

PRIMARY THREE

LITERACY TWO

TERM TWO

WEEK: 2 Lessons 1&2

Spellings

1. banking
2. transport
3. security
4. Education
5. Communication

LIVING THINGS IN OUR SUB COUNTY

1. There are two main groups of living things namely;
- Plants
- Animals

ANIMALS

2. **Animals are grouped into two types;-**

a. Domestic animals

b. Wild animals

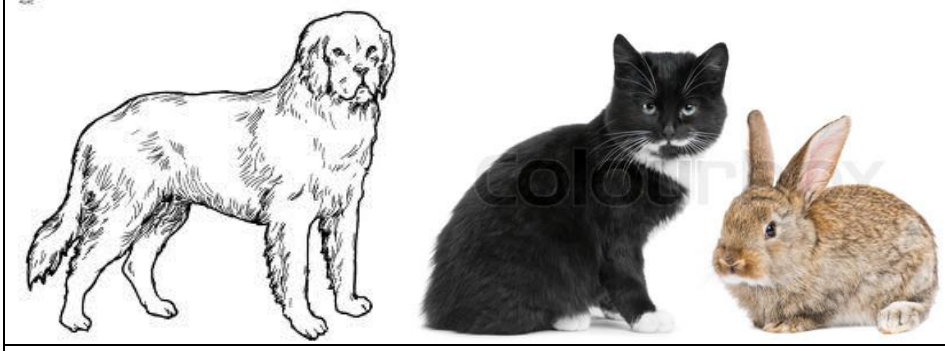
Domestic animals

3. What are domestic animals?

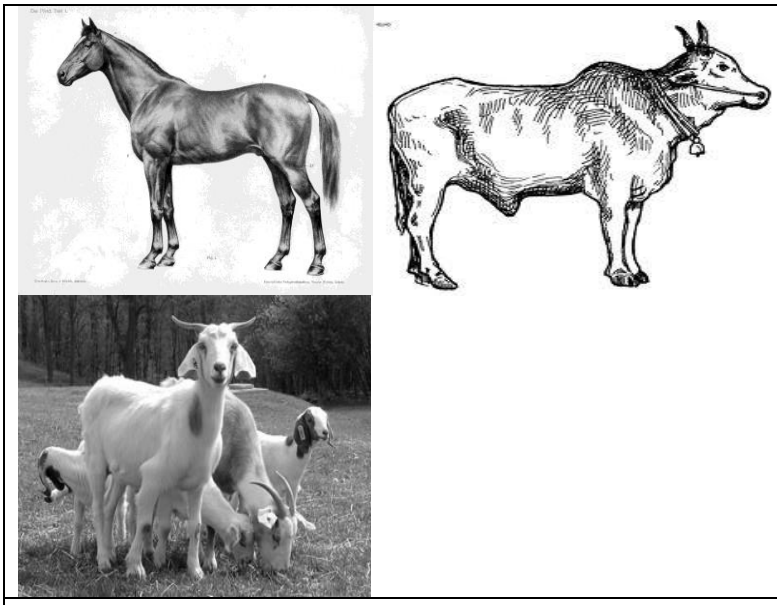
These are animals kept at home.

4. Examples;

- cows
- goats
- pigs
- dogs
- cats
- donkeys
- camels
- oxen
- horses
- sheep



dog **cat** **rabbit**



horse **cow** **goats**

5. Uses of domestic animals

	Animals	uses
1	Cows	• For milk, hides, and skins, horns, beef, and manure • Paying bride price.
2	Goats	• For milk, meat, dung, source of income and playing bride price
3	Sheep	• Source of income,

		• For mutton and wool • For cultural purposes like sacrifices.
4	Dogs	• Protect / guard our homes
5	Cats	• Chase away rats. • They are kept as pets.
6	Oxen	• For ploughing and transport.
7	Donkeys, camels and horses.	• For transport

Activity

- **Learners observe, identify and draw the examples of domestic animals.**

-Discuss the uses of domestic animals to people.

Exercise

1. Define domestic animals
2. Why do people keep these animals in their homes?
   a. dogs
   b. camels
   c. cows
3. Which animal is kept for mutton and wool?

WEEK: 2 Lesson 3

Spellings

1. horse
2. sheep
3. animals
4. manure
5. ploughing

1. Dangers of domestic animals

- They destroy people's crops.
- Their dung makes our compounds dirty.
- Animal dung is a breeding area for germs.
- They make a lot of noise in homes.
- They keep vectors like lice and fleas that spread diseases to people.

