

# **VICTORY STEP EDUCATION SERVICES**

## **S.ST LESSON NOTES**

**P.4**

**TERM 2, 2022 BRIDGED CUR**

## **VEGETATION IN OUR DISTRICT**

### **Vocabulary**

- |               |                     |                      |
|---------------|---------------------|----------------------|
| 1. vegetation | 8. water logged     | 15. deforestation    |
| 2. natural    | 9. wetlands         | 16. lumbering        |
| 3. planted    | 10. drainage        | 17. re-afforestation |
| 4. forest     | 11. dumping         | 18. conservation     |
| 5. swamps     | 12. reclamation     | 19. irrigation       |
| 6. shrubs     | 13. herbal medicine | 20. plantation       |
| 7. marsh      | 14. agro –forestry  |                      |

### **What is vegetation?**

Vegetation is the plant cover of an area.

### ***Examples of vegetation***

- |           |          |                   |
|-----------|----------|-------------------|
| - forests | - swamps | - bushes          |
| - grass   | - crops  | (shrubs/thickets) |
| - trees   |          | - flowers         |

### ***Activity***

1. Visiting different vegetation areas around the school.
2. Listing the different examples of vegetation around the school

### **Exercise**

1. State any three elements of vegetation
2. What name is given to the plant cover of an area?

### **Types of vegetation**

1. Planted vegetation
2. Natural vegetation

### **What is planted vegetation?**

This is the plant cover of an area that is grown by people.

### **Examples of planted vegetation**

- |                   |           |
|-------------------|-----------|
| - grass           | - flowers |
| - trees           | - crops   |
| - planted forests |           |

## **What is natural vegetation?**

This is the plant cover of an area that grows on its own.

### **Examples of natural vegetation**

- natural forests
- swamp vegetation
- marsh
- bushes (shrubs/ thickets)

### **Note:**

Places that receive a lot of rain have thick and tall vegetation while places that receive little rain have short and scattered vegetation.

### **Examples of natural vegetation in Kampala/Wakiso district**

1. swamp vegetation
2. marsh
3. bushes
4. natural forest (Wakiso)

### **Examples of planted vegetation in Kampala/Wakiso**

1. planted forests
2. grasses
3. flowers
4. trees
5. crops

### **Activity**

Comparing natural and planted vegetation

	Natural vegetation	Planted vegetation
1	Different tree species	The same tree species
2	Matures differently	Matures fast

### **Exercise**

- 1) What is vegetation?
- 2) How is natural vegetation different from planted vegetation?
- 3) Mention any two examples of natural and planted vegetation.

### ***Vocabulary***

- source
- oxygen
- medicine
- soil erosion
- formation
- firewood
- softwood
- hardwood

### **Uses of vegetation**

- Vegetation is a source of herbal medicine.
- Source of firewood.
- Provides oxygen

- We use vegetation to make charcoal.
- Vegetation is a source of food/fruits.
- Helps in the formation of rainfall.
- Vegetation makes our compound beautiful.
- Helps in the control of soil erosion
- Vegetation act as pasture for animals.
- It improves on soil fertility.

### **Activity**

- Children shall observe the different stages of making charcoal
- Read a comprehensive social studies book 4 pages 55 – 56

### **Exercise**

1. Why do we need trees in our school compound?
2. How does grass help in controlling soil erosion in the school compound?
3. What type of rainfall is formed by the help of vegetation?
4. Give two examples of wood fuel.
5. State the raw material for making charcoal.

## **FORESTS**

### **1. What is a forest?**

A collection of trees growing together on a large scale.

### **Types of forests**

- Natural forest
- Planted forest

### **2. What are natural forests?**

These are forests that grow on their own. They produce hardwood timber.

### **Examples of trees in natural forests**

- Mahogany
- Rosewood
- Ebony
- Mvule
- Teak
- African walnut

### **Some areas where natural forests grow.**

- Along river valleys
- Around lakes and swamps
- Mountainous areas

### **Uses of hardwood**

- Used in the construction / building industry.
- Making of different types of furniture.
- Boat/ship building.

