



GREENHILL ACADEMY SECONDARY

SENIOR THREE TERM 3, 2024

HOLIDAY WORK

S3 TERM 3 2024 HOLIDAY WORK

NO.	SUBJECTS
1.	<p>S.3 ART HOLIDAY WORK ITEM 1 Scenario:</p> <p>You are well aware of the culture of Greenhill Academy assemblies; students creatively present their skits to the school during assembly.</p> <p>However, there has been a shortage of customers for their presentations. The Head Teacher has assigned the new S.4 Art students to make and decorate masks that can be worn and used during assembly presentations.</p> <p>Task: Creatively create a “Mask inspired by West and Central African traditional” using materials of your choice to be presented to your art teacher at school on the first day of the term.</p>
2.	<p><u>S.3 BIOLOGY HOLIDAY WORK</u></p> <p><u>TASK</u> Use biology reference material, internet and AI tools, design a PowerPoint presentation about the following concepts regarding development in animals (i) Physical, physiological, psychological, (emotional) and behavioural changes associated with adolescence and puberty; highlight the associated myths^[1]_[SEP] (ii) How to cope with changes related to secondary sexual characteristics at puberty</p> <p><u>Caution</u></p> <ul style="list-style-type: none"> • Minimum number of slides is 10 • Be creative and do not overload your slides • Include relevant animations/audio/picture/videos where necessary • Ensure appropriate font size, colour and spacing, and background themes <p>Submit your work by <u>15th January 2025</u> for the teacher to review it before you <u>print a hard copy</u></p> <p>Email your work to;</p> <ol style="list-style-type: none"> 1. ewankya@greenhillacademy.ac.ug. 2. assekalema@greenhillacademy.ac.ug
3.	<p>S3 CHEMISTRY HOLIDAY WORK TERM 3 2024</p> <p>Using locally available materials, design a 3-dimension structure (model) to show the industrial manufacture of sulphuric acid.</p> <p><u>Instructions</u></p> <ol style="list-style-type: none"> 1. Use any locally available material you can find to make a 3-dimension structure of a model of GRAPHITE. 2. Read the above instruction again and carefully. <p>Note: Do not just make a drawing on a piece of paper, your work will not be marked.</p>

4.	<p>S.3 TERM III 2024 HOLIDAY WORK ENTREPRENEURSHIP EDUCATION</p> <p>Joel, John and James want to start a poultry farm to own jointly. Each of them has to contribute Shs. 200,000 which seems not to be enough, and may require to raise more finances. However, they are afraid of getting conflicts among themselves over different business matters. They also need guidance on developing a document that will help them to establish the customers' opinions about their business and its products. .</p> <p>TASK</p> <p>As a student of entrepreneurship Education, assist Joel, John and James to:</p> <ol style="list-style-type: none"> Develop a document that will help them minimize conflict between themselves. Develop a document that will help them to establish the customers' opinions about their business and its products. Write a cheque for UGX 5,000,000 to pay for poultry feeds. Know the circumstances under which a cheque is dishonored by the bank.
5.	<p>S3 FRENCH HOLIDAY WORK III 2024 INSTRUCTIONS:</p> <ul style="list-style-type: none"> ➤ PUT ALL YOUR WORK IN YOUR CLASSWORKBOOK ➤ DO ALL NUMBERS <p>Faites une recherche sur le système éducatif de la France ; les différents niveau d'études, les cours par jours, et les régléments. Faites une comparaison entre le système educative franÇais et celui de l'Ouganda.</p>
6.	<p>S. 3 GEOGRAPHY HOLIDAY WORK 2024</p> <p>A community group to which you belong organized a tour of an ancient settlement with remains of old buildings, tools, and rock materials. You were identified as a team leader and your role included explaining to the team members the different things you saw during the tour. In one of the rooms at the ancient settlement was a collection of stones that ancient people used. Two of these stones, one was glassy and another sponge-like in appearance attracted the interests of your team members and they requested you to give more information about them.</p> <p>TASK</p> <ol style="list-style-type: none"> Name and describe the process of formation of the two types of rocks you saw Explain how the formation of those rocks can affect human activities.
7.	<p>HISTORY AND POLITICAL EDUCATION</p> <p>Attempt the given item</p> <p>Item 1</p> <p>The patriotism club of secondary schools led by their patrons attended the Independence Day celebrations at Kololo where the president of the Republic of Uganda Yoweri Kaguta Museveni, the speaker of parliament, and the chief Justice of Uganda reminded the civil servants and the different arms of government about their roles and responsibilities. They talked about a number of patriots and nationalists that have contributed greatly to the development of Uganda. One of the student who attended asked his patron, what the personalities they are praising as patriots have done and their contributions to Uganda today that qualifies them to be honored.</p>



Task:

As a student of history and political education, with examples help the patron to explain to this student.

8. **S3 ENGLISH LANGUAGE END OF YEAR HOLIDAY WORK**

Instructions

Read passages **17**, **18** and **19** in the Dexter summary writing books and summarize the tasks given.

9. **SENIOR THREE TERM THREE 2024
ICT HOLIDAY WORK**

Instructions: Write both questions and answers in your classwork book.

- 1a. Define the term **computer software**.
 - b. State the **two** major categories of computer software.
 - c. Distinguish between **system** and **applications** software.
 - d. State the **three** major divisions of computer system software.
2. (a). (i). What are **operating systems**?
 (ii). Give **five** functions of operating system software.
 (b). Outline **six** factors you would consider before buying an operating system program for your computer.
 (c). Explain any **four** types of operating systems by classification.
3. (a). (i). What are **user interfaces**?
 (ii). Give **three** forms of user interfaces available for use.
 b. Give **five** facilities that are available in a graphical user interface that helps a user to perform tasks.
 c. State **four** advantages and **two** disadvantages of a graphical user interface.
 d(i)What is a **line - user interface**?
 (ii). State **three** advantages and **two** disadvantages of a line - user interface.
4. (a). Describe the following facilities as used in relation to user interfaces:
 - (i). *Dialogue box*.
 - (ii). *Menu*.
 - (iii). *Drop lists*.