- Mad /rabid dogs spread rabies to people.

2. Ways of caring for domestic animals:
- By treating the sick animals.
- By proper feeding.
- By providing shelter /habitats.
- By cleaning their habitats.
- Being kind to them.
- By protecting them from predators.

Activity

Learners discuss the dangers of domestic animals.

Exercise

1. Identify three dangers of domestic animals.
2. State any three ways of caring for domestic animals.
3. Identify the habitats of these animals.
   a. cow
   b. horse
   c. pig
   d. horse
4. How can dogs be a problem to people?

WEEK: 2 Lessons 4&5

Spellings

1. caring
2. danger
3. provide
4. feeding
5. domestic

WILD ANIMALS

1. What are wild animals?

These are animals which live in forests, bushes and in water.

2. Examples of wild animals include the following:
- snakes
- lions

- leopard
- rhinos
- wolves
- giraffes
- baboons
- antelopes
- monkeys
- elephants
- tigers
- hippos
- chimpanzees
- gorillas
- hyenas
- cheetahs
- buffaloes
- crocodiles



3. Wild animals are kept in special places called **game parks**, **game reserves** and **zoos.**

4. An example of a zoo in Uganda is the wildlife Educational Centre (**UWEC**) at Entebbe.

5. **Examples of game parks include the following**;

- Kidepo NP
- Queen Elizabeth NP
- Mt. Rwenzori NP
- Lake Mburo NP

Activity

Learners look at the different wild animals and identify their names.

Exercise

1. How are wild animals different from domestic animals?
2. Write three wild animals.
3. Name one special place where wild animals can be kept.
4. Write UWEC in full.

WEEK: 2 Lesson 6

Spellings

1. wild
2. wildlife
3. special
4. gamepark
5. educational

1. Uses of wild animals.

- They attract tourists.
- Some wild animals provide meat e.g. hippos, antelopes and buffaloes.
- Animals in the zoo are used for study purpose.
- Some wild animals provide skins and hides e.g. snakes, lions, leopards.

2. **Who are tourists?**

Tourists are visitors from within and outside the country.

NB: These tourists pay money to our country called **foreign exchange**.

3. Dangers of wild animals

- Some wild animals like squirrels, monkeys, elephants destroy people's crops.
- Some wild animals like lions kill people and domestic animals.
- Some wild animals spread diseases to people.

Activity

Learners discuss the uses and dangers of wild animals and give examples.

Exercise

1. Wild animals are very unfriendly. Give two ways how they can be useful to us.
2. State two disadvantages of wild animals.

3. Who are tourists?

WEEK: 2 Lesson 7

Spellings

1. snake
2. hyena
3. leopard
4. monkey
5. crocodile

1. Ways of caring for wild animals:

- By treating the sick animals.
- By proper feeding.
- Protect them from poachers.
- Be kind to them.
- Keep them in game parks and zoos.

2. Who are poachers?

Are people who kill wild animals in game parks.

3. What is poaching?

Poaching is the illegal hunting of wild animal in game parks.

4. Things made out of skins and hides

- bags
- belts
- shoes
- drums
- some clothes
- wallets



drums



shoes



bag

Activity

Learners draw examples of things made out of skins and hides.

Exercise

1. How are poachers a problem to wildlife?
2. Mention two uses of wild animals to people.
3. Draw any two examples of things made out of skins and hides

WEEK : 3 Lesson 1

Spellings

1. visitors
2. tourists
3. poachers
4. advantages
5. disadvantages

BIRDS

1. There are two types of birds namely;

a. Domestic birds

b. Wild birds

2. Domestic birds

These are birds kept in people's homes.

3. Examples of domestic birds are;

- pigeons
- ducks
- turkeys
- chicken(cocks, hens and chicks)



pigeon



cock



turkey

4. Uses of domestic birds to people

- They provide eggs, meat, feathers and droppings to people.
- People sell them to get money.(income)
- They are for cultural purposes like sacrifices and paying bride price.

Activity

Learners discuss the examples and uses of domestic birds.

Exercise

1. Mention two types of birds.
2. Draw, name and colour any two domestic birds.
3. State two ways reasons why people rear birds.