### **Examples of natural forests**

1. Mabira forest (The biggest natural forest in Central Uganda)
2. Budongo (The biggest natural forest in Uganda)
3. Kibaale forest
5. Maramagambo
4. Bugoma forest
6. Bwindi impenetrable forest

## 7. Malabigambo

## Activity

### Locating natural forests using the primary school Atlas pages 36 (Mk Primary school Atlas)

## Exercise

1. What is natural vegetation?
2. List any four dangers facing vegetation
3. Name the biggest natural forest in Uganda.
4. State the importance of forests.

## PLANTED FORESTS

These are forests planted by people. They produce soft wood timber.

## Examples of planted forests

- Lendu in Nebbi district
- Mafuga in Rukungiri district
- Nyabyeya
- Agwata forest in Dokolo district
- Katugo forest Nakasongola district

### Examples of trees under planted forests (soft wood trees)

- eucalyptus trees
- cypress
- pine
- cedar
- wattle
- conifers
- spruce
- fir

### Uses of soft wood

- ❖ making paper
- ❖ match boxes/ sticks
- ❖ furniture
- ❖ ply wood
- ❖ black boards
- ❖ pencils

## Activity

- Using the classroom environment to list products got from soft wood
- Locating districts with planted forests using the atlas

## Exercise

1. Why do people cut down trees in your district?
2. Mention any two ways of caring for natural vegetation.
3. Write NFA in full.
4. Identify any two products got from;  
a) Hard wood  
b) Soft wood
5. How are natural forests different from planted forests?

## **Importance of forests**

- We get fuel (firewood and charcoal)
- Some are wild animal habitats
- Source of food
- People get timber
- Forests help in the formation of convectional rainfall
- Source of herbal medicine
- They act as wind breakers
- They help in controlling soil erosion
- Help in improving on soil fertility

## **How have forests been destroyed by people?**

1. People cut trees for timber.
2. People cut trees to create space for farming.
3. People cut trees to create space for settlement.
4. People cut trees to create space for industrialization.

## **How can forests be protected/preserved by people?**

- a) Planting more trees
- b) Using other fuel alternatives
- c) Sensitizing people about the use of forests.
- d) Enforcing strict laws

Note: **National Forestry Authority (NFA)** is the body that protects forests in Uganda.

## **Terms related to forests**

### **(i) Afforestation**

The planting of trees where they have never been

### **(ii) Re-afforestation**

The planting of trees where they have been cut down

### **(iii) Agro-forestry**

The planting of trees alongside crops

### **(iv) Deforestation**

This is the cutting down of trees on a large scale.

### **(v) Lumbering**

The cutting down of mature trees for timber

## **Activity**

Discuss and write down activities that lead to the destruction of vegetation.

## **Exercise**

1. Why are trees planted in our school compound?
2. Give any three ways of caring for crops.
3. Why do we weed crops?
4. How are forests important to; a) herbalists b) cooks c) farmers d) carpenters?

## **SWAMP VEGETATION**

What is a swamp?

This is a water logged area with vegetation.

### **Examples of swamps**

1. Lubigi swamp both in Wakiso and Kampala districts.
2. Lwera in Masaka district
3. Kapujan in Katakwi district

### **Importance of swamps**

- They control floods
- Sources of water
- Source of fish
- Source of clay as a building material / pottery
- We get papyrus for mats, baskets.
- They help in the formation of convectional rainfall

### **Crops grown in swampy areas**

coco yams

rice

sugar cane

cabbages

### **DANGERS OF SWAMPS**

1. Swamps harbour disease vectors
2. Swamps sometimes flood in the rainy season
3. Roads and railway construction is difficult in swampy areas.
4. They are hiding places for wrong doers
5. They harbour dangerous marine animals like crocodiles.

### **Why people carryout swamp drainage in Kampala/Wakiso district**

- To get land for farming
- To get land for industrialization
- To get land for settlement
- To construct roads
- To get clay for making bricks and pots.

