



Ministry of Education  
and Sports

# HOME-STUDY LEARNING

PRIMARY  
4

**SOCIAL STUDIES**

August 2020



Save the Children





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This material has been developed as a home-study intervention for schools during the lockdown caused by the COVID-19 pandemic to support continuity of learning.

Therefore, this material is restricted from being reproduced for any commercial gains.

National Curriculum Development Centre  
P.O. Box 7002,  
Kampala- Uganda  
[www.ncdc.go.ug](http://www.ncdc.go.ug)

## FOREWORD

Following the Outbreak of the CoVID-19 Pandemic, Government of Uganda closed all schools and other educational institutions to minimize the spread of the coronavirus. This has affected more than 36,314 primary schools, 3129 secondary schools, 430,778 teachers and 12,777,390 learners.

The COVID-19 outbreak and subsequent closure of all has had drastically impacted on learning especially curriculum coverage, loss of interest in education and learner readiness in case schools open. This could result in massive rates of learner dropouts due to unwanted pregnancies and lack of school fees among others.

To mitigate the impact of the pandemic on the education system in Uganda, the Ministry of Education and Sports (MoES) constituted a Sector Response Taskforce (SRT) to strengthen the sector's preparedness and response measures. The SRT and National Curriculum Development Centre developed print Home- Study Materials, radio and television scripts for some selected subjects for all learners from Pre-Primary to Advanced level. The materials will enhance continued learning and learning for progression during this period of the lockdown, and will still be relevant when schools resume.

The materials focused on critical competences in all subjects in the curricula to enable the learners to achieve without the teachers' guidance. Therefore effort should be made for all learners to access and use these materials during the lockdown. Similarly, teachers are advised to get these materials in order to plan appropriately for further learning when schools resume, while parents/guardians need to ensure that their children access copies of these materials and use them appropriately.

I recognise the effort of National Curriculum Development Centre in responding to this emergency through appropriate guidance and the timely development of these home study materials. I recommend them for use by all learners during the lockdown.



**Alex Kakooza**

**Permanent Secretary**

**Ministry of EDUCATION AND SPORTS**

## ACKNOWLEDGEMENTS

National Curriculum Development Centre (NCDC) would like to express its appreciation to all those who worked tirelessly towards the production of home-study materials for Pre-Primary, Primary and Secondary Levels of Education during the COVID-19 lockdown in Uganda.

The Centre appreciates the contribution from all those who guided the development of these materials to make sure they are of quality; Development partners - SESIL, Save the Children and UNICEF; all the Panel members of the various subjects; sister institutions - UNEB and DES for their valuable contributions.

NCDC takes the responsibility for any shortcomings that might be identified in this publication and welcomes suggestions for improvement. The comments and suggestions may be communicated to NCDC through P.O. Box 7002 Kampala or email [admin@ncdc.go.ug](mailto:admin@ncdc.go.ug) or by visiting our website at <http://ncdc.go.ug/node/13>.



**Grace K. Baguma**  
Director,  
National Curriculum Development Centre

## **ABOUT THIS BOOKLET**

Dear learner, welcome to this home-study material which has been prepared for you. The material covers content for term 1, II and III.

The content covered has been carefully written covering the different topics in the syllabus. This is an addition to what you had learnt before schools were closed due to outbreak of COVID-19. The content is arranged using simple steps for your understanding. The activities provided in each topic are organised in such a way that they will enable you to relate with your local environment.

The content is organised into lessons. Each lesson has activities and summary notes that help you to understand the concepts. Some lessons have projects that you need to carry out at home during this period. You are encouraged to work individually as you do the practical and interactive activities.

Feel free to try out all the activities in this material.

**Enjoy learning**



## TERM ONE

### Topic: Physical Features in Our District

#### Lesson: Examples of Physical Features

You should be able to give examples of physical features in our district.

##### You will need:

- A pen
- A pencil
- A note book
- Braille paper
- Slate
- Stylus
- Braille machine

##### Instructions

Get a good place and time when doing this activity. Follow the instructions as given on each step. After reading this material, do all the activities.

##### Introduction

Look around your local area. Identify the things God created. For- example hills and flat areas.

##### Procedure:

##### Step I

You have seen different things in your local area. These are hills, plateaux, mountains, lakes, rivers and others. These are called **physical features**.

##### What are physical features?

Physical features are natural land forms of an area.

##### Step II

Some **landforms** are found in our district but some are not. Find out from your elders which ones are found in your district and those outside it.

##### Step III

Mention the landform found in most parts of your district. Which activities are done on it?