WEEK: 3 Lessons 2

Spellings

1. duck
2. chick
3. chicken
4. turkey
5. pigeon

1. Ways of caring for domestic birds:

- By treating the sick birds.
- By proper feeding.
- By providing shelter /habitats.
- By cleaning their habitats.

- Being kind to them.
- By protecting domestic birds from bad people and wild animals.

Activity

Learners discuss the different ways of caring for birds and why we should care for them.

Exercise

1. Suggest any two ways of caring for domestic birds.
2. Why should domestic birds be given enough food?

WEEK: 3 Lesson 3

Spellings

1. selling
2. habitat
3. sacrifice
4. cultural
5. purposes

Wild birds

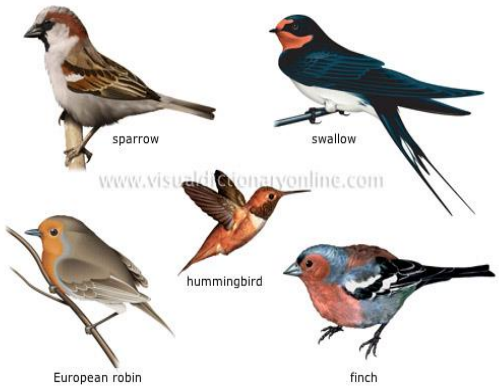
1. What are wild birds?

These are birds that live in forests, bushes and near water bodies.

2. Examples of wild birds are;

- sun birds
- swallows
- doves
- peacocks
- kites
- parrots
- sparrows
- crested cranes
- eagles
- crows
- marabou storks
- robins





parrots

3. Uses of wild birds to people

- Some provide eggs, meat and feathers.
- They attract tourists.
- Some are domesticated as pets.
- Sun birds help in pollinating plants.
- They are for study purpose.

Activity

-Identifying the wild birds and stating their importance to people.
-Discussing reasons why the crested crane was chosen to be the National Emblem.

Exercise

1. Name any two wild birds.
2. State two ways how wild birds can be useful to us.
3. Which wild bird is Uganda's National Emblem?

WEEK: 3 Lesson 4

Spellings

1. eagle
2. parrot
3. sparrow
4. peacock
5. crested crane

1. Ways of caring for wild birds:

- By treating the sick birds.

- By feeding them.
- Do not shoot stones at them.

2. Dangers of domestic and wild birds

- They destroy people's crops.
- They make a lot of noise.
- Birds litter our compounds with droppings.
- They spread vectors like fleas.
- Birds spread diseases like bird flu to people.

Activity

Discussing the examples of dangerous wild birds and how dangerous they are.

Exercise

1. Suggest any two ways of caring for wild birds.
2. Why should domestic birds be given enough food?

WEEK: 3 Lesson 5&6

Spellings

1. spread
2. vectors
3. destroy
4. feathers
5. compound

DOMESTICATED ANIMALS AND BIRDS

1. What are domesticated animals?

These are wild animals which have been tamed by people.

3. Examples of animals that can be domesticated are;

- Apes
- elephants
- monkeys
- buffaloes
- chimpanzees

3. What are domesticated birds?

These are wild birds which have been tamed by people.

4. **Examples of birds that can be domesticated are**;

- parrots
- geese
- doves
- peacocks
- flamingoes
- guinea fowls



peacock



geese



parrots

5. Reasons why people domesticate animals and birds

- They are for pet.
- For meat
- Some birds are for eggs.
- They sell them to get money.

Activity

Identifying examples of domesticated birds and their importance.

Exercise

1. What is the difference between domestic animals and domesticated animals?
2. Name any two birds which can be domesticated.
3. Why do people domesticate birds like parrots?

WEEK: 3 Lesson 7

Spellings

1. tame
2. money
3. difference
4. domestic

5. domesticated

PLANTS

1. Plants grown and cared for by people are called **crops.**

Types of crops

2. Crops are grouped into;

a) Food crops

b) Cash crops

FOOD CROPS

3. What are food crops?

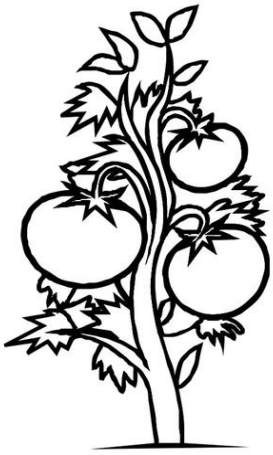
Food crops are crops grown mainly for food.