### **Swamp drainage**

Is the destruction of a swamp.

### **Effects of swamp drainage**

- It leads to flooding.
- It leads to water shortage.
- It leads to reduction in rainfall.
- It leads to drought. (A long period without rainfall).
- It leads to deforestation.
- It destroys homes of aquatic animals.

## **Activity**

Children shall be engaged in a cleanup activity around the school compound.

## **Exercise**

1. What is swamp drainage?
2. Give any two dangers of clearing swamps
3. Why do people clear swamps in your district?
4. Give any two dangers of settling in wetland areas.
5. Draw a map symbol of a swamp.

## **Swamp reclamation**

Is the bringing back of a swamp to its original state/use..

## **Ways of swamp reclamation**

1. Stopping human settlement there
2. Stopping farming there
3. Stopping industrialization and road construction there

## **SHRUB**

- This is the vegetation that grows in areas that receive very little rainfall.
- Trees are short and have many thorns.
- Short grass grows in between the trees.
- Shrub vegetation is mainly found in Nakapiripirit , Kotido , Abim , Moroto , Kaabong , Lyantonde and Kiruhura districts.

## **Exercise**

1. What are shrubs?
2. Write any two economic activities carried out in savannah grasslands.
3. Name any one type of tree found in shrubs

## **CROPS**

Crops can be divided into;

- (i) Cash crops
- (ii) Food crops

## **What are cash crops?**

These are crops grown mainly for sale.

## **Types of cash crops**



### (i) **Traditional cash crops**

These are cash crops grown mainly for sale.

#### **Examples**

- coffee
- sisal
- cocoa
- sugar cane
- pyrethrum
- tea
- cotton
- tobacco

### (ii) **Non-traditional cash crops**

These are food crops that can also be sold.

#### **Examples**

bananas, potatoes, rice, cassava, maize, millet, sorghum etc

#### **Food crops**

These are crops grown mainly for food.

#### **Examples**

bananas, potatoes, rice, cassava, maize, millet, sorghum etc

Activity: Children in groups list examples of food crops.

#### **How people destroy vegetation**

- burning bushes
- over cultivation
- over grazing
- deforestation
- clearing bushes and forests for crop growing
- making bricks
- construction of roads
- site clearing
- farming
- dumping garbage

#### **Activity**

Children moving around the school perimeter wall to view how vegetation has been destroyed.

#### **Exercise**

1. Name any four activities that are a danger to vegetation.
2. Write down the following in full
  - (i) NEMA
  - (ii) NFA
3. Write any two ways of controlling soil erosion.
4. Write two examples of wood fuel.

#### **Ways of preserving vegetation**

1. Planting trees grass on the school compound / homes
2. Practicing agro-forestry
3. Educating people on the dangers of deforestation and swamp drainage.

#### **Caring for vegetation**

- watering them
- protecting the vegetation
- evicting encroachers
- adding manure
- trimming them
- pruning
- slashing compounds at school and home.

### **Activity**

Watering plants in the class

### **Topical exercise**

Reference to: A comprehensive social studies book 4 page 65.

## **PEOPLE IN OUR DISTRICT**

### **Vocabulary**

- |                     |                |                |
|---------------------|----------------|----------------|
| 1. migration        | 8. population  | 15. bead       |
| 2. tribe            | 9. famine      | 16. natives    |
| 3. tribal group     | 10. insecurity | 17. language   |
| 4. drought          | 11. spear      | 18. symbols    |
| 5. pasture          | 12. legend     | 19. totem      |
| 6. epidemic disease | 13. kingdom    | 20. settlement |
| 7. cradle land      | 14. clan       | 21. ancestor   |

### **Origin of people in our districts**

From the beginning, Kampala/Wakiso had few people. We call these people natives. (These were the Baganda)

Other people in our district Kampala/Wakiso came from other districts or countries.

### **The people of Kampala/Wakiso district**

These people belong to different tribes.

