driving
* Fetching firewood
* Mopping the house
* Milking the cows
* Taking care of the baby
* Fetching firewood

**3. Unfair gender relations in society**

* Women are used sex machines by men.
* Boys are considered to be brighter than girls.
* Men are considered to be stronger than women.
* Women are not allowed to speak in public.
* Boys are taken to school while girls are not.

**Evaluation**

1. Define gender
2. Give any three activities done by girls
3. Identify three activities boys do.
4. Mention three similar roles done by both girls and boy
5. *Why is rain the main natural source of water*
6. *Why is it bad settle in swampy areas?*
7. *Who is the political head of a sub – county*
8. *Why is it good for road users to follow traffic rules*
9. *How is lake Katwe important to people*
10. *Give one way of locating places*

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**COMPETENCES : -Define Equity**

**- Give examples of equity**

**- State the ways of promoting gender equity and culture.**

**CONTENT : Gender Equity.**

**Gender equity**

1. What is gender equity?

-This is the treating of both boys (males) and girls (females) fairly/equally.

-Work between boys and girls must be divided equally.

-Boys and girls must be given equal rights

**2. Ways of promoting gender equity**

* Fair distribution of work
* Providing needs to both boys and girls.
* Giving fair punishments to both boys and girls
* Giving equal opportunities to both boys and girls
* Allowing both boys and girls to express their feelings freely.
* By educating both the girl and the boy child.

**3. Ways of promoting/preserving culture**

* Through music and dance
* By sharing roles and responsibilities
* Writing in books
* Attending clan meetings
* Through cultural education (socialization)
* Through initiation
* Attending funerals and other cultural festivals
* Respecting cultural norms
* Visiting elders
* Planting medicinal plants like molinga and mulondo tree
* Installation and enthronement of kings cultural leaders like kings
* Through succession

**Evaluation**

1. Define equity
2. Give four examples of equity
3. State any four ways of promoting and preserving culture.
4. *What is a resource?*
5. *Mention any two examples of fuel*
6. *Why do people budget for weddings?*
7. *Name any two rules observed in your school*
8. *At what age does one stop being a child in Uganda?*

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| **Date** | **Time** | **Class** | **No. of pupils** | **Learning Area** |
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**THEME : Culture and Gender in our Sub county**

**SUBTHEME : Customs in our sub county**

**METHODS : Guided discussion**

**- Guided discovery**

**- Question and answer**

**COMPETENCES: -State the dangers of cultural practices**

**- -**

**CONTENT : CULTURAL PRACTICES**

**1. Importance of cultural practices**

* They teach good morals.
* They help us to preserve culture.
* They help people to know more about their tribes.

**2. Dangers of cultural practices**

* Spread of diseases like HIV/AIDS
* Some names given have bad effects/impacts on the children e.g.’ Nddikulwange’ meaning being lonely
* Some obscene words and songs are used during initiation of twins
* Some cause public shame e.g. open circumcision
* Some people are allergic to some cultural foods
* Forbidding people from eating some foods leads to malnutrition
* Some cultural practices are against human rights e.g. FGM

NB: FGM in full is Female Genital Mutilation

It is common among the **Sabiny** in Kapchorwa district.

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**THEME : Culture and Gender in our sub county**

**SUBTHEME : Ways of promoting and preserving culture**

**METHODS : Guided discussion**

**- Guided discovery**

**- Question and answer**

**COMPETENCES : (Under family)**

**- Define special needs children**

**- Identify examples of special needs children.**

**- State ways of helping such children**

**- Give examples of things that they need.**

**INTRODUCTION : Review of the previous lesson**

**CONTENT :**

Special needs children are children who are unable to use part of their bodies or brains properly because of a disease or injury.

**Examples of special needs / needy people**

* Lameness
* Blindness
* Deaf
* dump
* Crippled

**Ways of helping the needy people**

* Giving them basic needs
* Being kind to them
* Sharing with them
* Loving them
* Caring for them
* Protecting them
* Working playing with them
* Respecting them and their rights

**Things they need**

* Clothes
* Medical care
* Protection
* Shelter
* Care
* Play
* Love
* Education
* Food

**Evaluation**

1. Define special needs children.
2. Identify three examples of special needs children
3. State three ways of helping such children.
4. Give three examples of things that they need.
5. *What is child abuse?*
6. *How can we control child abuse in our society?*
7. *Name any two ways o locating places in our division*
8. *What is marriage?*
9. *How can we promote gender equity at home?*

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**THEME : Culture and Gender in our sub county**

**SUBTHEME : Customs in our sub county**

**METHODS : Guided discussion**

**- Guided discovery**

**- Question and answer**

**COMPETENCES :**

**- Define legends**

**- Examples of legends**

**- Lessons learnt from the legends**

**CONTENT : LEGENDS**

**Legends**. These are stories of long ago. Or a story from the past that may or may not be true. They have hidden meanings. Most parents used to educate their children by telling them stories.