4. Examples of food crops include;

- bananas
- rice
- millet
- cassava
- tomatoes
- potatoes
- mangoes
- carrots
- beans



cabbage



tomato



banana

<u>Activity</u>

Learners move around the school and the school garden and observe the food crops found there.

Exercise

1. Define food crops.
2. Draw name and colour any four food crops.
3. Apart from getting food, what else do people use food crops for?

WEEK: 4 Lesson 1

Spellings

1. potato
2. tomato
3. mango
4. avocado
5. banana

CASH CROPS

1. What are cash crops?

Cash crops are crops grown for sale**.**

2. Examples of cash crops include;

- coffee
- tobacco
- cotton
- tea
- cocoa
- vanilla
- oil palm
- sisal
- sugar canes
- cloves
- pyrethrum
- rubber



cocoa



cotton



tobacco



sisal


oil palm


coffee


pyrethrum

3. Ways of caring for crops

- Weeding and spraying
- Mulching ad staking
- Watering them.
- thinning and pruning
- Controlling crop pests and diseases.
- Harvesting them when they are ready.

Activity

Learners move around the school and observe the cash crops found there.

Exercise

1. Define cash crops.
2. Identify any four examples of cash crops.
3. State four ways a farmer can care for his crops**.**
4. In which seasons do farmers do these activities?

a. Planting crops
b. Watering crops
c. Harvesting of crops

WEEK: 4 Lesson 2&3

Spellings

1. cash

2. sale
3. sell
4. crops
5. grown

1. Uses of cash crops

- They are sold to get money.
- Cash crops are used as raw materials for making different products in industries

2. Products got from cash crops

Cash crop	**Product(s)**
Cotton	• clothes • threads • cotton wool • cooking oil • soap • animal cakes
Coffee	• soft drinks(beverages) • coffee husks • gun powder
Tea	• beverages
Tobacco	• cigarettes
Cocoa	• beverages • chocolates • body jelly(cocoa butter)
Vanilla	• soft drinks(beverages) • spices
Oil palm	• cooking oil • soap

Pyrethrum	• insecticides • perfume
Sugar canes	• sugar • sweets • molasses • animal feeds • fertilizers
Cloves	• perfumes • spices
Rubber	• tyres • balloons • gloves • rubber bands • balls • condoms
Sisal	• door mats • ropes • sacks • bags

Activity

Learners observe on the projector some of the cash crops and the products made out of them.

Exercise

1. What products do people get from the cash crops?

a. sugar cane c. sisal

b. cotton d. coffee

2. Which cash crop is needed for making ropes?
3. How can cigarette smoking be dangerous to us?

WEEK : 4 Lesson 5

TOPICAL TEST

1. How are wild animals different from domestic animals?
2. Give two examples of domestic animals.
3. Write any two birds that are commonly domesticated by people.
4. State any two reasons why some people keep animals in their homes.
5. How can domestic animals be dangerous to us?
6. Where are wild birds and animals kept for people to see?
7. What are cash crops?
8Write any one product got from the following cash crops.

a. tea c. vanilla

b. oil palm d. rubber

9. Draw and name two food crops in your areas.

WEEK :4 Lesson 6

Spellings

1. sisal
2. cotton
3. coffee
4. vanilla
5. tobacco

MANAGING RESOURCES IN OUR SUBCOUNTY

1. What is a resource?
   A resource is anything used to meet/satisfy people's needs.
   -Some resources are got from living things while others are got from non- living things.

2. **Basic resources in our environment**

- water
- plants
- time
- soil/land
- money
- air
- food
- animals
- fuel
- minerals

Activity

Learners move out of their classrooms and observe some of the basic natural resources around.

Exercise

1. What does the word resource mean?

2. Name any four basic resources in our surrounding.
3. Which resources are used for the following uses?

a. Buying other needs

b. Growing crops

WEEK: 4 Lesson 7

1. basic
2. satisfy
3. resource
4. surrounding
5. environment

WATER

1. Sources of water

1. There are two types of water sources namely:

a. Natural sources

b. Man made sources

a) **Natural sources** e.g.

- Rain; is the main source of water.
- natural lakes
- swamps
- rivers
- seas
- oceans
- streams

2. Why rain is the main natural source of water?

It gives water to other sources.

b) **Man-made sources** e.g.

- wells
- boreholes
- ponds
- valley dams
- man-made lakes
- protected springs

Activity

Learners observe on a projector some of the natural and man made sources of water.