- (iv). *Radio buttons.*
- (v). *Check box.*
- (vi). *Icon.*

5. (a). (i). What are **utility programs**?
 (ii). Describe any **ten** utility programs commonly used.
 (bi). State any **five** utility programs that can be used in file management.
 (ii) Give **six** uses of an anti-virus program.
 (iii). List **five** examples of anti - virus programs commonly used.
 (c). Give **four** advantages of backing - up data in a computer laboratory.
6. (a). (i). Define an **application program**?
 (ii). State **five** factors you will consider before buying an application program.
 (b). (i). What is a **freeware program**?
 (ii). State **three** advantages and **two** disadvantages of using a freeware program.
 (c). Explain the following terms as used in relation to computer programs:
 (i). **Shareware.**
 (ii). **Open - source program.**
9. (a). (i). What is a **software suite**?
 (ii). Give **four** advantages and **two** disadvantages of using a software suite.
 Advantages:
 Disadvantages:
 (iii). List **three** examples of software suite programs.
 (b). (i).
 Give the difference between **custom - made** and **off - the -shelf** software.
 (ii). State **three** advantages and **two** disadvantages of using custom made over off - the - shelf programs.
 (c). Explain **six** categories of application programs available for use.
 (a). Describe **four** ways of obtaining computer software programs for use while at home.
 (b). List **three** causes of software failure in an organization.
 (c). State **four** system requirements needed when installing a computer program.

10.

KAZI YA LIKIZO

KIDATO CHA TATU.

Mbinu za lugha

Tumia mbinu hizi ujibu swali la pili karatasi ya pili ya UNEB mwaka wa 2024.

1. Tanakali za Sauti (onomatopoeia)

Ni mbinu ya kutumia maneno yanayoiga sauti au hali fulani au namna kitendo kilivyofanyika.

Mfano:

Anguka pa

Anguka mchangani tifu

Tumbukia majini chubwi

Lia kwi kwi kwi

Tiririkwa na machozi tiriri tiriri

tulia tuli
Bingiria bingiribingiri
nyooka nywaa
Kuwa mweupe pe
mweusi tititi

2. Isitiari (similes).

Hii ni mbinu ya lugha inayolinganisha vitu au hali mbili tofauti kwa kutumia maneno ya kulinganisha; 'kama', 'mithili ya', 'sawa na'

Mfano:
mweusi kama makaa
mweupe kama theluji
mrembo mithili ya malaika
baridi kama barafu
pumbafu kama kondoo
mwembamba kama sindano
maridadi kama kipepeo
mtundu kama tumbili
pendana kama chanda na pete
adimika kama maziwa ya kuku

3. Tashihisi/uhuishaji (personification)

Hii ni mbinu ya kupatia kitu kisicho hai sifa za kiumbe mwenye uhai (sifa za kibinadamu)

Kwa mfano:

- picha hii imekuwa ikinikodolea macho tangu asubuhi
- Fikira zangu zilikuwa zikizunguka kwenye ajali niliyoshuhudia siku hiyo,
- Upepo mkali umeyafukuza mawingu yakatoweka angani na sasa jua linatuwanga kwa hasira.

4. Takriri (repetition)

Ni mbinu ya kurudiarudia neno moja au kifungu cha maneno ili kusisitiza ujumbe fulani.

Kwa Mfano:

Tumechoshwa na siasa mbaya. Tumechoshwa na ahadi zisizotimizwa. Tumechoshwa na miradi isiyo kamilika. Tumechoshwa na malumbano na migogoro ya kikabila. Tumechoka.

Hongera hongera Bwana Kisaka, hongera kwa ujasiri wako. Hongera! uliyoyatenda ni raha kwetu.
hongera

5. Istiara (metaphor)-

Ni mbinu ya kulinganisha vitu viwili moja kwa moja kwa kutumia kiungo 'ni' ama 'kuwa'

- Mama wa kambo amekuwa mamba, nyumbani hamkaliki
- Dassa ni mkono birika, hatakupa utakacho
- Masomo nayo yamekuwa mawe

6. Taswira – (imagery)

Ni matumizi ya lugha/maneno yanayojenga picha ya hali au jambo fulani kwa msomaji.

Chumba kilikuwa kimepambwa kikapambika. Macho yangu yalitua kwenye pazia iliyoning'inia karibu na kitanda. Mkabala wa kitanda palikuwa na meza iliyowekelewa redio iliyocheza kwa sauti ya juu. Saa kubwa ya ukutani ilining'inia juu ya meza..

7. Methali (proverbs).

Ni misemo ya hekima yenye maana iliyofumbwa. Mwandishi anaweza kutumia methali kupitisha ujumbe wake.

8. Majazi (nomenclature)

ni mbinu ya mhusika kuwa na jina lake rasmi (jina la kuzaliwa) linaloambatana na tabia/mienendo/sifa zake.

Kwa mfano:

Mhusika Bahati katika riwaya; ikiwa maisha yake yatadhihirisha kuwa na bahati nyingi; basi hiyo itakuwa ni mbinu ya Majazi.

9. Lakabu –

ni mbinu ya mhusika kupewa/kubadikwa jina na wahusika wengine ama yeye mwenyewe kujibandika jina linaloana na tabia/sifa zake.

Kwa mfano:

Mhusika Ali katika riwaya ni mwalimu mkali sana anayeogofya wanafunzi wake; kutokana na ukali wake wanafunzi wanambandika jina ‘Mamba’ na jina hilo linakomaa. Jina la Mamba litakuwa jina la lakabu.

Katika kitabu cha Siku Njema, mhusika mkuu anabandikwa jina Kongowea Mswahili kutokana na ujuzi wake wa Kiswahili.

10. Chuku (hyperbole)

Ni kutumia maneno yaliyotiliwa chumvi ili kuisitiza ujumbe fulani.

Mifano

· Alilia akadondokwa na machozi mengi yaliyomlowa mwili mzima, na kutiririka hadi yakaunda kijito cha maji

· Kabla ya kifo cha mama Kajuta, alikuwa amekonda akabaki mifupa pekee.

