**VICTORIOUS PRIMARY SCHOOLS**

**LESSON NOTES FOR LITERACY 11 TERM 3 PRIMARY THREE, 2018**

***Theme: Gender and culture in our division***

***Subtheme: Cultural Practices***

***Content: Culture and Customs***

**Culture** is the beliefs, customs and way of life of a particular group of people. Custom is something done by a particular group of people in society because it is traditional.

Types of culture

Material culture

Examples

Clothes

Food

Weapons

Non material

Language

Entertainment

A **belief** is the feeling that something or someone is true.

A Belief is a feeling that someone or something exists.

Customs: These are acceptable ways of behaving by people in a community.

Customs and cultures help us to know how people live. We can tell the beliefs and food people like.

**Ceremonies that different tribes have as they practice their cultures (cultural practices)**

**Birth of a child**

They thank God. Grandparents give a child a name (naming) Mothers who give birth to twins are given special names.

**Central Region:** Mother- Nalongo Father- Salongo

Children: Boy Wasswa or Kato Girl Babirye or Nakato

**Luo** boy/girl: First born Opio or Apio second born Odongo or Adongo

**Marriage Customs**

The man visits the woman’s home**.** The man goes with friends and gifts (bride price)

**Dressing**

Banyankole wear Busuuti while the men wear Kanzu and coats.

Banyarwanda wear Mushanana. The Baganda wear Busuuti or gomesi.

Karimojong wear beads around their necks and waists.

**Language**

This is the most unifying and identifying factor in any society. E.g in Buganda the language spoken is Luganda, Basoga – Lusoga, Banyankore – Runyankore, Karimojong – Nga’karimojong

**Entertainment**

Different tribes have different ways of entertaining themselves. Tribes have dances and folk songs. The instruments are followed by drumming and clapping of hands.

**Burial and funeral ceremonies**

When death occurs in a family a burial day is arranged. A grave is dug . Some tribes use coffins but others don’t. Some perform he last funeral rites. The heir to the deceased is announced.

**Food and beliefs**

Different tribes have different staple food traditional dishes e.g. in Baganda –Matooke, Luo-millet bread, Basoga sweet potatoes, Iteso –sweet potatoes.

**Taboos**

A taboo is something believed to be evil in ones culture.

Taboos: These are things not acceptable in a given culture.

A totem is ones clan symbol. A special object ,plant or animal much respected by a particular clan.

Examples of taboos;

-Karimojong do not sit on grinding stones. It is said that if you sit on a grinding stone your mother will die. This taboo helps people avoid making food dirty.

In some tribes people do not whistle at night.

**Circumcision**

In some societies boys are circumcised. This is an initiation into adulthood. Bugisu boys are circumcised.

Sabiny girls are circumcised.

**Activity**

1.Define the following terms

1. Culture
2. Taboo

2.Write down any two different ceremonies performed by different tribes

3.Mention two gifts taken to the woman’s parents during cultural marriage.

4.Give any three activities done at burial ceremonies

*Reference*

Sharing our World book 3 pg26

MK SST book 3 pg45

Monitor SST book 3 pg24

P.3 curriculum Pp. 43

***Theme: Cultures and Customs***

***Sub-theme: Cultural Practices***

***Content: Importance of customs and culture***

* *Promotes unity*
* Promotes cultural heritage
* Acts as tourist attraction e.g. the Kasubi tombs
* It leads to identity
* For prestige (self esteem)
* Promotes gender roles
* Promotes societal and moral values
* For learning purposes
* Promotes peace

**Dangers of some customs and cultural practices**

* Circumcision in case of sharing instruments can lead to the spread of diseases like HIV/AIDS
* They deny women and girls some types of food
* Some marriage customs lead to the mistreatment of women by men.
* Some marriage customs may also make some men not to marry.
* Some lead to deficiency diseases.
* Circumcision of girls is primitive and backward and cause diseases.

**Activity**

1. Identify the importance of customs and cultures

2. In which two ways are customs and cultures dangerous

3. Mention any one custom that may lead to the spread of HIV/AIDS

***Reference***

*Sharing our World Bk 3 pg26*

*Monitor SST bk 3 pg 24*

*MK bk 3 pg46*

***Theme****: Culture and Gender in our Sub county/Division*

***Sub theme***:*Gender*

***Content:*** *Gender*

Gender is the fact of being male or female.