### **What is a tribe?**

A tribe is a group of people with the same origin, customs and speaks the same language

### **Tribes in Kampala / Wakiso district**

Baganda	Basoga	Bahima
Acholi	Luo	Somali
Iteso	Bagisu	Tutsi
Banyankole	Karimojongs	Hutu

### **Activity:**

1. Discuss the different tribes represented in a class.
2. Name the common language spoken in Kampala.

## **Exercise**

- 1) What is a tribe?
- 2) Name the official language used in your district.
- 3) Which is the biggest tribal group in Kampala district?
- 4) Why are there many people living in Kampala today?

## **CLANS**

### **1. What is a clan?**

A clan is a group of people who have a common ancestor / forefather.

2. People in our district belong to different clans
3. Some clans have symbols which are used for identification. The symbols of clans are called totems.

### **4. What is a totem?**

A totem is a special object used to identify a clan /symbol of identification of a clan.

### **Examples of clans among the Baganda**

<b>Clan</b>	<b>Totem</b>
Ente clan	A cow with special colours
Grass hopper clan	Grasshopper
Mamba clan	Lung fish
Enkima clan	Monkey

### **Examples of clans among other tribes e.g the Bakiga.**

<b>Clan</b>	<b>Totem</b>
Beinika	Bird called akafunzi
Basigi	A cow with special colours
Bakimbira	Bird called kikoona (crow)

## **Activity**

Discuss other clans and totems

## **LEGENDS OF SOME TRIBES**

### **What is a legend?**

A legend is a story of long ago.

People of long ago never wrote stories in books. Stories were passed over from grandparents to grand children by word of mouth.

### **Examples of legends**

1. A legend from Buganda – The story of Kintu and Nambi.
2. A legend from Bugisu – Mundu and Sera
3. A legend from the Luo – The spear and the bead.

### **Importance of legends**

1. They promote culture
2. They promote morals
3. They help people to know their ancestors (Grandparents)
4. They help people to know their origin
5. They promote unity among people

### **The story of Kintu and Nambi.**

Read the story of Kintu from the books below and answer the given questions.

- a) A comprehensive SST book 4 page 68 – 70
- b) Standard Mk pupils book 4 pages 41 – 42

### **Activity**

Draw a picture of Kintu's cow

### **Exercise**

1. Name the story of origin for the Baganda
2. What are legends?
3. Who was the wife of Kintu?
4. Where did Kintu live?
5. Who was the father of Kintu's wife?
6. Who was the father of Kintu's wife?
7. Who was the bad brother of Nambi?
8. Name the tasks which Ggulu gave to Kintu in order to marry Nambi.
9. Why did Nambi go back to heaven?
10. Where did Walumbe hide?
11. Give one importance of legends
12. Name the brother of Nambi who tried to take back Walumbe.

### **THE LEGEND FROM THE LUO**

#### **The spear and the bead**

Read the story of the spear and the bead and answer the questions below.

(Reference: Mk standard SST bk 4 pages 44 – 45 , A comprehensive bk 4 pg 71 – 72)

1. Name the origin of the Luo.
2. Where did the Luo live before they came to Uganda?
3. Who was the father of Gipiir and Labong?
4. Why did Labong become so angry to his brother Gipiir

5. Which animal ran with the spear?
6. Who helped Gipir to find the spear?
7. Why did Gipir and Labong separate?
8. Whose child swallowed the bead?
9. Of the two, Gipiir and Labong after separating, who settled in West Nile?
10. Name the tribe that came from Labong.
11. What do you learn from the story of the bead and spear?

### **The story of origin of the Bagisu**

Read the story of Mundu and Seera on page 73, comprehensive book 4 and Mk book 4 pages 42 – 44 and answer the questions.