·

11. Nahau/Misemo – (sayings)

Nahau na misemo hutumika kupitisha ujumbe wa mwandishi kwa kutumia maneno ambayo hayamaanishi katika hali halisia. Misemo hutumika sana katika fasihi na katika mazungumzo ya kawaida ili kufanya lugha iwe ya kupendeza. Aidha, nahau na misemo hutumika kupunguza makali/machukizo ya maneno katika kupitisha ujumbe uo huo.

KILA LA HERI

11.

SENIOR THREE LITERATURE HOLIDAY WORKTERM 3

1. Read the novel **THINGS FALL APART** by **CHINUA ACHEBE**

Rewrite it into a poem using the following guidelines

- A. For every two chapters, summarize into one stanza
- B. It should also have a different title altogether.
- C. The content and plot should not change in any way

12.	<p>S.3 TERM THREE MATHEMATICS HOLIDAY WORK</p> <p>ITEM 1</p> <p>You have friends who manufacture televisions and radios. During Christmas season, they want to sell at least 100 of their televisions and at least 150 of their radios. They have also found that they cannot sell more than 600 televisions and radios combined. They wish to maximize sales by selling each television at profit of UGX 90,000 and each radio at a profit of 30,000 but they do not know the number of televisions and radios to sell to fulfill their wish.</p> <p>Task:</p> <ol style="list-style-type: none"> Write mathematical statements that show the relation between televisions and radios. Show the feasible region of the relation on the Cartesian plane. Help your friends to determine how many of each type should be sold to make the maximum profit. <p>ITEM 2</p> <p>A fashion designer makes two types of designs; one design on trousers and another design on dresses. He takes 3 hours to make a design on a trouser and 4 hours to make a design on a dress. He works for a maximum of 120 hours to make designs on trouser and dresses. It costs him Shs 4000 to make a design on a trouser and Shs 1500 to make a design on a dress. The total cost does not exceed Shs 90,000. He must make designs on trousers for at least 8 trousers and make designs on dresses for more than 12 dresses. He makes a profit of Shs 400 on each trouser and Shs 700 on each dress.</p> <p>Task:</p> <ol style="list-style-type: none"> Write down mathematical statements that shows the relationship between the trousers and dresses, Show the feasible region of the relation on the Cartesian plane. Help the designer to determine the maximum possible profit he makes <p>ITEM 3</p> <p>Alex is embarking on a 130 km journey to visit his grandmother. He starts his trip by boarding a bus that travels at an average speed of 42 km/h. After covering 119 km, the bus breaks down unexpectedly. Fortunately, a kind motorist stops and offers Alex a lift, completing the remaining distance of the journey at an average speed of 66 km/h.</p> <p>Task:</p> <p>Help Alex calculate the total time taken for his journey. Determine Alex's average speed for the entire 130 km trip.</p>
13.	<p>S.3 PHYSICAL EDUCATION END TERM 3 2024 – HOLIDAY TOPIC; HEALTH, PHYSICAL ACTIVITY AND STRESS MANAGEMENT RESEARCH AND MAKE NOTES IN THE CLASS NOTE BOOK</p> <ol style="list-style-type: none"> Define and give the meaning of; <ol style="list-style-type: none"> physical, mental, and wellbeing. Fitness and Health Explain the Health benefits associated with exercise How can one keep his /her body healthy? Research on the Importance of physical activities towards <ol style="list-style-type: none"> Physical fitness Health benefits Consider health related Components and design a two weeks' fitness plan for GHA staff to be followed in the December holiday Explain 8 exercises that can be performed to achieve health related fitness component. Mention 8 ways a student can Incorporate the different fitness Components into a busy schedule. Give the meaning of Stress Explain 10 negative personal stressors and 10 positive personal stressors. Mention examples of physical activities that one can perform to reduce on stress. <p>Reference: Longhorn secondary Physical Education, Book 4</p>

14.

S.3 PHYSICS RESEARCH WORK (HOLIDAY WORK) 2024

INSTRUCTIONS TO STUDENTS

Answer **all** items**Item 1.**

A brass band was invited to play during a celebration near a tall building, a distance slightly more than 17 m away. Two friends standing in the same direction and in line with the playing band, heard the sound from the band at different intervals of time which attracted them to go and attend the celebration. On arrival, the sound they heard was unclear, confused and indistinct. Later in the night during the celebration, coloured lights flashing red, blue and green made the colours of their clothes look different from the original colours which puzzled them.

Hint: Speed of sound in air = 330 ms^{-1} .

The two friends heard sound after 5 s and 6 s, respectively. The friends were originally wearing yellow clothes. **Task:**

As a physics student, help the two friends to understand why;

- (a) they heard the sound at different intervals.
- (b) the sound they heard was unclear, confused and indistinct.
- (c) the colour of their clothes kept changing when coloured lights flashed on them.

Item 2.

In a certain town, people are concerned about the waste disposal from the factory into the nearby lake which is their source of water for home use. They raised this issue to the chairperson Local Council 1 (LC1) who directed the management of the factory to stop disposing waste into the lake. A scientist was contacted to investigate the presence of radioactive material in the water. The scientist found out that the water was indeed radioactive as shown in Table 1.

Table 1

Time/days	0	5	10	15	20	25	30
Activity/counts per minute	1200	740	440	260	160	90	60

Although the water from the lake remains radioactive for a long time, the scientist recommended that water will be safe for use again when the activity is less than 38 counts per minutes.

Task:

As a student of physics;

- (a) Advise the chairperson LC1 about the time the community will wait for the water to be safe for use again.
- (b) Sensitise the members of the community about the risks associated with radioactive materials and how such materials should be handled.

Item 3.

In a certain country, a Television (TV) reporter was reporting live near the ocean about the high tides during night time. Viewers in another country were watching the live broadcast of the news bulletin during day time. The viewers wondered how it could be day and night at the same time, and how the event in one country could be watched live on TV in another country.

Task

Using your knowledge of physics to help the viewers to understand;

- the possibility of it being day in one place and night in another place.
- the occurrence of high ocean tides.
- how an event in one place can be broadcast live in another country.

Item 4.

A certain home owner intends to put up a metallic tank of height 4 m with a maximum volume of 5000 l fitted with an electrical heater which supplies 20,000 kJ of heat energy as shown in figure 1.