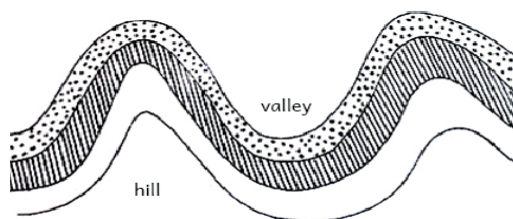
##### i) Flat areas

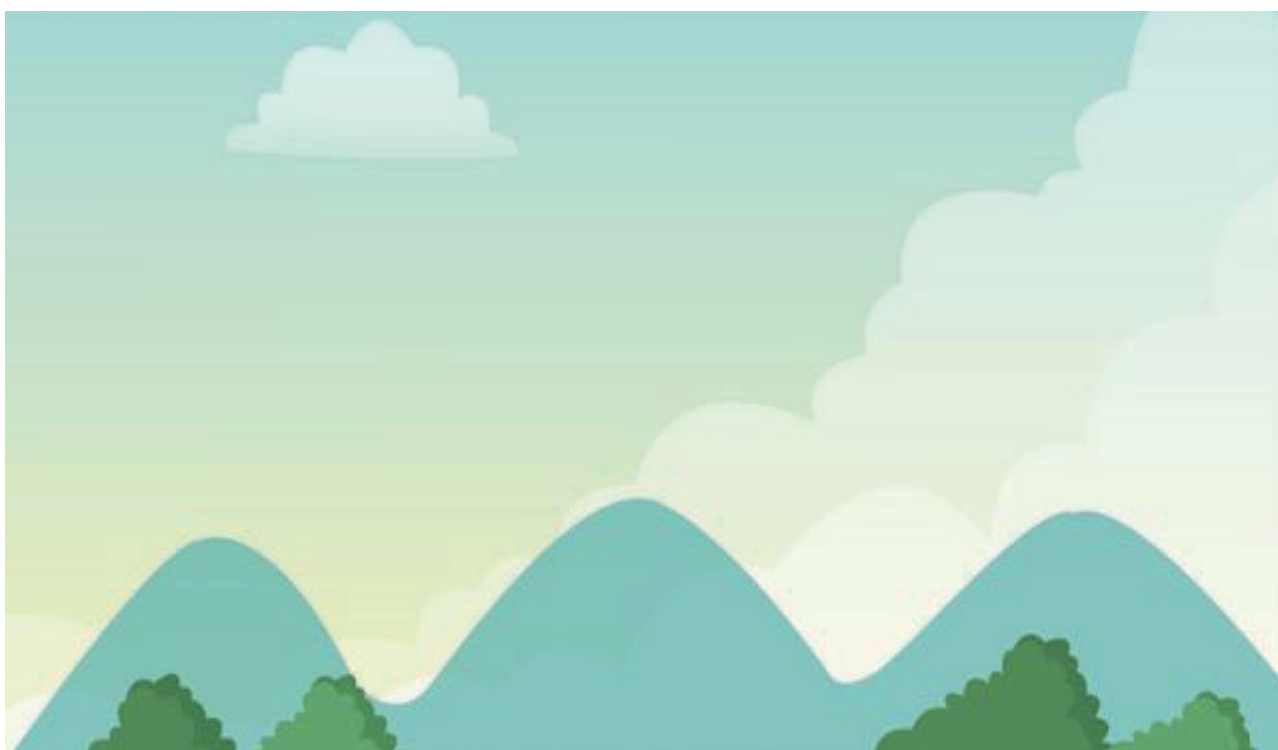
People grow crops, graze animals and build homes on flat areas.

List more activities done on flat areas.

##### ii) Plateau

A plateau is a flat raised piece of land.





### Activity

1. Name the feature found between two close hills.
2. Name any two hills in your local area.
3. Which activities are done on hills in your local area?

## Lesson: Lakes and Rivers

### You will be able to:

Give examples of some lakes and rivers in our local areas.

### You will need:

- |                 |                   |
|-----------------|-------------------|
| - a pen         | - slate           |
| - pencil        | - stylus          |
| - notebook      | - braille machine |
| - braille paper |                   |

### Instructions

Get a good place and time when doing this activity. Follow the instructions as given on each step. As you read this material, do all the activities given.

### Introduction

Look around your local area and identify any lakes and rivers.

### Lakes

A lake is a large area of water surrounded by land. Some of the lakes are; Lake Victoria, Albert, Kyoga, George, Edward, Wamala, Nabugabo, Bunyonyi and others



**Uses of lakes include:**

- We get fish from lakes.
- People travel on lakes.
- We get sand from lakes.
- We get water from lakes.

**Rivers**

A river is a stream of flowing water.

**Sources of rivers**

Mountains, hills, plateau and lakes.

**Types of rivers**

- Seasonal rivers: flow during rainy seasons.
- Permanent rivers: flow throughout the year.

Examples of rivers are: River Nile, Kafu, Katonga, Kagera and Sezibwa.

**Activity**

1. Name examples of rivers in your district.
2. Write activities done on rivers in your local area.
3. Write the uses of lakes to the people near them.

**Lesson: Uses of Physical Features**

You should be able to explain the uses of physical features in your district.

**You will need:**

- |                 |           |
|-----------------|-----------|
| - a pen         | - slate   |
| - pencil        | - stylus  |
| - notebook      | - braille |
| - braille paper |           |

**Introduction**

Can you identify some physical features in your area. Revise the previous lesson about lakes and rivers. The features identified have very many uses. In this Lesson, you are going to learn about them.

**Procedure****Step I**

Find out from your elders the features that give us;

- |         |       |
|---------|-------|
| - sand  | -salt |
| - water | -fish |

**Note:** Lakes and rivers help in many ways:

- They help in forming rain.
- They are used for water transport.

- They attract **tourists**.
- Some rivers help to make hydro-**electricity**.

Give other uses of physical features.

**Step II**

Find out the ways in which physical features can be dangerous to people who live near them. Lakes can **flood** and kill people.