Exercise

1. What is the main natural source of water?
2. Mention two other natural sources of water.
3. Draw and name any two man-made sources of water.

WEEK: 5 Lesson 1

Spellings

1. rain
2. lakes
3. rivers
4. oceans
5. boreholes

Uses of water as a resource

1. Water is used for both domestic (home) and industrial use.

(a) Domestic uses of water

- Water is used for drinking
- It is used for washing clothes and utensils.
- We use water for mopping houses.

(b) **Industrial uses of water**.

- Running water is used to produce hydro- electricity.
- Water is used for making drinks like soda and beer.
- It is used for mixing flour when making bread.
- Water is used to cool engines
- It is used for cleaning utensils in industries**.**

Activity

-Discussing the domestic/home uses of water.

-Identifying some industries that use water to make products.

Exercise

1. Write two domestic uses of water.
2. State two industrial uses of water.
3. Name any one industry that uses water to make drinks.

WEEK: 5 Lesson 2

Spellings
1. utensils
2. washing
3. drinking
4. industry
5. industrial

FOOD

1. What is food?

Food is anything that people eat or drink.

2. Sources of food

- People get food from;

- gardens
- markets
- supermarkets
- shops
- swamps
- animals
- forests
- lakes and seas
- rivers and oceans

3. Uses of food as a resource:

a. We eat food;
   -To get energy.
   -To build our bodies.
   - Food helps our bodies to be healthy.
b. Food is sold to get money.

Activity

Identifying the natural and artificial sources of food.

Exercise
1. Name two natural sources of food.
2. Give two reasons why we eat food.
3. Name two classes of food you know.

WEEK: 5 Lesson 3 &4

Spellings

1. people
2. garden
3. energy
4. healthy
5. natural

FUEL

1. What is fuel?

Fuel is anything burnt to produce heat.

2. Examples of fuel:

- charcoal
- firewood
- paraffin
- coal
- diesel
- electricity
- biogas
- food
- petrol, etc

3. Uses of fuel as a resource:

- Petrol is used in vehicles.
- Firewood and charcoal are used for cooking.
- Food gives us energy in our bodies.

Money

4. Uses of money as resource:

Money is used to buy needs of people like food, school fees, clothes, shelter, etc.

5. Time

Time helps us to plan for all the activities.

Activity

-Identifying some of the fuels used to run vehicles.

-Stating the uses of electricity.

Exercise

1. What is fuel?
2. Identify the fuels needed for the following uses;
   a. cooking

b. lighting
c. running vehicles

WEEK: 5 Lesson 5&6

Spellings

1. fuel
2. heat
3. petrol
4. diesel
5. charcoal

SAVING RESOURCES

1. What is saving?

It is a way of keeping resources for future use.

-We keep resources e.g food, money, fuel, etc for future use.

2. Ways of saving resources:

- Keeping money in banks or in safe wooden or metallic boxes.
- Preserving food
- Repairing vehicles and furniture.
- Recycling plastics and minerals.
- Planting crops and trees.
- Switching off lights when not in use.
- Using energy saving lights and stoves.
- Proper use of materials
- Budgeting for our money.

3. Reasons why we save:

- We save to avoid wastage.
- We save to meet our needs.
- We save to improve our standards of living.
- We save for future use.

Activity

-Discussing the ways of saving money and electricity as resources.

Exercise

1. Define the term saving.

2. How can the resources be saved?
a. money
b. electricity
c. forests
3. Why do people save resources?

WEEK: 5 Lesson 7

Spellings

1. light
2. bio-gas
3. paraffin
4. firewood
5. electricity

1. Keeping records:

This is the way of keeping information on how resources are used.

2. Examples of records kept.

- Income records
- Bank slips
- Water and electricity bills
- Project records etc

3. Reasons for keeping records:

- To tell how much is spent and saved.
- To know the income.
- To know how much is needed in a family or school.
- For future reference.
- For fair taxing.

Activity

Learners identify some of the records they keep at their homes and how they keep them safely.