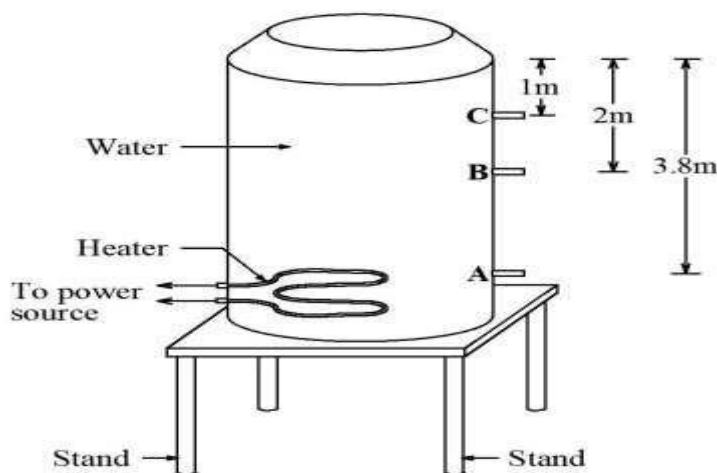


Fig. 1

The home owner found out that the heater was fitted at the lower part of the tank but he did not understand why it was done like that. Just before the hole for the outlet pipe was drilled at point A, the home owner told the person with the drill that the correct position was either B or C.

Task:

As a learner of Physics;

- Explain to the home owner why;
 - the electrical heater was fitted at the lower part of the tank and eventually all the water gets hot. how
 - the outlet pipe was drilled at point A.
- If the initial temperature of the water in the tank is 20 °C, help the home owner to find out if the heater is working.
- Advise the home owner on measures that can be taken to ensure that the tank stand can withstand the weight of the tank and water for a long time.

Use:

Density of water = 1000 kgm⁻³.

Specific heat capacity of water = 4200 J kg⁻¹ K⁻¹.

Acceleration due to gravity = 10 ms⁻²

Item 5

A certain hotel has its bathrooms situated on the 3rd floor of a building. A customer of the hotel expects to bathe water at 32 °C. The hotel provides 10 litres of water at 20 °C to each customer. A boiler on ground floor heats water to 80 °C for the customers to use. The hotel management does not allow its workers to carry the hot water via the staircase.

Task:

Having studied physics;

- (a) help the hotel management to determine the quantity of hot water to be given to a customer for bathing.
- (b) advise the hotel management on how to keep the boiled water hot for a long period of time without keeping the boiler on.
- (c) explain to the management how the water from the boiler can reach the third floor safely.

Use:

Density of water = 1000 kgm^{-3} .

Specific heat capacity of water = $4200 \text{ J kg}^{-1} \text{ K}^{-1}$.

Acceleration due to gravity = 10 ms^{-2}

Item 6.

Small pieces of metal which are unsafe to be eaten by chicken were found in feeds that had just been bought from a milling company by a poultry farmer. The small pieces of metal were later identified as iron. The farmer thought of disposing off the feeds but remembered that the pieces of metals could be sorted with a magnet which he did not have.

Hint:

A nail, connecting wires of resistance 0.5Ω , two dry cells each of 1.5V were available to the farmer.

Task:

As a student of physics;

- (a) Help the farmer to remove the pieces of iron from the feeds.
- (b) Comment on the effectiveness of what you have designed, given that current of 4A is enough to create a strong magnet.

CHRISTIAN RELIGIOUS EDUCATION SENIOR THREE HOLIDAY WORK 2024

INSTRUCTIONS: Copy the notes into your books

Theme; MANS HARMONIOUS CO-EXISTANCE

CHAPTER 1

Topic; PEACE

Sub topic 1:1

UNDERSTANDING PEACE

Definition of Peace?

Peace is a concept of societal friendship and harmony in the absence of hostility and violence.

Or Peace can also mean a state of harmony and being free from any disturbance.

Or Peace is a state or period when there is no war or war has ended.

Causes of Instabilities in Different Units of Society

Much as God has good plans for peace, there are many instances of instabilities in families, villages, schools, communities and the country.

In the activities that follow, a learner will find out the causes of instabilities in different units of society.

Causes of instabilities in Families

(activity 1;2 fountain)

Qn. Identify common causes of lack of peace in families

- High levels of unfaithfulness among the family members.
- Increased poverty levels which bring a lot of quarrels and abscondment of duty by partners.
- High levels of indiscipline between the partners and also the children with their parents.
- Lack of proper communication skills among the family members i.e. evidenced when there are disagreements between the family members.
- Differences in the religions i.e. when the husband and wife are in different religions, it brings religion wrangles and conflicts hence instabilities.
- Differences in the education levels of the partners in the family can cause instabilities i.e. one will claim to be more knowledgeable than the other.
- Differences in the traditions and cultures. This is evidenced by the Bagishu culture where by women call the uncircumcised men boys hence if they happen to be one, this can lead to a family instability.
- Differences in interests, preferences and behaviors of the family members also at times cause family instabilities.
- Lack of love and trust among the family members, this leads to cheating of one another hence a conflict in the family.
- Lack of prayer and knowing God in the family. This leads to many disorders like alcoholism with its associated evils, redundancy, immorality etc.
- Political differences among the family members also at times causes divisions in families.
- Forced or early marriages also tends to cause disorders in families.

Qn. Give opinions on how you can create and maintain peace in a family

- Being open to one another i.e. the parents and also the children.
- Being honest and loving one another despite the conditions in the family.
- Attaining guidance and counselling from the councilors whenever there is a problem in the family.
- Being faithful and humble to one another.
- Having proper communication and coordination amongst the family members.

- Being prayerful whenever there are hardships.
- Practicing team work so as to build the spirit of togetherness.
- Being submissive and obedient especially for the children to their parents and also women to their men.
- Being exemplary and also having mutual understanding to each other especially the family heads (fathers).
- Fronting forgiveness as the key to building personality for peace and harmony in families.
- Taking up decision making together as a family so as to avoid misunderstandings especially for the fathers and the mothers.
- Respecting each one's opinions and making proper resolutions to a given problem.

Causes of instabilities in Schools

(Activity 1;3 fountain)

Qn. Identify the causes of instabilities in schools today.