**Landslides also can** kill people in **mountainous** areas.

Soil erosion is high in mountains

Lakes keep mosquitoes.

**Activity 1**

Ask your elder the dangers faced by people living near rivers.

**Activity 2**

1. Which type of electricity is got from rivers?
2. Give uses of rainfall to people.
3. Mention the physical features where crop farming can be done.

**Lesson: Caring for Physical Features**

**You should be able to:**

Give ways of caring for physical features in our district.

**You will need:**

- a pen
- pencil
- notebook
- braille paper
- slate
- stylus
- braille machine
- seedlings

**Introduction**

You learnt that physical features are so useful. Can you identify some of their uses and dangers?

Fill the answers in the table

S/N	Physical feature	Use	Danger

In this Lesson, you are going to learn about ways of caring for physical features.

### Procedure

#### Step I

Can you mention the ways you take care of yourself?

As you take care of yourself, physical features also need to be taken care of.

#### Step II

Which physical feature do you have in your area?

How can you care for a lake or river?

#### Step III

How do people use physical features in your local area?

What do you think may happen when we **misuse** physical features?

**Note:** Physical features can be cared for by:

- Proper **dumping** of waste
- Proper fishing
- Using better farming methods
- Planting trees to control soil erosion.
- We can terrace the land around Mountains



**Activity 1**

1. Make a card and show how you care of the physical features in your local area.
2. Prepare a small piece of land, plant trees on it and take care of them.

**Activity 2**

1. Mention ways people misuse lakes.
2. Write crops grown in your local area.

**Summary**

Physical features are land forms found in an area. Physical features are located in different parts in our district. There are also located in other districts.

## TERM TWO

### TOPIC: VEGETATION IN OUR DISTRICT

#### Lesson: Natural and Planted Vegetation

You should be able to describe natural and planted vegetation.

##### You will need:

- a pen
- notebook
- pencil
- braille paper
- slate
- stylus
- braille machine

##### Instructions

In this topic you are going to learn about vegetation in our district. You will also be able to mention types of vegetation and their uses.

##### Introduction

Look around your local area and identify all the types of plants.

##### Procedure

##### Step I

You have seen different plants in your area such as trees, grass, flowers, papyrus crops and others. These are called **vegetation**.

##### Step II

**Vegetation** is the plant cover of an area.

There are two types of vegetation in our district. These are; **Natural vegetation** and **planted vegetation**.

Natural vegetation grows on its own. Planted vegetation is grown by people and they care for it.

Give examples of planted vegetation in your local area.



**Step III**

We have learnt about planted vegetation such as crops, trees, forests and planted grass.

Name the types of trees grown by people in your local area. There are also types of trees which are found in natural forests, such as Mahogany, Mvule, Musizi and others.

Write items got from hard wood for example; timber, furniture and more.

**Activity 1**

Visit your local area and identify different types of trees.

**Activity 2**

1. What is vegetation?
2. Identify examples of natural vegetation.
3. Name the type of wood got from planted forests.

**Lesson: Human Activities That Affect Vegetation**

You should be able to identify the activities that people do which affect vegetation.

**You will need:**

- |                 |                   |
|-----------------|-------------------|
| - a pen         | - slate           |
| - notebook      | - stylus          |
| - pencil        | - braille machine |
| - braille paper |                   |

**Introduction**

In this Lesson, you are going to learn about human activities that affect vegetation.

**Procedure****Step I**

People destroy vegetation in many ways. Some of them are;

- Deforestation
- Over **cultivation**
- Brick making
- Overgrazing
- Burning bushes
- Road construction
- Building houses and **industries** in swamps.

Why do people cut down trees in your area?

**Step II**

**Deforestation** is the cutting down of trees on a large scale.

It brings problems like;

- soil erosion
- death of wild animals
- low rainfall and others

**Activity 1**

Look around your area, identify other activities that destroy vegetation.

**Activity 2**

1. Why is it bad to build houses in swamps?
2. Identify the dangers of bush burning.
3. How do we call cutting down of trees on a large scale?

## Lesson: Uses and Dangers of Vegetation

You should be able to:

- i) explain the uses of vegetation.
- ii) explain the dangers of vegetation.

**You will need:**

- |                 |                   |
|-----------------|-------------------|
| - a pen         | - slate           |
| - notebook      | - stylus          |
| - pencil        | - braille machine |
| - braille paper |                   |

**Introduction**

You have learnt about vegetation, types and examples of each. In this Lesson, we are going to learn the uses and dangers of vegetation.

**Procedure****Step I**

Name the furniture items found at your home.

**Uses of Vegetation**

- i) For grazing animals
- ii) For **herbal** medicine
- iii) We get timber from trees.
- iv) It helps **information** of rain.
- v) Some is eaten by people.
- vi) It is home for wild animals.
- vii) It controls soil erosion.

Name animals which live in the bush.

**Step II****Dangers of Vegetation**

- Some vegetation are homes for **dangerous** wild animals
- Some are **poisonous** to people
- Trees can fall and break houses
- Some trees have thorns which pierce people.

**Activity 1**

With the help of an elder, plant flowers and trees around your home.