**Features of a Male**

* Growth of beards
* Deep voice
* They are muscular
* They are energetic
* They have hairy bodies

**Features of a female**

* They have smooth skin
* They are a weaker sex (feminine)
* They develop breasts

**Activities done by boys**

* Building houses
* Grazing animals
* Fishing
* Hunting
* Pottery
* Slashing the compound
* Stone quarrying
* Cultivation or weeding crops

**Activities done by Girls**

* Fetching water
* Cooking food
* Cleaning the house
* Weeding the crops
* Caring for the babies
* Washing clothes and utensils

**NB:** Boys and girls should do all activities.

**Activity**

1.What do you understand by the term gender?

2. Mention any two features of;

a) a male

b) a female

3. Identify two activities done by girls

4. List down any three activities done by boys

Reference

Thematic curriculum bk 3 pg 44

Sharing our World bk 3 pg 28-29

***Theme: Gender and culture***

**Equity**

This is a situation in which people are treated equally and no one has unfair advantage.

It is the fair treatment of people.

**Examples of equity**

* Fair distribution of work
* Fair distribution of basic needs
* Recognition of children with special needs
* Doing similar activities or roles among boys and girls
* Giving equal opportunities of jobs
* Exercise.

**Ways of promoting and preserving culture**

* Through music, dance and drama (MDD)
* Sharing roles and responsibilities
* Documenting (Writing about something)
* Planting trees
* Practicing traditional education / informal education
* Initiation
* Enthronement or Installation
* Attending funerals
* Respecting cultural norms
* Planting traditional medicinal plants

**Activity**

1. Define equity
2. Write down any three acts of equity in society
3. Write MDD in full
4. Give at least four ways of promoting and preserving culture.
5. Identify any four cultural practices
6. Ref. Thematic curriculum pg 46

**HIV/AIDS**

**HIV**-**H**uman **I**mmunodeficiency **V**irus

**AIDS**-**Ac**quired **I**mmune **D**eficiency **S**yndrome

This means that the body is in a condition where it has lost the ability to defend itself. It is brought about by a virus which destroys the white blood cells.

**Causes and the spread of AIDS**

Through sexual contact with an infected person

1. An infected mother to the new born baby during birth.
2. Using sharp contaminated sharp instruments.
3. Blood transfusion.
4. Through accidents when people develop cuts.
5. Using unsterilized items.
6. Tattooing.

**Signs of HIV/AIDS**

1. Brain damage
2. Persistent fever
3. Severe diarrhoea
4. Loss of weight
5. White coating in the mouth
6. Lung infections
7. Pneumonia
8. Skin rashes black sports on the body
9. Tuberculosis

**Activity**

1. Write the following in full

-AIDS

-HIV

2. Name the Virus that brings about AIDS

3. Which cells in our bodies are destroyed by HIV virus?

4. Mention any three ways in which AIDS can spread.

**Ways of preventing HIV/AIDS**

-Say NO to sex

-Abstain from sex

-Check for HIV before marriage

-Do not share sharp instruments

-Use sterilized instruments

-Use gloves when helping HIV/AIDS patients

-Go for voluntary counseling and testing.

**How to Care for people living with HIV/AIDS**

* Encourage them to take drugs
* Feed them on nutritious food
* Washing for them
* Telling them stories
* Singing for them
* Praying for them

The AIDS Support Organisation (TASO ) cares for AIDS victims

How TASO cares for AIDS victims

By giving them food

By giving them ARV’s

**Effects of HIV/AIDS**

**1.** Some children are living with HIV

2. Children lose one or both parents

3. Children stop going to school in order to look after their sick parents

4. HIV/AIDS brings poverty to the family

5. HIV/AIDS leads to death

Ref. Thematic Curriculum

Pp. 49.

**PIASCY Messages**

**P**residential **I**nitiative on **A**IDS **S**trategy for **C**ommunication to **Y**outh

* PIASCY was started by the President of Uganda as a means of communicating to youth about HIV/AIDS

**Examples of PIASCY Messages**

**1. Have morals**

* Children should have the responsibility to obey religious teachings that show you what moral behaviour
* Morals will help you make safer choices
* Listen to parents, guardians and elders who show you good character and behaviour.

**2. Follow your religion to stay safer**

-Christianity and Islam ask their followers to delay sex until marriage.

-Religion asks you to pray

-Religion gives you comfort when you have a problem.

-Going regularly to the church or Mosque will give you a community of people who can help you.

**3. Body Changes** (Boys)

Your body will begin to change when you are about 11 years

These changes are healthy and are caused by hormones

Never tease boys who have body changes

**Body changes ( Girls)**

Your body will begin to change you are about 10 years.

These changes are normal and are caused by hormones. Breasts are private parts. Boys should not touch girl’s breasts. Girls should not use their breasts to tease boys. Never tease a girl about her breasts.