- Lack of transparency between the administration to the staff and students.
- Poor services like diet, teaching etc. causes the students to strike.
- Too much restrictions and corporal punishments on the students at most cases also causes strikes hence instability in schools.
- Misuse of the funds for other activities instead of running the school programs, like payment of staff, facilitating the learner's welfare also tends to cause instabilities in schools.
- Too much tribalism at times i.e. by the learners themselves and also administrative wise causes divisions.
- Differences in religions also tends to fuel up instabilities in schools since each religion needs to be recognized.
- Discrimination in the age, sex and color at times causes instabilities. i.e. there is increased segregation.
- Influence of drug addicts like alcohol, cocaine, etc. addicts due to being insane and influenced by drugs can cause strikes, damage leading to instabilities in schools.
- High levels of immorality attract children upbringing with wrong, pagan and indecent values e.g. homosexuality etc. which creates a bad reputation for a school.
- Increased levels of permissiveness of the learners at schools at times makes it difficult to control them leading to instabilities in schools today.

Strikes

Qn. What is a strike?

This is a collective refusal by employees or any entity to work under the given required condition.

Effects of strikes to the students and the rest of the staff members in schools.

- There is rampant death of innocent souls. i.e. students and staff members that could be useful in the nation in the future.
- Damage of valuable property e.g. documents etc. when the institution is set on fire.
- Disruption of academic activities i.e. the normal studies are put on hold.
- This strikes also lead to conflicts between parents and school managements. Parents tend to blame the management for poor management.
- Create a negative attitude towards the school and school management after one or more strikes. This leads to loss of trust and drop in the level of a particular school.
- Also have effects on the student's attitude. i.e. lowers the level of academic performance and indiscipline since the students take a lot of their time being rebellious instead of concertation.
- Strikes also cause positive changes in school in that it exposes the school administrative weaknesses.

- Learners' views and demands are also at times considered out of the influence of strikes.
- i.e. diets, academic programs etc.
- Leads to detention of students to prison and also expulsion of others for miss conducts and bad behaviors at school.
- Leads to loss of money and also banning of the school for misconduct and being un able to provide proper services for the school operative procedures.
- Leads to increased school dropout rates.

Solutions of instabilities in schools

- Promoting moral leadership and education.
- Promoting school authorities to be of good models.
- Provision of adequate facilities for the teaching process.
- Promoting games and sports to keep the learners freshen up so as to avoid idleness.
- Involvement of students in making rules and regulations governing their welfare at times. This makes the administration to know their demands and needs.
- Reduction of class sizes.
- Valuing re-orientations.
- Promoting effective parents-teacher's associations/relationship. i.e. calling for AGM.
- Enforcing of the rules and regulations so as to minimize disorders.
- Payment of teachers, also proper coordination between the administration, staff members and students at school to create an understanding environment.

(Activity 1;4 fountain)

Causes of instabilities in villages, communities and the country

- Differences in religions among the community members.
- Land wrangles and disputes.
- Polygamous living in villages with its associated problems e.g. power struggle, inheritance struggles also at times causes instabilities.
- Differences in political ideologies of the people also create instabilities in the country, villages. This include struggle for power and its associated evils.
- Tribalism and selection depending on age, sex etc. at times is considered an instability in a country and community.
- Increased levels of poverty. This leads to bad associated acts of theft, drug abuse, family neglects hence causing an instability.
- Conflicts among people in the villages or communities for personal gains like land, cause instabilities.
- Territorial gains are always evidenced in the country levels.
- Civil wars and strikes among the citizens e.g. for power struggle, bad governance etc. in a country also tends to cause an instability.
- Revolutionary and defensive wars i.e. this is done against other countries e.g. Uganda and the LRA rebels in Congo which are causing a lot of terror in western Uganda.

Effects of instabilities in villages, communities and the country

Villages and communities

- Too much violence is realized.
- Destruction of crops/property in the cause of fights and conflicts.
- Public and private assets are destroyed like animals, houses etc.
- People are maimed or killed at the cause of the conflicts.

Country

- Conflicts often lead to forced migrations i.e. when there are clan conflicts.
- Leads to long term refugee problems i.e. due to the constant wars.
- The revolutionary and civil wars also lead to loss of people's lives since it involves exchange of fire arms at times.
- Can also lead to the destruction of infrastructures e.g. roads, flights etc.
- Social, political and economic institutions can be permanently damaged.

What are the solutions to the instabilities in villages, communities and the country?

Villages and the community

- Attaining clan meetings so as to resolve given conflicts.
- Obtaining moral leadership and electing able leaders.
- Taking part in guidance and counselling sessions.
- Having peace talks amongst one another. i.e. between the conflicting parties.

The country

- Developing strong communication channels with other countries.
- Providing conflict resolution training sessions to the citizens. I.e. through sensitization in the form of patriotism.
- Providing communication skills training to the people.
- Help staff develop positive work relationships.
- Implementing team building and team work activism with other nations or with the country. I.e. the government and its citizens.

(Activity 1;5 fountain)

Causes of violent relationship among the young people today.

There are many different forms of abuses in relationships and this include;

- Physical abuses
- Emotional/mental/verbal abuses.
- Sexual abuses.
- Financial abuses.
- Social abuses.

Emotional/ mental/ verbal abuses

This includes;

- Using put-downs, insults, name calling, humiliations.
- Threatening to harm or kill in families, friends, a new partner.
- Threatening to commit suicide if a partner left.
- Making threats like "if you leave me, I will spread rumors about you, tell your parents that we had sex."

Physical abuses

This includes;

- Hitting, grabbing, pushing, shaking, and restraining you physically.
- Intimidation (blocking exit doors, hitting things or throwing objects at or near partners)
- Using or threatening to use weapons, stalking etc.

Sexual abuses

This includes;

- Ignoring partners' sexual choice(s) through pressure, manipulation, coercion e.g. saying "you would do it if you loved me."
- Rape. Forced penetration without consent of the opponent. Include use of threats, intimidations, weapons etc.
- Sexual assault, forced sexual contact.

- Sexual harassments which is unwanted sexual attention.