**Examples of legends.**

The following are some of the common legends among some tribes on our district.

1. Spear and the bead - Its from the Luo tribe

Father – Orum

Gipiiri – Alur

Labongo – Acholi

1. *The legend of kintu and Nabi*
2. *The legend of the three sons of Kintu*

**Lessons**

* We should forgive those that hurt us
* We should not be quarrels
* Refusing to forgive… cause suffering and death
* Permanent separation can occur as a result of un forgiveness.

1. The legend Kintu – Its from Buganda

* Kintu – with his cow
* Gulu – king of heaven
* Nambi – daughter of Gulu
* Walumbe – cruel / brought death to everyone
* Kayikuuzi – Watch walumbe and him to heaven
* Tanda – Walumbe hid
* **Lessons**
* Forgetfulness is bad, it can bring death
* Death came as a result of Nambi going back to collect the millet which she had forgotten.
* Poverty can not stop you from succeeding. Kintu was poor but though determination he managed to marry Nambi.

1. Mundu and Seera – The first Bagishu.

* Came from a big hole on mt.Masaba
* Two so Masaba and Kundu
* Masaba’s eldest son – Mwambu was a herdsman.
* Mugishu comes from a Masaiword(ingishu) which means cows descendants of Mwambui are called Bagishu.

***Spelling activity***

*equity*

*gender*

*equal*

*rights*

*distribution*

*work*

*fairly*

*punishments*

*opportunities*

*circumcision*

*human rights*

*injury*

*needs*

*blindness*

*lameness*

*nimbi*

*educating*

*express*

*music*

*dance*

*initiation*

*socialization*

*funeral*

*visiting*

*elders\norms*

*preserve*

*properly*

*special*

*crippled*

*dumb*

*education*

*Gulu*

*installation*

*respecting*

*writing*

*through*

*succession*

*morals*

*preserve*

*allergic*

*forbidding*

*twins*

*medical care*

*shelter*

*education*

*death*

*forgetfulness*

*poverty*

*walumbe*

**Tropical test**

1. What is culture?
2. Name any two dangerous cultural practices.
3. Give any two importance of culture.
4. What is gender equity?
5. How is can we promote gender equity at school
6. Identify any one food taboo
7. State any two ways we can preserve our African culture.
8. What do we call the acceptable behavior in a society?
9. Mention any two activities that can be done by both boys and girls.
10. What is marriage?
11. Why do people marry?
12. Give any two effects of divorce to the children.
13. How are customs important to us?
14. *What is marriage*
15. *Why do people marry*
16. *How is greeting important in our society?*
17. *What do we call a feeling that something is true or false*
18. *Write down the traditional dances of the following*
19. *Tribes*
20. *Baganda*
21. *Basoga*
22. *Bagisu*
23. *Iteso*
24. *Mention any one belief in our society*

***Spelling activity***

*basic*

*technology*

*machines*

*traditional*

*modern*

*solving*

*local*

*equipment*

*method*

*tractors*

*vechicles*

*internet*

*simplify*

*wires*

*plastics*

*scrap metals*

*polythene*

*swamps*

*sisal*

*iron*

*arrow*

*sculpture*

*hooks*

*decoration*

*creativity*

*natural*

*artificial*

*materials*

*environment*

*nature*

*palm leaves*

*sisal*

*paprus*

*wood*

*clay*

*plantation*

*re – cycled*

*straws*

*synthetic rubber*

*fruits*

*ropes*

*envelopes*

*ornaments*

*attract*

*tourist*

*money*

*garden*

*spear*

*craft*

*black smith*

*local*

*carpets*

*goods*

*production*

*pollution*

*unemployment*

*environment*

*interfered*

*culture*

|  |  |  |  |  |
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| **Date** | **Time** | **Class** | **No. of pupils** | **Learning Area** |
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**THEME : Basic Technology in our sub county**

**SUBTHEME : Technology**

**METHODS :**

**- Experimentation**

**- Demonstration**

**- Guided discussion and discovery**

**- Question and answer**

**COMPETENCES :**

**- Define natural materials**

**- Give examples of natural materials**

**- Identify sources of natural materials**

**- Mention uses of natural materials**

**- State examples of products from natural materials**

**THEME: BASIC TECHNOLOGY IN OUR SUB-COUNTY/DIVISION**

1. What is technology?

Technology is the use of machines to do work.