1. Name the first Bagisu. **Mundu and Sera**
2. Who were the two sons of Mundu? **Mwambu and Kundu**
3. Name the mountain in Uganda has the origin of the Bagisu? **Mt. Elgon**
4. Mention the cultural practice that makes boys transform to men among the Bagisu.  
**Circumcision**
5. What does Ingishu mean? **A cow**
6. Which people stole Mundu's cow? **The Masai**
7. How is the story of Mundu and Sera important to Bagisu? **Teaches them about their origin**

### **Migration of people in our district**

1. **Migration:** This is the movement of people from one place to another for settlement.
2. **Immigrants:** These are people who move into a country for settlement.
3. **Immigration:** This is the movement of people into a country for settlement.
4. **Emigration:** This is the movement of people out of a country for settlement.
5. **Rural – Urban migration:** This is the movement of people from villages to towns for settlement.
6. **Urban-rural migration:** This is the movement of people to villages from towns for settlement.
7. **Urban – urban migration:** This is the movement of people from town to town for settlement.
8. **Rural-rural migration:** This is the movement of people from villages to villages for settlement.

## **Activity**

Demonstrate all the types of migration

### **Causes of migration**

1. **Lack of water and food.** People migrate to look for places with water and food.
2. **Lack of jobs** – people move into places to look for better paying jobs.
3. **Epidemic diseases** – People move away from their places to others because of diseases like Ebola and sleeping sickness.
4. **Conflicts** – These are disagreements that bring quarrels.
5. **Lack of fertile soils** – people move into other places to look for fertile soils for farming.

### **Causes of immigration**

1. To search for water and pasture for their animals.
2. To look for jobs.
3. To run away from epidemic diseases.
4. Due to drought.
5. To look for fertile soils.

## **Activity**

Read comprehensive book 4 pages 73 – 75

Stick the picture of migration (Mk book 4 pages 51)

## **Exercise**

1. What is drought? – **long dry period**
2. Give two causes of drought. **deforestation ,swamp drainage**
3. Mention two effects of drought. **shortage of water, shortage of pasture**
4. Give three reasons why many people migrate into Kampala.

### **Population distribution**

1. **Population** : This is the number of people living in an area.
2. **Dense population** : This is when an area has many people.
3. **Sparse population** : This is when an area has few people.
4. **Population distribution** : This is the way people are spread in an area.

## **Questions**

Which division in Kampala has a dense population?

### **Factors influencing settlement patterns in our district**

There are many factors that make some places to have more people than others and these include;

**a) Rainfall:**

Areas with enough rainfall attract many people.

Areas with little rainfall attract few people.

**b) Fertility of soils**

Fertile soils / areas attract many people especially farmers.

**c) Trade**

Trading areas like towns and cities attract many people.

**d) Enough food (availability of food)**

Areas where people can buy or grow food attract many people.

**e) Jobs**

Areas with many jobs have many people.

**f) Peace and security** - Safe areas have many people.

**g) Social – services**

Areas with good social services like education, health care, transport, water have many people.

**Exercise**

1. Give one reason why areas that have peace and security have many people.
2. Why should people settle near major roads?
3. What is population distribution?
4. What are commercial centres?
5. Why are markets important to people?
6. Why do we need many industries in Kampala district?
7. Give any three causes of migration today.
8. Mention any three causes of rural - urban migration.
9. Write four social services KCCA provides to the people of Kampala.
10. Why are there very few farmers in Kampala district?

**Work in our district (Economic activities)**

**Types of work done by people in our districts**

People in our district do many activities to get money. These include the following

- |                |                 |               |
|----------------|-----------------|---------------|
| - fishing      | - craft making  | - trading     |
| - pottery      | - farming       | - teaching    |
| - brick making | - hair dressing | - office work |
| - driving      |                 |               |

## **FISHING**

### **What is fishing?**

This is the catching of fish from water bodies.

Fishing is an economic activity done by people who live near water bodies.

Traditional methods of fishing

1. using hooks
2. using spears
3. using baskets.

### **Modern methods of fishing**

1. purse seining
2. gill netting
3. trawling

NOTE: Tilapia is the commonest type of fish caught in Uganda.

Nile perch is the largest type of fish caught in lake Victoria.