Exercise

1. Name ay two records that can be kept at home.
2. Give two reasons why record keeping is important on any business.

WEEK: 6 Lesson 1 &2

Spellings
1. future
2. saving
3. record
4. income
5. expenditure

1. Spending resources:
This is the way of using resources to meet our needs.

2. Things we use and spend on:
- food
- cars
- clothes
- time
- fuel
- school fees
- water
- house rent
- electricity
- medicine
- bedding
- building
- furniture

3. Ways of spending wisely:
- budgeting
- negotiating
- prioritizing
- making a work plan
- comparing quality
- making a price list
- comparing prices

4. Why need to spend resources wisely
- To avoid wastage
- To save for the future

Activity
Learners identify some of the things that people spend on money.

Exercise
1. Identify any three ways people spend money.
2. How can we can we spend our money wisely? Give 4.
3. Why do you think we need to spend our money wisely?

WEEK: 6 Lesson 3&4

Spellings

1. medicine
2. building
3. furniture
4. wastage
5. budgeting

PROJECTS

1. What is a project?

A project is an activity done to get knowledge, skills and money.

2. Examples of projects:

- bee keeping
- craft making
- fish farming
- vegetable growing
- cattle rearing
- keeping poultry
- tree planting
- brick making, etc.

3. Things needed to begin a project

- money/ capital
- time
- space/land
- knowledge/skills
- labour

4. Ways of managing a project

- Being committed.
- Balancing ledger books.
- Recording and keeping records.
- Being patient.
- Checking on the project

Activity

Learners identify examples of projects done by people and the requirements for starting a project.

Exercise

1. Define a project.
2. Mention any three examples of projects one can do.

3. State any two requirements for stating a project.
4. How can one manage his/her project well?

WEEK: 6 Lesson 5

Spellings

1. project
2. capital
3. poultry
4. farming
5. vegetable

THEME: KEEPING PEACE IN OUR SUB-COUNTY/DIVISION

Living in peace with others

1. What is peace?

Peace is a state when there is no war or violence in an area.

Indicators of peace

2. What shows that people living in an area are peaceful?

- Co-operation
- Respect of one another
- Observing the laws
- Respect of human rights
- Having no quarrels
- No theft
- Having no fights

Importance of living in peace

- Peace promotes development.
- It brings trust among people.
- It brings happiness among people.

Activity

-Learners discuss the indicators of peace in a class.

Exercise

1. What is peace?
2. Mention any four things which show that there is peace in an area.

WEEK: 6 Lesson 6&7

Spellings

1. peace
2. fight
3. violence
4. quarrel
5. knowledge

1**. Causes of insecurity in an area**

- theft
- wars
- poverty
- moral decay
- tribal and family conflicts
- mistrust
- strikes
- unemployment
- disrespect

2**. Ways of living in peace**

- Obeying rules and regulations.
- Respecting one another.
- Knowing and respecting our differences like lameness.
- Praying for one another.
- Following good religious teachings.
- Respecting human rights.
- Working together.
- Helping one another in times of trouble.

Activity

Learners identify the ways of living peaceful in class and in school.

Exercise

1. Mention any two causes of insecurity in an area.

2. Identify any three ways of living peaceful in school.
3. Why do we need to live at peace with everybody?

WEEK: 7 Lesson 1

Spellings

1. theft
2. poverty
3. conflict
4. employment
5. unemployment

CHILDREN'S RIGHTS

1. Who is a child?

A child is anybody below eighteen (18) years of age.

2. What are children's rights?

- These are freedoms of children.
- These are freedoms that all children must enjoy.

3. These rights must be respected by parents and all adults.

4. Examples of children's rights

- A right to education.
- A right to live.
- A right to medical care.
- A right to equal treatment.
- A right to belong to a clan/family.
- A right to be loved.
- A right to talk freely but with respect.
- A right to food, shelter and clothing.
- A right to have a name.
- A right to know one's parents.

Activity

Learners discuss the examples of rights of children in Uganda.

Exercise

1. At what age does one stop being a child in Uganda?
2. What are children's rights?
3. Identify any three rights of a child.

WEEK: 7 Lesson 2

Spellings

1. child
2. children
3. rights
4. freedom
5. eighteen

1. People who protect children's rights

- police
- judges/lawyers
- local council members
- parents

2. Which LC 1 member is in charge of children's rights?

- The Vice chairperson

3. The **N**ational **C**ouncil for **C**hildren (NCC) oversees that children's rights are observed in Uganda.

4. Importance of children's rights

- They protect children's interests.
- They help children to grow healthy physically and mentally.
- They protect children from any danger.
- They also help grow confidently.
- They are used to pass judgment to a person who violates them.