Financial abuses

This is through;

- Controlling all money, using money to threaten or manipulate others.
- Controlling possessions like cars, phones, clothes, jewelry.
- Excessive gift giving with strings attached e.g. "I gave you this, now you owe me"
- Using gifts to make up for abusive behavior.
- Sabotaging a partner's work or school career e.g. harassing a partner at work and causing them to get fired or refusing to give a partner a ride to work or school etc.

Social abuses

This is through;

- Spreading rumors or using blackmail to control a partner's actions.
- Keeping a partner "in check" by monitoring their cell phones constantly or using friends to keep tabs on them.

Qn. State and discuss the causes of violence among the young people today.

- The young people today experience problems of anger management. i.e. most are short tempered and have rashly discussions hence causing violence.
- Lack of self-control is also experienced among the youth today.
- Too much moral decay i.e. phonography influences etc.
- Peer influence i.e. being led to bad actions by peers.
- Use of strange substances e.g. drug abuse leading to brain damage.
- Emotional torture because of too much stress factors.
- Family burdens that are always carried forward e.g. neglect of responsibility by the main heads. (father and mother)
- Influence from social media with its associated effects e.g. critics.
- High levels of poverty also at times bring wrangles i.e. when one fails to provide for the families.
- Poor communication among the young people also tends to bring violence in relationships today.

As a Christian, how can one avoid violence in a relationship with others?

- Avoiding bad peer groups because such groups spoil character.
- Learning to listen to other people instead of fighting.
- Being at peace with others.
- Seeking guidance and counselling whenever in a strong argument or trouble.
- Having good communication skills with others.
- Being faithful and trust worthy to each other.
- Also taking part in prayers whenever in a given problem.
- Sharing freely with others e.g. ideas, material things so as to create a peaceful living.
- Promoting self-esteem, a sense of belonging and also being human to one another.
- Developing the spirit of problem solving and having social skills amongst relationships so as to prevent violence.

Sub topic 1:2

ORGANISATIONS AND PERSONALITIES THAT PROMOTE PEACE IN SOCIETY

Ways through which people struggle for Peace

(Activity 1;6 fountain)

Qn. Define the term Peace?

Peace is a stress-free state of security and calmness that comes when there is no fighting or war. Everything coexisting in perfect harmony and freedom is peace.

However, peace can be big and small, seen in entire countries or brief moments. After a war, two or more countries may sign a peace treaty agreeing to not fight any more.

Qn. Mention any ways people are struggling to make peace.

- Electing leaders democratically.
- Forming and joining peace promoting organizations.
- Fostering agreements between the parties with differences.
- Reporting suspicions to the responsible offices e.g. police for proper investigations.
- Applying peace talks where there are conflicts i.e. on the country levels.
- For the Christians always participate in prayers and fasting that peace prevails.
- Preaching the gospel of forgiveness so as to prevail peace.
- Also advocating and spreading the message of equality. i.e. people in all races are equal hence avoiding racism which incites violence.
- Forming security unit forces like the army, police etc. who tend to fight against violence so as to create a peaceful environment to stay.
- Creation of organizations and projects to re-settle the homeless e.g. refugees, street kids etc. and also creating job opportunities for the poor.

Qn. Discuss how Peace is promoted in the community/ country today.

- Allowing open and verbal communication where people express themselves freely.
- Punishing disturbers/ crime breakers of peace.
- Educating people about the peace benefits.
- Carrying out peaceful demonstrations that are recognized.
- Composing and singing songs about peace.
- Helping people/staff to developing positive work relationship i.e. despite party affiliations and other associated peace evils.
- Implementing team building activities so as to create cooperation.
- Developing strong communication channels and awareness in the communities and also the country.
- Preaching the gospel of forgiveness and transformation by different denominations concerning peace missions.
- Sensitizing the masses through guidance and counselling basing on the out-comes of violence.
- Also call upon people to promote peace and harmony while settling disputes in communities/ country.

People in our communities who struggle for peace

The peace makers in our community are many and this include;

- Local clan leaders.
- Local chiefs (LCs).
- The religious leaders.
- School administrators.
- Elders and parents.
- Police and the arms.

(Activity 1;7 fountain)

Describe how the cervices of the LCs, police and religious leaders promote peace in the community.

Local chiefs (LCs)

- Manage people in their areas and also speak messages of peace.
- They help people to do reconcile amicably.

- They always take part in sensitizing the masses over government programs and encourage their people to live with in the demand of the government.
- They promote guidance and counselling to their people amicably.
- Help coordinate and report to the responsible official. e.g. the police when a crime is identified in the community.

Police officials

- Help sensitize the masses on the government changes basing on the security sector.
- Help to arrest people who disturb the peace in the community.
- Tend to promote justice and define the equal laws to the people. This makes them take part in promoting the laws so as to keep order.
- The police and other armed forces also tend to keep security and monitor the peoples well-being i.e. providing protection and the welfare of the citizens.
- Also tend to promote guidance and counselling to the citizens since they have different offices in different departments. e.g. they settle disputes in families when one is taken to the family care unit.

Religious leaders

- Promote guidance and counselling to the people / Christians.
- Take part in interceding for the country or communities, i.e. praying on behalf of others through prayers and fasting as a way of promoting peace.
- Formed up peace making organizations so as to promote peace talks between conflicting parties.
- Preaching the word of God advising people to keep in peace, forgive each other and reconcile amongst themselves.
- Act as advisers and consultants by government or responsible authorities on measures of minimizing violence and promoting peace in the community or country.

Different personalities in the struggle for Peace.

(Activity 1;8 fountain)

There are many personalities who struggled to bring peace in the world. Some examples are;

Modern figures who contributed to peace

Nelson Mandela

- The first black president of south Africa who led a defiance campaign against apartheid policies in south Africa. This was social discrimination of the people of South Africa by the whites.
- He also advocated for political equality where all the blacks and the whites participated in politics.

Mahatma Gandhi

- Liberated India from colonial rule, promoted peaceful resistances by preaching the philosophy of non-violence in politics and advocated for a peaceful self-governance.

Martin Luther

- Led the civil rights movements demanding for equal rights between the whites and the blacks.
- He led to the institution of legal and justice system across all states in America. He took a stand against poverty of the Negroes in America and made every man get equal opportunities to work in America.
- He also advocated for the end of the war in Vietnam. All these brought peace to Africans who had not been happy (the back Negroes).