**Activity 2**

1. Give uses of grass in our district.
2. Name any harmful grass in your area.

## Lesson: Caring for Vegetation

**You should be able to identify ways of caring for vegetation.**

**You will need:**

- |                 |                   |
|-----------------|-------------------|
| - a pen         | - slate           |
| - notebook      | - stylus          |
| - pencil        | - braille machine |
| - braille paper |                   |

**Introduction**

Go to the nearby garden and look at the different types of plants.

**Procedure****Step I**

The crops you have seen in the garden need care

- |              |                        |
|--------------|------------------------|
| - Mulching   | - Afforestation        |
| - Irrigation | - Pruning and trimming |
| - Manuring   | - Weeding              |

**Step II**

**Mulching** is the covering of soil with dry plant materials.

- It helps the soil to remain fertile.
- It controls soil erosion.
- It maintains moisture in soil.

Give example of crops which need mulching.

**Afforestation** is the planting of trees where they have never been.

**Irrigation** means watering of crops.

**Weeding** means removing unwanted plants in a garden.

**Pruning** is the removing of unwanted parts from a plant.

**Activity1**

Give examples of crops which need irrigation.

Irrigate and trim flowers around your home.



**Activity 2**

1. What is afforestation?
2. Give the advantages of afforestation.

**Topic: People in Our District****Lesson: Legends**

**You should be able to explain the origin of the people in our district.**

**You will need:**

- |                 |                   |
|-----------------|-------------------|
| - a pen         | - slate           |
| - pencil        | - stylus          |
| - notebook      | - braille machine |
| - braille paper |                   |

**Instructions**

Take your time to do this activity. Remember some activities take more than an hour. Collect materials needed in this Lesson.

**Introduction**

In P.3, you learnt about people in our sub-county. Now, you are going to learn about **legends, tribes and clans** in our district. You will also learn about reasons for their migration.

**Procedure****Step I**

Find out from your elders' stories about the past. These stories are called **legends**.

Legends are stories of the past. For example;

Mundu and Sera in Bugisu,

Kintu and Nambi in Buganda,

And Gipir and Labong in Acholi.

These stories help us to know our cultures.

**Step II**

Find out from elders about your tribe. There are many other tribes in your district. Let elders help you name them.

**Step III**

Find out from elders why they stay where they are today.

Ask them to tell you where they stayed before.

A **tribe** is group of people with the same origin and language.

**Origin** is where something started.

A **clan** is a group of people under the same **fore-father**.

People move from one place and settle in another. This is called **migration**.

This can be due to:

- droughts.
- search for jobs.
- search for water.

Find out why people migrate today.

### Activity 1

#### Complete correctly

My name is .....It was given to me by ..... I like it because .....

### Activity 2

1. Can you try to tell a story about people who live in your local area.
2. Mention the cultural wear for men in your tribe.

## Lesson: Factors that Determine Settlement Patterns in Our District

You should be able to identify factors that determine settlement patterns in our district.

#### You will need:

- |                 |                   |
|-----------------|-------------------|
| - a pen         | - slate           |
| - pencil        | - stylus          |
| - notebook      | - braille machine |
| - braille paper |                   |

### Introduction

You have learnt the origin of the people in our district. You have also learnt the causes of migration. In this Lesson, you are going to learn the reasons that make people settle in an area.

### Procedure

#### Step I

You learnt the causes of migration. Can you mention them? Some of them may also be factors that make people settle in an area.

#### Step II

Find out from your elders why they settled where they are today.

Let them tell you the place where they lived before.

If possible, ask them the year they settled there.

Let them tell you the people they found in your village.

Let them tell you how your village was before.

#### Step III

Find out from elders why some places have more people than others.

**Factors that Determine Settlement Patterns**

- Soil fertility
- Enough rainfall
- Trade and jobs
- Enough food
- Good social service like security education and health care

Now, can you identify more factors?

**Activity 1**

Find out from your elders the factors that attract many people in your area.

**Activity 2**

Use the words given below to fill in the gaps correctly.

**Village, food, fertile, rainfall, security**

My ..... has many people. It has also ..... soils, reliable ..... which support the growing of ..... crops. Our village is crime free due to tight .....

**Lesson: Types of Work Done by People in Our Districts****You should be able to:**

- discuss different types of work done by people.
- identify the problems faced by people as they carry out their work.

**You will need:**

- |                 |                   |
|-----------------|-------------------|
| - a pen         | - slate           |
| - pencil        | - stylus          |
| - notebook      | - braille machine |
| - braille paper |                   |

**Introduction**

You have seen the factors that attract people to your area.

Do you still remember them? What are they?

In this Lesson, you will learn the types of work done by people in your district. You will also learn the problems they face as they do their work.

**Procedure****Step I**

Which kind of work is done by your parents at home?

Identify some work you do at home.

Find out from your parents why they work.

**Step II**

Can you identify the kinds of work done in your area?

It is very good for us to work.

### Different types of work people do today in our areas

- Fishing
- Farming
- Weaving
- Pottery
- Brick Laying
- Mining
- Teaching
- Trading
- Treating others

Remember God wants us to work so that we can get food, money and other needs.

### Step III

#### Problems people face during work

- bad roads
- presence of insecurity
- disease outbreak
- high levels of poverty
- laziness of people
- bad weather changes
- poor medical services

Find out from your elders the problems they face as do their work. Let them tell you how they solve those problems.