Activity

Learners identify the examples of people who protect the rights of children in Uganda.

Exercise

1. To which LC member does a child who is abused at home report?
2. Write NCC in full.
3. Why should people respect children's rights?

WEEK: 7 Lesson 3&4

Spellings

1. enjoy
2. judge
3. lawyer
4. interest
5. violate

CHILD ABUSE

1. What is child abuse?
   - Child abuse is the violation of children's rights.
   - Child abuse is the mistreating of children adults.

2. Common forms /types of child abuse

a. Physical abuse
b. Sexual abuse
c. Mental abuse
d. Child neglect

a) **Physical abuse**
-This involves putting injuries or pain to a child e.g.

- burning children
- child labour
- child battering
- child sacrifice

b) **Sexual abuse**
-This includes all sexual mistreatment e.g.

- defilement
- early marriage
- bad touches
- oral kisses

- Abuse of obscene words

Activity

Learners narrate and discuss the examples of sexual and physical abuses and how to avoid/ control them.

Exercise

1. What is child abuse?
2. Identify any two types of child abuse.
3. Name ay two sexual forms of child abuse.

WEEK: 7 Lesson:5

Spellings

1. abuse
2. violation
3. labour
4. battering
5. defilement

c) **Mental /Psychological/ Emotional abuse**

-This involves torturing the child's mind e.g.

- bullying
- harassing a child
- intimidating (threatening)

d) **Child neglect**

-Is when parents fail to provide basic needs to their children e.g.

- denial of clothes
- denial of shelter
- denial of education
- denial of food

People who abuse children's rights

- some teachers
- some parents
- some relatives
- witch doctors
- peers and siblings
- some maids

- mentally disturbed people e.g. drug addicts.

Activity

Learners discuss;

- The needs of a child and the forms of child neglect.

-Examples/ groups of people who abuse children.

Exercise

Identify any two forms of child neglect.
Mention any two groups of people who abuse children.
Draw; name and colour any two needs of a child.

WEEK: 7 Lesson 6

Spellings

1. deny
2. denying
3. denial
4. neglect
5. kidnapping

Causes of child abuse

1. **poverty;**
   Children do not get basic needs when there is no money.
2. **Alcoholism**;
   Some drunken parents burn, beat and lock out children.
3. **Broken/divorced families;**
   When parents separate, children are at times mistreated by step-parents.
4. **Death of both parents** ;
   When parents die, children are left to suffer as orphans.
5. **Wars**;
   When parents die in wars, children end up on the streets for survival.
6. **Indiscipline among children**;
   Some children misbehave and they are battered by their parents.
7. **Ignorance**;
   Some people mistreat children because they do not know about children's rights.

Activity

Learners discuss the causes of child abuse in homes and schools.

Exercise

1. Outline three causes of child abuse at home.
2. How do children lead to abuse of their own rights?
3. Name any two causes of street children in Kampala.

WEEK: 7 Lesson 7

Spellings

1. mental abuse
2. physical abuse
3. sexual abuse
4. child neglect
5. harassing

Ways of controlling child abuse

- Parents should avoid alcoholism.
- Teaching adults about children's rights.
- Teaching children their rights and responsibilities.
- Parents should work hard to provide needs for their children.
- Teaching good morals/ manners in society.
- Imprisoning people who abuse rights of children.
- Discouraging divorce/ separation of parents.
- Resettling orphans and street children.

NB: Children who commit offences are taken to **juvenile courts** for advice and to reform.

Activity

Learners suggest the ways of controlling child abuse in homes and schools.

Exercise

1. Suggest three ways of controlling child abuse in Uganda.
2. How are juvenile courts important in a place?

WEEK: 8 Lesson 1

Spellings

1. alcohol
2. alcoholism
3. mistreat
4. responsibility
5. responsibilities

CHILDREN'S RESPONSIBILITIES

-These are the duties /obligations of children at home, at school and in the country.

a) **Responsibilities of children at home**;

- Children should obey their parents.
- Fetching water.
- Washing utensils and clothes.
- Mopping the house.
- Sweeping the compound
- Collecting fire wood.
- Cooking food.
- Respecting their parents.
- Protecting their families.
- Children should support their parents when they grow up.
- Taking care of family property.
- Contributing to the economic development of their families.

Activity

Learners discuss and role play the duties of children at home.