Betty Williams

- In 1943, Williams along with Mairead Corrigan co-founded the community of peace people.
- An organization dedicated to promoting a peaceful resolution to the Northern Ireland conflicts. She was jointly awarded the Nobel Peace prize with Corrigan in 1976.

Tegla Laroupe (1973-)

- Kenyan marathon runner and peace activist.
- Widely praised for promoting peace amongst African tribes. In 2003, Laroupe created an annual series of peace marathons sponsored by the Tegla Laroupe peace foundation.

Malala Yousafzai (1997-)

- Pakistani school girl who overcame assassination attempts by Taliban to campaign for universal access to education.
- The youngest person to be nominated for Nobel peace prize in 2013.
- Spiritual contributions to world Peace.

Acleod Baker Ochola (Macleod/ MacLeod)

- An Anglican Bishop in Uganda, he was the inaugural Bishop of Kitgum, serving from 1995 to 2002.
- Ochola was educated at Uganda Christian University and ordained deacon in 1969 and priest in 1972. He served in the diocese of northern Uganda and Boga-Zaire.
- He is the board member of Ambassador of Peace at Acholi Religious Leaders Peace Initiative, the founder and chair of the Acholi Education Initiative. He remains a committed peace activist.
- He is also the founder of the Acholi Religious Leaders Association, an area in North Uganda whose people are suffering from the consequences of war. Bishop Ochola has a deep connection to the war not only because of his ethnic ties but also because he lost his wife and daughter to the war.

Jesus of Nazareth (2BC - 7AD)

- Jesus taught a radical philosophy of love and forgiveness.
- These teachings formed the basis of Christianity. "Blessed are the peacemakers for they shall be called the children of God"

Pope John Paul II (1920-2005)

- Had a great effect on many lives that he touched. People felt he was a sincere and compassionate person.
- Lived through two very difficult periods of Poland's history occupation by Nazi Germany and communist era, before becoming Poland's first Pope.

Leo Tolstoy (1828-1910)

- Author of war and peace and committed to principles of non-violence. His literal interpretation of the ethical principles of Jesus Christ led to the creation of his non-violent philosophy.
- Tolstoy's writing had a big impact on Gandhi and King Martin Luther.
- Humanitarian contributions to world peace.

Susan B. Anthony

- American suffragist and campaigner for women's equal rights. Played a significant role in women gaining the vote in the US.

Desmond Tutu (1931-)

- Campaigner against apartheid in South Africa. Since the end of apartheid, Tutu has campaigned on a wide range of humanitarian issues, seeking to overcome racism, sexism, homophobia, AIDS and poverty.

Organizations in the World that promote Peace in Society (Activity 1; 10 fountain)

Qn. Identify the organizations in the world that are promoting peace in the society.

There are very many organizations that have mushroomed up in the world aimed at promoting peace in the world and some of them include the following;

- **The United National Education, Scientific and Cultural Organizations (UNESCO)**

This is a specialized agency of the United Nations aimed at promoting world peace and security through international cooperation in education, arts, science and culture.

It's based in Paris, France. Pursues its objectives through five major program areas i.e. education, natural science, social/ human science, culture and communication/ information.

➤ **International Crisis Group (ICG)**

It's a transnational non-profit, non-governmental organization founded in 1995.

It's a think tank used by policymakers and academics, conducting research and analysis on global crisis. Engages with policymakers, regional organizations and other key actors to promote peaceful solutions to major conflicts.

➤ **Nonviolent Peace force (NP)**

An international non-governmental organization that employs unarmed civilian protection.

Their mission is to protect civilians in violent conflicts through unnamed strategies, builds peace side-by-side with local communities and advocates for the wider adoption of these approaches to safeguard human life and dignity.

➤ **International Alert (IA)**

It's a global peace building charity. It offers dialogues, training, research, policy analysis, advocacy and outreach activities focusing on solving the root causes of conflicts with people from across divisions.

The headquarters are in Ovals, London Borough of Cambeth and in a European office in the Hague.

➤ **The United Nations (UN)**

UN was created with a mission of maintaining international peace and harmony/ security.

This is accomplished, deploying conflicts, assisting parties in conflict resolutions, deploying peacekeepers, creating conditions favorable to allow and maintain peace.

➤ **Human Rights Watch (HRW)**

An international non-governmental organization.

It pressures governments, policy makers, companies and individual human rights abusers to denounce abuse and respect human rights. Also often work on behalf of refugees, children, migrants and political prisoners.

The headquarters are in New York city.

➤ **United Nations International Children's Emergency Funds (UNICEF)**

It's now officially called United Nations Children Funds.

It's an agency of the United Nations responsible for providing humanitarian and developmental aids to children worldwide. This was formed to create peace and harmony.

Its headquarters are in New York, United States.

Others may also include;

- Acholi Religious Leaders Peace Initiative (ARLPI) founded in Northern Uganda.
- Battery Operated System for Community Outreach (BOSCO) in Uganda.
- Education for Peace and Prevention of Violence (EPPHOVA)
- Caritas Gulu in Uganda.
- Facilitation for Peace and Development (FAPAD)

Sub topic 1:3

TRADITIONAL AFRICAN PEACE BUILDING MECHANISM

Traditional African Understanding of Peace

(Activity 1; 11 fountain)

Qn. How did the people in Traditional Africa understand peace?

- People in traditional Africa understood peace as societal friendship and harmony in the absence of hostility and violence.
- Peace meant having freedom from war and violence. This was evidence by a peaceful stay with others.

- Absence of conflicts like fights for land struggle, property etc. amongst both individuals and groups was also seen as peace.
- They also tended to mind about the peace of all the people in the society and not basing on the individual peace.
- They would give offerings and sacrifices to the ancestors so as to get peace in their communities.
- They also understood peace as a gift from God. This could be evidenced when their prayers through the small gods were answered e.g. the god of rain, good harvest, success etc.
- Peace building was associated with social solidarity, a tradition among the Bantu referred to as Ubuntu. This was important in attaining peace since all members in the society had concern for the wellbeing of each other.
- They also understood peace as both the victims and offenders were supposed to make peace. This was by admitting guilt and repenting by asking for forgiveness and it would be granted to reach reconciliation.
- They also understood peace by making peace talks with other tribes through exchange like traditional marriages, material wealth like cattle etc.
- They also practiced inheritance and sharing of material wealth and also did communal ownership of property. This tried to avoid wrangles and misunderstandings between families or different clans.