#### Activity 1

Ask your elders to give you a small piece of land and grow beans. If you are living in a town, get sacks, fill them with some soil, and then plant beans there. Take proper care of your crops.

#### Activity 2

1. Give reasons why people work.
2. Give ways you can use land to get money.
3. My father's work is ..... and that of my mother is .....

## Lesson: Social Activities in Our District

You should be able to:

- i) identify social activities people do in our area.
- ii) give the importance of social activities.

#### You will need:

- a pen
- pencil
- notebook
- braille paper
- slate
- stylus
- and braille machine

## Introduction

When you talk about people in our district, you have to know that people do things which bring them together.

In this Lesson, you will learn about the types of **social activities** people do in their area. You will also learn the importance of social activities.

## Procedure

### Step I

When do most of your family members meet?

What makes them come together?

How do they prepare before they meet? How do they behave when they meet?

Identify the food stuffs they prepare.

### Step II

You need to know that social activities bring people together.

## Examples of social activities

- Introduction ceremonies in marriages
- Wedding in churches or mosques



- Naming of children
- Circumcision ceremonies
- Burial activities

Identify more social activities in your local area.

Have you ever observed a circumcision ceremony? Find out from your parents how it is done.

**Step III**

Find out from your elders how a **marriage** ceremony is conducted.

Why do you think marriage **ceremonies** are important?

You need to know that **social activities** are very **important** because:

- They promote culture.
- They **promote good** behaviour.
- They promote working together and they unite people.
- They promote happiness.

**Activity 1**

Get some six friends of yours at home. As you play with them, try to make a simple wedding. Choose the best man, maid, bride and groom, peg boy and flower girl. Make sure you observe social distancing.

**Activity 2**

1. Apart from your cultural name, identify other cultural names in your local area.
2. My name is ..... I like my culture because of ..... Our cultural wear for women is .....

**Lesson: Factors Contributing to People’s Way of Life**

**You should be able to:**

- i) Give factors contributing to people’s way of life.
- ii) State ways you can support your family income.

**You will need:**

- |                 |                       |
|-----------------|-----------------------|
| - a pen         | - slate               |
| - pencil        | - stylus              |
| - notebook      | - and braille machine |
| - braille paper |                       |

**Introduction**

You should know that people live differently in our district. In this Lesson, you will learn the factors contributing to people’s way of life. You will also learn how learners contribute to their family income.

**Procedure****Step I**

Identify the work most people do in your area.

Are there some people without jobs?

How do they support their lives?

**Step II**

People's way of life is determined by many factors.

**Factors that Determine People's Way of Life**

- The work people do
- Presence of security in the area
- **Presence** of food
- Presence of good education
- Presence of diseases
- Unemployment
- High levels of poverty
- Presence of trade centres.

Identify more factors.

**Step III**

You learnt about activities done by elders at your home.

Do you still remember them?

As a child, you need also to contribute to your family income.

**Ways a child can Contribute to his/her Family Income**

- growing crops
- **rearing** animals like goats
- keeping birds like chicken
- selling in the shops

Identify more ways you can contribute to your family income.

**Activity**

Find out how **unemployment** affects people in your local area.

**Exercise**

Complete the table below correctly. Find out from your family members.

Elder's name	Job/work	Level of education

## TERM THREE

### TOPIC: OUR LEADERS IN THE DISTRICT

#### Lesson: Types of Leaders in Our District

You should be able to identify different types of leaders in the district.

##### You will need:

- a pen
- pencil
- notebook
- braille paper
- slate
- stylus
- and braille machine

##### Instructions

Use your time well as you do the activities in this topic. Be in a safe place as you read this material.

##### Introduction

People in our district do not live in the same places. Some live in towns while others in villages. All these people have leaders. Leaders help them to plan and live a better life. In this Lesson, you will learn about leaders in our district.

##### Procedure

###### Step I

In P.3 you learnt about leaders in your sub-county.

Can you identify some of them?

Find out from elders the name of your L.CI chairperson.

Let them tell you his/her main duty.

###### Step II

##### Types of Leaders in Our District

- i) **Political** leaders such as **LCI-LCV Chairpersons and Members of parliament** (MPs)
- ii) **Civic leaders** like Resident District Commissioner (RDC), Chief Administrative Officer (CAO), and Magistrates
- iii) **Religious leaders** such as Bishops, Reverends, and Imams
- iv) **Voluntary leaders** such as Scouts, Girl Guides and Red Cross
- v) **Cultural leaders** such as Kings, Chiefs and Clan heads

Identify more examples of leaders in your local area.

Find out from your elders the RDC of your district.



**Step III**

Find out from elders about the king/chief of your area.

Try to conduct a family meeting at your home.

You should be the chairperson and make sure you observe social distancing.

**Activity 1**

Imagine you are the MP of your county/Municipality, make a list of things you would like the government to do for your people.

**Activity 2**

1. Find out from your elders and fill the gaps.

My area MP is ..... He/she was chosen in the year  
 ..... He/she has developed our Municipality mostly the  
 .....

**Lesson: Titles of Leaders in Our District**

You should be able to identify the titles of leaders in the district.