Exercise

1. State four ways children can help their parents at home.
2. Draw and name any two basic needs of a family.

WEEK: 8 Lesson 2

Spellings

1. utensils
2. compound
3. fetching
4. imprisoning
5. development

b) **Responsibilities of children at school**;

- Respecting prefects, teachers and fellow pupils.
- Obeying school rules and regulations.
- Cleaning the class.
- Cleaning the compound.
- Caring for school property.
- Participating in class and school activities.
- Electing leaders like prefects monitors etc.

Activity

Learners discuss and role play the duties of children at school.

Exercise

1. State any three duties of children at school.
2. How can we keep our class clean?
3. Draw, name and colour any two things we use to clean our class.

WEEK: 8 Lesson 3

1. activity
2. activities
3. obeying
4. prefects
5. community

c) **Responsibility of children in the country/community**;

- Respecting the laws of their country.
- Having love for one's country (patriotism)
- Contributing to the development of their country.
- Respecting the leaders.

Qn. How can children support their families economically?

- They sell in shops.
- Some children hawk goods.
- Protecting family wealth.

Activity

Learners discuss the duties of children in the community or country.

Exercise

1. What is the name of our country?
2. Who is the president of our country?
3. Identify one responsibility of children in community.

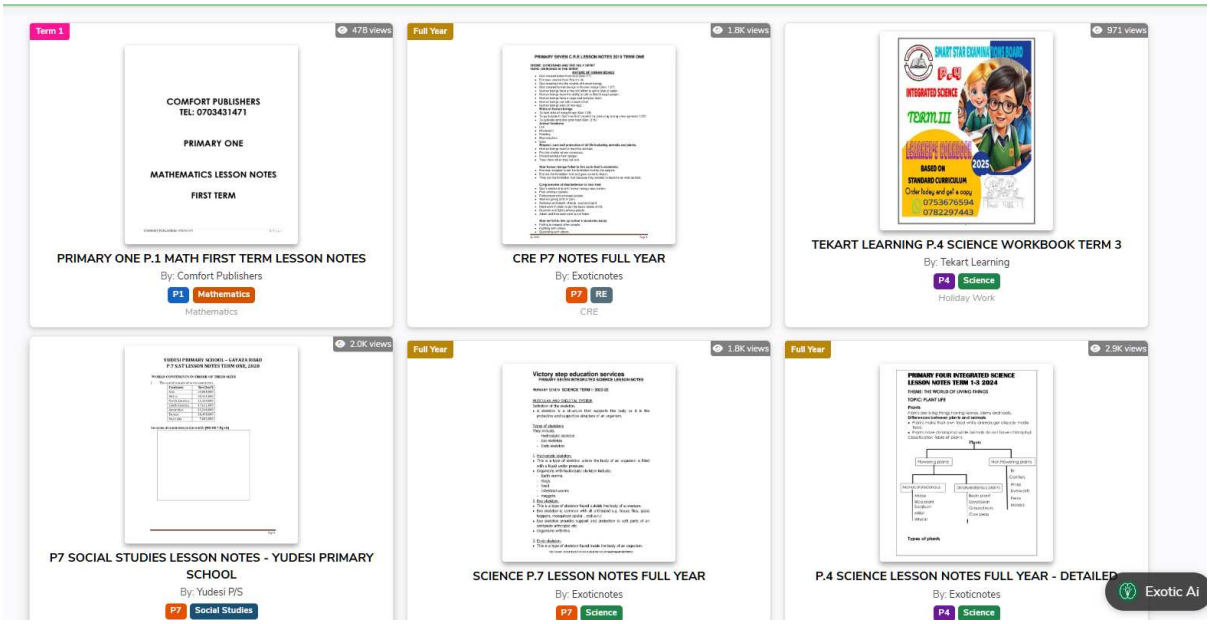
WEEK: 8 Lesson 4

Topical test

1. What are children's rights?
2. Identify any four examples of children's rights.
3. Suggest one importance of children's rights.
4. Who is responsible for children's rights on the Local Council committee?
5. Name the place where children who commit offences are taken for advice.
6. What is child abuse?
7. Write down any two causes of child abuse.
8. Mention three examples of child abuse practices.
9. Suggest two ways of controlling child abuse.
10. Identify two responsibilities of children ;
    a) At home
    b) At school
    c) In the country/community
11. Suggest any two ways we can live peacefully.
12. Mention any two causes of insecurity.
13. State any three signs of insecurity in an area

THE END

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