Technology is the practical way problems of solving problems

1. **what is basic technology?**

Is the simplest practical way of solving

**Types of technology**

1. Traditional technology
2. Modern or advanced technology

**Traditional technology**

This is the use of local methods and equipment like hoes, hands to creatively make things.

**Modern technology**

This is the use of advanced scientific equipment like computers, internet and tractors to simplify work.

**Natural and artificial materials in our sub-county**

1. Things in our environment are made from natural and artificial materials

**2. Natural materials**

These are materials got from nature

**3. Examples of natural materials**

* Banana fibres
* Palm leaves
* Clay
* Sisal
* Minerals
* Papyrus
* Wood
* Grass
* Hides and skills

**4. Sources of natural materials**

|  |  |
| --- | --- |
| **Materials** | **Source** |
| Banana fibres | Banana fibres |
| Sisal and fruits | Plantation |
| Clay, papyrus and palm leaves | swamps |
| minerals | mines |
| Hides and skins | animals |
|  |  |

**Evaluation**

1. Define artificial materials
2. Give three sources of artificial materials
3. Mention three examples of artificial materials
4. State three uses of artificial material

|  |  |  |  |  |
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**THEME : Basic Technology in our sub county**

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**METHODS :**

**- Experimentation**

**- Demonstration**

**- Guided discussion and discovery**

**- Question and answer**

**COMPETENCES :**

**- Define Artificial materials**

**- Give examples of Artificial materials**

**- Identify sources of Artificial materials**

**- Mention uses of Artificial materials**

**- State examples of products from Artificial materials**

1**. Artificial materials**

These are re-cycled materials that can be used to make other things.

2**. Examples of artificial materials**

* Wires
* Plastics
* Straws
* Scrap metals
* Paper
* Polythene bags
* Synthetic rubber
* Bottle tops

3**. Processing and making things from natural materials**

|  |  |
| --- | --- |
| material | Things made/products |
| Clay | Pots, cups, plates, stoves etc |
| Palm leaves and banana leaves | Mats, dolls, bags, hats |
| wood | Stools, tables, chairs, sculpture |
| Sisal | Ropes, carpets, door mats, bags |
| grass | Brooms |
| Iron | Arrows, spears , hooks ,hoes |
| beads | Necklaces, rosaries |

1**. Processing and making things from artificial materials**

|  |  |
| --- | --- |
| Material | Products |
| plastics | Mugs, plates, doll, toys |
| Wires | Toys, hooks,traps |
| Straws | Materials, bags, decorations |
| Polythene bags | Balls, dolls, bags |
| Paper | Bags, envelopes, decoration etc |
| Scrap metal | Nails, garden tools like hoes |
| Bottle tops | Toys, abacuses, shakers |

2**. Importance / uses of things made from natural and artificial materials**

* Toys and dolls are used as play kits
* Some are used for decoration
* People sell them to get money
* Some are worn as ornaments
* They attract tourists

***Activity***

1. *What is technology?*
2. *Identify the local materials that can be used for making these items*
3. *Draw the following products*

*Doll rope bag hat mat*

|  |  |  |  |  |
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**THEME : Basic Technology in our sub county**

**SUBTHEME : Technology**

**METHODS :**

**- Experimentation**

**- Demonstration**

**- Guided discussion and discovery**

**- Question and answer**

**COMPETENCES :**

**- Define craft**

**- Give examples of craft -**

1. What are crafts?

These are things made from local materials like palm leaves, banana fibres, clay etc

2**. Examples of crafts**

* Dolls
* Mats
* Ropes
* Vases
* Stoves
* Stools
* Carpets

3. **Draw and name any two crafts**

|  |  |
| --- | --- |
|  |  |
|  |  |

4. Who is a blacksmith?

Is a person who makes things out of iron.

5**. Things made by a blacksmith**

* Spears
* Hoes
* Arrows
* Hooks
* Stoves
* Pans

**6. Importance of technology**

How is technology useful to us?

* It makes work easy.
* It makes life better.
* It increases production of goods.

***Disadvantage of technology***

* *Pollution of the environment*
* *Unemployment increase.*
* *Increased death through accidents*
* *Interfered with our culture*

**Topical test**

1. What is the meaning of term technology?
2. Name any one type of technology.
3. Identify the local materials that can be used for making these items
4. Ropes
5. Pots
6. Necklaces
7. What are crafts?
8. How useful is the crafts industry to us?
9. Who is a black smith?
10. Draw and name any two products made by a blacksmith.
11. Which type of technology does a rural potter use?
12. How useful is technology in our daily life?
13. *Write down any two advantages of technology to us.*
14. *Give any two examples of each of the following materials found in our environment*

*Natural materials*

*Artificial materials*