**You will need:**

- a pen
- a pencil
- notebook
- braille paper
- slate
- stylus
- and braille machine.

**Introduction**

Leaders have special titles at different levels. In this Lesson, you will learn the titles of different leaders.

**Procedure****Step I**

Who heads your class?

Why should your class leader have a title?

**Step II**

Can you identify the title given to the head of your family?

**Step III****Titles given to Leaders at Different Levels**

Chairperson LCI - Village/**Zone**

Chairperson LCII – Parish/**Ward**

Chairperson LCIII – Sub-county/Division

Member of **Parliament** – **Municipality/County**

Chairperson LCV – District level

### Activity 1

Find out the name of the LCIII chairperson in your area.

### Activity 2

Identify the names of following where you stay:

- Zone/Village
- Parish/Ward
- Sub-county/Division
- Municipality/County
- District

## Lesson: How Leaders Are Chosen in Our District

**You should be able to:**

- i) describe how leaders are chosen in the district.
- ii) identify qualities of a good leader.

**You will need:**

- |                 |                   |
|-----------------|-------------------|
| - a pen         | - slate           |
| - a pencil      | - stylus          |
| - notebook      | - braille machine |
| - braille paper |                   |

### Introduction

You have learnt about groups of leaders.

Can you suggest how they are chosen?

In this Lesson, you will learn how leaders are chosen. You will also learn the qualities of a good leader.

### Procedure

#### Step I

If you want to be a class captain at your school, how can you be chosen?

Find out from your elders how leaders are chosen in your area.

#### Step II

A leader is a person given power to direct others.

**Leadership** is a gift from God. So, respect every leader in your area.

#### Ways in which leaders are got

- Through election (political leaders)
- By appointment (civic leaders)

- By ordination (religious leaders)
- Through inheritance (cultural leaders)
- By volunteering (voluntary leaders)

How was your Chief Administrative Officer (CAO) chosen?

### Step III

Since leaders are people who guide and manage others, they need to have good qualities.

### Qualities of a Good Leader

**A good leader should be:**

- |                 |               |
|-----------------|---------------|
| - kind          | - responsible |
| - knowledgeable | - careful     |
| - confident     | - exemplary   |
| - approachable  |               |

Identify more qualities of a good leader.

### Activity

If you are given a chance to vote, what things do you look at to choose a leader?

Show your elders what learners do to become prefects at your school.

### Exercise

Fill in the gaps with the words below.

### Chief, Reverend, Magistrate, Member of Parliament, election

My name is Peter. I am a ..... I acquired my office by appointment. I attend church and the ..... conducts the prayers there. My friend John won the ..... organised last year and he became the ..... of our municipality. He invited our village ..... to be the guest of honour at his function.

## Lesson: Roles of different leaders in our district

You should be able to state the roles of different leaders in the district.

**You will need:**

- |                 |                   |
|-----------------|-------------------|
| - a pen         | - slate           |
| - pencil        | - stylus and      |
| - notebook      | - braille machine |
| - braille paper |                   |

### Introduction

When you choose a leader, you expect him/her to perform particular roles. In this Lesson, you will learn the roles of leaders in our district.

**Procedure****Step I**

Have you ever seen your Member of Parliament?

What had he/she come to do?

How has he/she helped people in your area?

**Step II**

Find out from your elders the duties of leaders. Ask them what they expect their leaders to do for them.

**Step III**

Every leader has his/her special role to do. Good leaders work hard to **develop** their areas.

**Roles of leaders**

DPC – In-charge of security.

CAO – Heads all civil **servants** in a district.

RDC – Represents the President in a district.

Red Cross members – Help people affected in wars.

DAO – In charge of **agriculture** in a district.

DEO – In charge of Education in a district.

Identify more leaders and their roles in your local area.

**Note:** Leaders are supposed to serve the people they lead equally.

**Activity**

If you are the chairperson LCI of your village, how can you fight theft in your area?

**Exercise**

**Match the following correctly.**

**Leader**

Chief Administrative Officer

District Police Commander

Resident District Commissioner

District Education Officer

**Role**

Heads all civil servants in a district

In-charge of security in a district

Represents the President in a district

In-charge of education in a district

## Lesson: Children's Rights

### You should be able to:

- i) explain what children's rights are.
- ii) state examples of children's rights and how they are violated.

### You will need:

- |                 |                    |
|-----------------|--------------------|
| - a pen         | - slate            |
| - pencil        | - stylus           |
| - notebook      | - braille machine. |
| - braille paper |                    |

### Introduction

People are born free and have equal rights. Children have rights. The children's rights are in the laws of Uganda.

In this Lesson, you will learn about children's rights. You will also learn how they are violated.

### Procedure

#### Step I

In P.3, you learnt about children's rights.

What are children's rights?

Identify the children's rights you learnt.

#### Step II

All children have their freedoms in Uganda. These rights must be protected by people. Find out from your elders how children can be protected.

#### Step III

Some people **mistreat** children. This is bad to children's lives. Find out from elders how children's rights are violated in your area.

### Note:

Children's rights are freedoms that every child must enjoy.

### Examples of children's rights

- A right to education
- A right to good feeding
- A right to **security**
- A right to proper clothing
- A right to **medical** care
- A right to be heard.

**Activity 1**

Identify more rights of children.