**4. Virginity is healthy. Stay a virgin**

A virgin is a person who has never had sex. Sex is not for young people. Being a virgin protects you from HIV and other sexually transmitted infections and pregnancy.

Being a virgin helps you to read without any disturbances, help your family and play with your family without any worries.

**Activity**

a. How can religion help us not to get HIV/AIDS?

b. Why is it good to remain a virgin?

**5. Always say NO to sex**

Always say NO to sex until you have finished school and are married.

Always say NO to people who want to give you gifts for sex.

If you have already had sex, you can stop and say NO.

If someone is forcing you to have sex, always tell a trusted adult like your teacher.

**6. Stay in school**

Make education the most important programme in your life.

Go to school every day and study hard.

Do not drop out to marry or work.

Take school as a chance to learn about how to avoid HIV, early pregnancy and other problems.

**6.Boys and girls respect each other**

Boys and girls have equal rights to education and to stay safe.

Boys and girls can do equal work and perform well at school.

Boys should not push girls to start sex. Girls should not push boys to have sex.

Boys do not touch girls, scare at them or block their path.

Respect between boys and girls can help to stop the spread of HIV/AIDS.

**7. Know and exercise your rights**

Boys and girls have a right to speak out against anything they feel is bad for them.

You have a right to say NO to sex and forced marriage.

You have a right to delay sex until you are married.

You have a right to stop sex if you have started it for any reason.

Your private parts are your special and private property.

**8. Know and observe your responsibilities** .

You have a responsibility to help your parents and guardians.

You have a responsibility to test for HIV

When teachers and parents talk about HIV, you have a responsibility to listen and understand.

**Life skills**

Be friends with children who read hard, help your family and try to stay safe by avoiding sex.

Avoid friends who can make you run away from school, steal, fight or have sex when you are still a child.

Speaking up and asking for help are important skills to keep you safe.

**Activity**

1. What is PIASCY?
2. Who started PIASCY in Uganda?
3. What is the major purpose of PIASCY ?
4. Write down any messages that can help you prevent HIV/AIDS.
5. Mention any two life skills that can help a primary school pupil avoid contracting or getting HIV/AIDS.

***Theme: Basic technology in our division***

***Sub theme: Natural and Artificial Materials***

Technology is the practical way of solving problems.

It is the use of science in solving problems.

Natural materials are things got from the environment and exist on their own

**Examples**

Banana fibres palm leaves sisal grass clay sand papyrus l

Man made materials are made by man; e.g. wire, plastic, straw, metals

**Sources of natural materials**

Plants, lakes, swamps, bush /shrub, anthills, grass

**Processing and making things from natural materials**

|  |  |
| --- | --- |
| **Material** | **Product** |
| Papyrus | Mats, baskets, table mats, hats |
| Banana fibre | Ropes, dolls, balls door mats, |
| Sisal | Ropes , strings, sacks |
| Clay | Plates cups, pots ,teapots |
| Fruits | Salads, juice e.g. lemon, orange |
| Grass | Brooms |

**Way of making the product using natural materials**

* Weaving
* Modelling
* Basketry

**Uses of the products**

1. For selling to earn money
2. For playing
3. For designing
4. For learning purposes

**Activity;**

1. **………..**are the materials got from the environment.
2. Give any three examples of natural materials
3. What are artificial materials?
4. Identify two examples of artificial materials.
5. Name any two sources of natural materials.
6. What products are got from the following materials?
7. Papyrus
8. Clay soil

Reference Thematic curriculum bk 3 pg52

***Theme: Basic Technology***

***Sub theme: Natural and Artificial Materials***

***Content: Making things from Artificial Materials.***

*Artificial materials are made from industries.*

The source of artificial materials is recycling.

Products got from artificial materials are made from industries or by man.

|  |  |
| --- | --- |
| **Material** | **Product** |
| Straws | Handbags, table mats, hats, baskets |
| Wire | Toy car, toy bicycles |
| Plastic | Jerry cans, shopping bags, basins , plates ,cups |
| Metals | Knives , panga, (garden tools),spoons |
|  |  |

**Uses of the products**

* They are used for children’s play
* For selling and earning money
* For decoration
* For wearing e.g. ornaments
* Jerrycans are used for carrying water.

Differences between natural and artificial materials

Natural materials are rougher than artificial ones.

Natural materials have duller colours than artificial ones.

Natural materials are heavier than artificial ones.

**Activity**

1. How are artificial materials got?
2. Name the source of artificial materials.
3. Give any two uses of products got from artificial materials
4. Identify any four products got from artificial materials.
5. Draw any two products got from artificial materials.
6. **Practical:** use some artificial materials to make some artificial products.

**Reference**: Thematic curriculum

**END**