### **Methods of preserving fish**

#### **a) Traditional methods**

1. sun drying
2. salting
3. smoking

#### **b) Modern methods**

1. refrigeration
2. pickling vinegar
3. dip frying

### **Exercise**

1. Name three sources of fish.
2. Write any three types of fish
3. Which divisions of Kampala are near lake Victoria?
4. Give two reasons why people carry out fishing.
5. Mention any two methods of preserving fish.

## **Pottery**

This is the making of products from clay.

Examples of products from clay are pots, cups, bricks, pavers, vases, plates, ventilators and tiles.

### **Exercise**

1. Which physical feature is used for pottery?
2. Draw a picture of a pot and a map.



## Uses of pots to people

### **BRICK MAKING**

- People make bricks using soil and clay.
- Bricks made out of clay are very expensive while those made out of soil are cheap.
- Clay bricks are harder than those from other types of soil.

### **Activity**

In groups discuss how bricks are made.

### **Exercise**

1. Give two reasons why people make bricks.
2. Why is it not good to make bricks in our environment?
3. Apart from soil and clay, which other things are used to make bricks?
4. State the raw materials used to make blocks.

### **CRAFT WORK**

Crafts are things we make with our hands skillfully.

#### **Some examples of materials used**

- clay
- papyrus
- banana fibres
- sisal
- sea shells
- straws
- bottle tops
- polythene
- skins and hides
- bones
- grass
- reeds

#### **Sources of materials**

- swamps
- gardens
- forests
- compound
- bushes
- market places
- party venues
- lakes
- plants

#### **Examples of crafts**

- mats
- bags
- caps
- pots
- cups
- trays
- toys
- beads
- necklaces
- bangles
- shoes
- cushions
- table mats
- weaves
- baskets
- door mats

### **Activity**

1. Draw any one craft named above and write the materials used.

Crafts	Materials

2. Give the importance of each craft materials above.

## **TRADING**

### **What is trade?**

- Trade is the buying and selling of goods or services.
- Traders are mostly found in commercial centres like markets, shops and shopping malls.
- People trade to get money in order to get basic needs e.g food, shelter, medical care and clothing.

### **Activity**

1. Make a list of items sold in the markets and in shops.

Items sold in markets	Items sold in shops

2. Why are traders important in the community?

## **TEACHING**

### **What is teaching?**

- Teaching is one type of work done by teachers in our district.
- Teaching is done in schools and other institutions.

### **Questions**

1. Name the first school in Uganda. **Mengo school known then as Kayanja**
2. How are schools important in the community?
3. Give one reason why Kampala has many schools.
4. How are teachers important in the community?
5. Give examples of scholastic materials

## **OFFICE WORK**

In a district, we find offices in schools, industries, district headquarters and in ministries.

### **Activity**

Make a list of people who work in offices.

Copy and match correctly the table on page 86- Comprehensive book 4.

### **Problems faced by people as they carry out work**

#### **1) Wars**

During times of war people don't work because of fear and others are killed.

#### **2) Diseases**

People and animals fall sick and diseases make people very weak.

#### **3) Poor transport and communication**

Many roads are bad, it is difficult for people to move and farmers can't transport their farm produce to the market.

#### **4) Bad weather**

Some areas get very little rainfall and this dries the farmer's crops. Floods and hail storms destroy crops and property.

#### **5) Lack of knowledge and skills**

People need the necessary knowledge and skills to do work well.

Many people like farmers lack knowledge and skills of using tractors and fertilizers, this leads to poor crop yields.

#### **6) Laziness**

Some people are lazy and this makes them not to finish their work in time.

Lazy people become poor.

#### **7) Poverty**

Poverty is a state when people lack money, land, animals and other property.

Because of poverty, farmers lack money to buy seeds, fertilizers and garden tools and this makes farming difficult.

#### **8) Thieves**

People steal things from others e.g items from shops/ homes, cows, cars, motorcycles

#### **9) Changes in prices of goods**

When crop prices are high, farmers gain and when they go down, farmers lose.