**Activity 2**

1. Mention groups of people who protect children's rights.
2. Give the importance of children's rights.
3. Name children's rights which are commonly abused by people.

## Lesson: Child Abuse

**You should be able to:**

- i) explain forms of child abuse.
- ii) give examples of child abuse.

**You will need:**

- |                 |                   |
|-----------------|-------------------|
| - a pen         | - slate           |
| - pencil        | - stylus          |
| - notebook      | - braille machine |
| - braille paper |                   |

**Introduction**

As you learnt earlier, all children must have equal rights. They must live a happy life. But some people mistreat children in many forms. In this Lesson, you will learn the forms of child abuse and their examples.

**Procedure****Step I**

Find out from elders about bad things done to children in your area. You should know that some children are mistreated. This can be called **child abuse**. Other children live a better life.

**Step II**

What do your elders do when you fall sick?

How are your friends treated at their homes?

Remember that all children should live a happy life.

**Step III**

**Note:** **Child abuse** means the **failure** to give children their rights.

Child abuse is done in many forms.

**Forms of Child Abuse****Physical abuse: such as:**

- **Corporal** punishments like; overbeating children, burning children, and Kidnapping children.
- Sexual abuse like; rape and **defilement**.
- Mental abuse like; using abusive language and causing fear to a child.
- Child neglect like; denial of food, education, medical care and proper clothing.

Suggest what should be done to people who abuse rights of children.

### Activity 1



Identify the form of child abuse in the poster above.

### Activity 2

1. Which children's right is **violated** when a child is not taken to school?
2. .... is the violation of children's rights.
3. Mention the group of people who abuse children's rights.

## Lesson: Causes, Effects and Ways of Controlling Child Abuse

### You should be able to:

- i) state causes and effects of child abuse.
- ii) mention ways of controlling child abuse.

### You will need:

- |            |                 |
|------------|-----------------|
| - a pen    | - braille paper |
| - pencil   | - slate         |
| - notebook | - stylus        |

- braille machine

### **Introduction**

You learnt that many children suffer in many ways. This is very bad to their lives.

In this Lesson, you will learn about the causes and effects of child abuse. You will also learn how to prevent child abuse.

### **Procedure**

#### **Step I**

What do you think can make children to be mistreated?

Also, try to ask your elders about it.

#### **Step II**

What do you think happens to a child when he/she is beaten badly?

As a P.4 child, what should your leaders do to prevent child abuse?

#### **Step III**

##### **Note:**

According to Uganda's laws, any person **below 18 years of age** is a child.

### **Causes of Child Abuse**

- Poverty -Indiscipline
- Death of parent.
- Drinking alcohol
- Early marriage
- Broken families

Mention other causes of child abuse.

### **Effects of Child Abuse**

- Death
- Lameness
- Poor health
- Children escape from their homes
- Increasing number of children on the streets

### **Ways of Preventing Child Abuse**

- By reporting people who mistreat children to police
- Children should act responsibly
- Controlling early marriages
- Providing free education.

Find out from your elders some of the ways of preventing child abuse in your local area.

#### **Activity 1**

Write a poem about child abuse. Include its causes, effects and how to prevent it.

#### **Activity 2**

1. Where can a child report people who abuse his/her rights?
2. At what age does one stop being a child in Uganda?
3. Why is child abuse bad?



## Lesson: Responsibilities of People in Our District

You should be able to identify responsibilities of people in our district.

### You will need:

- a pen
- pencil
- notebook
- braille paper
- slate
- stylus
- braille machine

### Introduction

As learnt earlier, a good leader must be responsible by doing all his/her duties. This helps him/her to have respect. In this Lesson, you will learn the responsibilities of people in our district.

### Procedure

#### Step I

Identify the duties you carry out at home.

Why do you perform such duties?

You need to be a responsible person in your community.

#### Step II

Identify things your elders provide to you.

How do you feel when they care for you?

Responsible elders make us live a better life.

#### Step III

#### Responsibilities of people in our district

- Obeying laws
- Participating in community work
- Caring for the sick
- Doing **productive** work
- Going to school
- **Participating** in making laws
- Maintaining proper sanitation

Identify other responsibilities of people in your local area.

#### Activity 1

Make a list of your home rules. Inform your elders about the rules made.

#### Activity 2

1. What is the main duty of the police in your area?
2. Apart from the sick, identify any one other group of people that need care.
3. How can you maintain proper sanitation at your home?

## Topic: How to Meet People's Needs in Our District

### Lesson: Social Services in Our District

You should be able to identify the different social services in our district.

#### You will need:

- a pen
- notebook
- pencil
- braille paper
- slate
- stylus
- braille machine

#### Introduction

People in your district need to live a better life. The **government** provides social services to them. In this Lesson you are going to learn about social services in your district.

#### Procedure

##### Step I

The services provided by the government to its people are called **social services**.

These include:

- education
- security
- water
- transport
- medical care

##### Step II

There are schools in your area (Incomplete statement). They provide education service. When you are at school you get **formal** education. When you are at home, you get **informal** education.

Why do people go to school?

##### Activity 1

With the help of an adult, give reasons why the government has introduced Universal Primary (UPE) and Universal Secondary Education (USE)

##### Activity 2

1. What are social services?
2. Identify problems facing schools in your local area.

## Lesson: Transport and Security Services

You should be able to explain what transport and security services are.

**You will need:**

- a pen
- notebook
- pencil
- braille paper
- slate
- stylus
- braille machine

### Introduction

People in your district move from one place to another.

The movement of people, goods and services from one place to another is called **transport**.

### Procedure

#### Step I

When people are moving with their goods, they use the following types **of transport**:

- road transport
- air transport
- water transport
- railway transport

Name the commonest type of transport in your district.

#### Step II

**Security** is the state of being happy and safe from danger.

Security is provided by police, army, Local Defence Unit and prisons Officers.

#### Step III

**Security helps us in the following ways:**

- The army protects people and their property
- The **prisons** keep wrong doers.

How do the police keep law and order?

#### Activity 1

Find out from your parents about the duties of Police Officers

#### Activity 2

1. Identify means of transport used in your area.
2. Write the causes of road accidents in your area.
3. Give the importance of security in your area.

## Lesson: Communication and Medical Services

You should be able to explain what communication and medical services are.

### You will need:

- a pen
- notebook
- pencil
- braille paper
- slate
- stylus
- braille machine

### Introduction

People get information from different sources. People send and receive messages through different ways.

In this lesson you will learn about the means of communication in our district. You will also learn about the medical services in our district and the people that provide them.

### Procedure

#### Step I

The process of sending and receiving of messages is called **communication**.

#### Types of communication

- Modern means of communication
- Traditional means of communication.

**Modern** means of communication include;

- telephone
- telegram
- **e-mail**
- tele fax
- Internet like what's up and face book
- verbal,
- letter writing

Identify traditional means of communication.

#### Step II

#### Mass media

Sometimes people in your area get information at the same time, this is called **mass media**. They get information from radios, televisions, newspapers, and others.

Give the importance of mass media.

#### Step II

#### Medical services

When you become sick at your home, you go to the hospital (health centre, clinic) to get medical service. People who provide medical services are; Doctors, nurses and midwives, and other medical workers.

Identify other places which provide medical services.

**Activity 1**

Visit a nearby health centre (or search internet) and ask medical workers to tell you the eight killer diseases.

**Activity 2**

1. Give the uses of communication.
2. Name the commonest means of communication in your area.
3. Identify examples on each of the following;
  - radio station
  - television station
  - newspapers

## Lesson: People who Provide Social Services in Our District

**You should be able to:**

- i) Identify groups of people who provide services to meet people's needs in our district.
- ii) Identify social service centres in our district.

**You will need:**

- |                 |                   |
|-----------------|-------------------|
| - a pen         | - slate           |
| - notebook      | - stylus          |
| - pencil        | - braille machine |
| - braille paper |                   |

**Introduction**

You have learnt the services which the government provides to its people.

**Procedure****Step I**

Those services are provided by different groups of people such as; teachers, **veterinary officers**, drivers, army officers, local leaders, doctors, police officers, and **bankers**.

**Step II**

Social service centres are places where services are provided to people.

Examples include; Schools, hospitals, **police stations**, banks, and others.

Identify other social service centres in your district.

Mention the services provided by bankers and farmers.

**Activity 1**

Visit a nearby social service centre. Find out the people who work there.

**Exercise 2**

1. Give the importance of medical workers.
2. Write examples of banks you know.

## Lesson: Problems The District Meets When Providing Social Services and Their Solutions

### You should be able to:

- i) Identify problems that the district meets when providing social services.
- ii) Suggest solutions to problems identified above.

### You will need:

- a pen
- notebook
- pencil
- braille paper
- slate
- stylus
- braille machine

### Introduction

The district faces problems when providing social services to its people.

### Procedure

#### Step I

Problems faced by district leaders when providing social services to people include:

- **shortage** of food
- poverty
- bad weather
- theft
- **corruption**
- **-irresponsibility**
- laziness
- -idleness
- -high population

Identify the problems you face at home when you are getting social services.

#### Step II

The problems above have solutions such as; creating employment **opportunities**, providing medical services, formation of group farming among others.

Identify other solutions to the problems mentioned above.

#### Activity1

With the help of an adult, talk about how poverty can be reduced in your area.

Mention ways how corruption is done in your area.

## Lesson: Caring for Social Service Centres

You should be able to identify ways through which learners can participate in caring for social service centres.

### You will need:

- a pen
- notebook
- pencil
- braille paper
- slate
- stylus
- braille machine

### Introduction

You have seen problems the district meets when providing social services. You should also participate in caring for social service centres.

### Procedure

#### Step I

#### Ways in which you can participate in caring for social service centres

- Avoid dumping rubbish around our environment.
- Not **trespassing** through social service centres.
- Use social services carefully.
- Respecting people who care for social service centres.
- Cleaning social service centres.
- Mobilising communities on proper use of social service centres for example: using mass media communication; community meetings; school assemblies; signposts; the police

#### Activity 1

Draw pictures showing how to care for social service centres.

Mention activities done to take care of social service centres.

#### Activity 2

1. Why do you care for social service centres?
2. Give ways of caring for social services centres.
3. Identify social service centres in your area.
4. Write things which destroy our social service centres.









National Curriculum  
Development Centre,  
P.O. Box 7002,  
Kampala.

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