#### **Activity**

Read a comprehensive book 4 pages 85 – 88 and Mk book 4 pages 60 - 61

#### **Exercise**

1. Write any four types of work people do in our district.
2. Mention any three jobs done by educated people.
3. Identify any three problems faced by farmers.
4. Give two problems faced by traders
5. Mention any two problems faced by fishermen.
6. Identify any three problems faced by people when doing their work.

### **SOCIAL ACTIVITIES IN OUR DISTRICT**

Social activities are activities which bring people together during bad and good times.

#### **Examples of social – activities**

- |                              |                                       |
|------------------------------|---------------------------------------|
| 1. introduction in marriages | 5. birthday parties                   |
| 2. weddings                  | 6. celebrating twins birth            |
| 3. naming of children        | 7. celebrating the last funeral rites |
| 4. circumcision              |                                       |

## **Introduction in marriage ceremonies**

This is when the boy and his relatives go to the girl's parents to take dowry or bride price.



## **Activity**

1. Mention the items given as bride price.
2. Write what takes place during the introduction ceremony.

## **Wedding ceremony**

This is when (groom) is united with a woman (Bride) as husband and wife. The wedding takes place in a church or a mosque.



## **Child naming**

Children can be named by their parents, grandparents or relatives.

- Naming of children depends on tribes.
- Sometimes children are named after their ancestors.
- In some tribes, names have meanings.
- Naming children according to seasons

## **Activity**

Fill the table below.

Tribe	Name of child	Meaning of the name

## **Circumcision ceremony**

- Circumcision is a social activity practiced by some tribes in Uganda.
- It is meant for boys between 10 to 18 years of age.
- It is done to show that the boy has become a man.
- During circumcision, people sing and dance.

## **Districts where and tribes practicing cultural circumcision**

- Mbale – bagisu
- Sironko – bagisu
- Manafwa - bagisu
- Kapchorwa - sabiny
- Bundibugyo – bakonzo
- Kasese - bakonzo

## **Exercise**

1. Name two tribes in Uganda that practice circumcision
2. Give any three examples of social – activities
3. What does your surname mean?

## **Activity**

Read comprehensive book 4 pages 92 – 93

## **People's way of life**

- The condition in which people live is what we call the way of life.
- In our district, some families have all basic needs while others lack the basic needs.
- People who don't have basic needs don't live well.

## **Types of needs**

- a) basic needs
- b) luxury/nonbasic needs

## **What are basic needs?**

Are needs man can't live without.

## **Examples of basic needs**

food, water, medical care, clothes, transport, shelter, education

## **What are luxury/nonbasic needs?**

Are needs man can live without.

## **Examples of luxury/nonbasic needs**

television, radios, mobile phones, cars, tablets, bags, etc

## **Why do people fail to get the basic needs?**

- due to laziness
- sickness
- distance
- poor transport
- changes in weather
- insecurity

## **Question**

1. Mention any three basic need of a family.
2. Why is a radio said to be nonbasic?

## **Factors which contribute to people's way of life**

**Work** : Some people have jobs which gives them a lot of money while others get very little money.

**Availability of food**: we need food to be healthy.

**Security** : We need to be safe and peaceful. Security helps people to do their work.

**Education** : Education helps people to get good jobs and to be healthy.

**Diseases** : Diseases make people sick and weak. They can't work, they don't earn money to look after their families.

**Unemployment** : This is when people have no jobs. This means that they can't pay school fees, they can't buy food and they can't afford good medical care

**Poverty** : Poor people have no money to buy food, clothing. They lack good housing

**Trade** : This is the selling and buying of goods. Trade helps people to get money and get goods they lack.

**Communication** : This is the receiving and sending of information. Communication helps people to share information.

**Transport** : Good transport helps people to move to other place easily.

## **Activity**

Let the children learn the spellings of words and their meaning.

**(Comprehensive SST book 4 page 99)**

## **Exercise**

**Reference:** A comprehensive book 4 pages 98.