Practices of Peace in Traditional African Societies

(Activity 1; 12 fountain)

Qn. What methods could have been used to restore peace in Traditional Africa?

How was peace restored between families or clans in the African Traditional Societies?

- Africans could do anything to attain peace in different traditions and this was done in the following ways.
- Use of blood pacts which involved ceremonial exchange of blood to bind two parties entering into a friendly and peaceful relationship. Two parties promised mutual and hospitality not supposed to be breached.
- African also participated in dialogues, negotiations with other clans or families so as to create peace.
- Mediation which is speaking to respective gods of particular events was also practiced at that moment.
- Intermarriages were also used as one of the policies of creating peace and harmony.
- Swearing between the conflicting parties was also encouraged as one of the peacemaking methods
- Entering peace treaties between warring communities was also considered.
- Punishing and banishing those that would disturb peace (criminals).
- Instilling of discipline among the children as they grow in proper ways.
- Exchanging gifts was also considered.
- Using fines and putting up reconciliation meetings was also one of the methods of restoring peace in African Traditions.

NOTE;

All the above methods of peace keeping depended on particular communities in a given society.

Roles of beer in promoting peace.

In rural areas in Africa there are so many types of local beers depending on the tribe and their brewing styles.

African beer is very commonly practiced in most community local customs, resources and among various types of locally brewed beers. E.g. “Malwa” commonly brewed in Northern Uganda and Eastern, “Mwenge bigere” in the central prepared from banana juice by the Baganda and parts of western Uganda.

(Activity 1; 13 fountain)

Qn. How did the beer taking practices benefit the society in promoting peace?

Drinking beer together was very central in peace building in the Traditional African societies in the following ways;

- Helped people in the African Traditional society to gather, socialize and be happy. This brought a feeling of unity hence encouraged peace.
- Beer parties promoted peace by bringing people together including those that were not in good terms.
- It was also time when people could reconcile since each one’s burdens were shared and solved by many people.
- It was also a tool to ask for a hand in marriage or restoring marriages with problems.
- Beer also acted as a tool when a member was paying a fine to be reinstated as a community member. This was seen as a sign of submission and one restoring him/ her self to a given community.
- Beer would lessen conflicts and violence in society since it keeps people together sharing different ideas on how to manage family issues, clan issues etc.
- People also gather at beer parties so as to talk about society needs and developments.
- Beer parties promote and preserve cultural norms, values and practices which enhance the dignity and wellbeing of the people.
- In beer parties, Africans at most took part in initiation ceremonies. Like birth days, circumcisions and also mediations with their gods.
- Beer was also brought by the people who were reconciling or asking for forgiveness. This was done to create harmony among the conflicting parties.

The roles of Traditional/ cultural leaders in promoting peace in African Traditional societies.

Cultural/ traditional leaders especially in the old age before colonialism were very powerful and respectful. All people obeyed and believed them and their words were final.

They were believed to have been reinstated by the gods/ ancestors to perform their duties on earth.

Therefore, the authorities they carried caused them to perform duties that promoted peace and harmony in society.

These leaders included;

- Cultural selected leaders like kings, chiefs etc.
- Mediators.
- Traditional healers.
- Foretellers.
- Religious leaders etc.

(Activity 1; 14 fountain)

Qn. What roles did the traditional /cultural leaders take part in so as to promote peace in African Traditional societies?

- Promoted and preserved the cultural values, norms and practices which enhance the dignity and wellbeing of the people where he/ she is recognized as such.
- Promoted the development, preservation and enrichment of all the people in the community where he/ she is recognized.

- Traditional leaders controlled vital resources e.g. land and played a very important role to any service delivery and developed strategies to be implemented in the society.
- They also mediated in conflicts and resolved conflicts in the community.
- They brought people together at parties, ceremonies and other gatherings. This is where they communicated the importance of peace.
- They also punished those that distracted and disturbed peace in the society or excommunicated them from the society.
- Traditional leaders also enforced taboos, laws and policies that created order hence enhancing peace.
- Traditional leaders also used negotiations to settle conflicts or disputes among individuals, families, communities or tribes.
- They also executed division of Labor, deciding the roles of different kinds of people in the society. This also brought peace in society.
- They appointed people who assisted them in extending services to all people and this kept the society peaceful and coherent.
- Cultural leaders also sensitized communities to family responsibilities.

How peace is maintained among different types of relationships.

(Activity 1; 15 fountain)

Qn. Write down how peace can be maintained among the young people, the married and society in general.

- Peace can be maintained among the young people, married and society in the following ways;
- Through enhancing the values of love.
- Having proper communication and coordination with one another.
- Respecting one another and also to listen to each other.
- Through developing the values of generosity or sharing.
- Having the spirit of humility and self-esteem.
- Praying together and for each other.
- Being open and spending time with each other together.
- Seeking for guidance and counselling whenever in conflicts.
- Having trust and faith to one another.
- Having Impartiality and also practice social interactions so as to keep the lively flow of connection in a relationship.

Good practices in Traditional African peace making that can be applied to modern times.

African Traditional practices	How it can be applied today
Beer parties	Through house parties.
Blood pacts	Sisterhood and brotherhood
Intermarriages	People still marry from different tribe.
Inter-tribal trade	Tribes still trade with other tribes.
Courtship	Courtship is practiced.
Following the cultural norms and traditions.	This is still being done by many tribes to promote peace.
Taking part in mediation and belief in gods for peace.	Today people believe in God by prayer and fasting to attain peace and harmony.

People who use negotiations and dialogues to build peace in relationships.

Many people in communities and all over the world advocate for peace, dialogues and negotiations. This is a diplomatic, careful and peaceful method of peace resolution because it involves justice, fairness and satisfaction in both parties.

These characters of people include the following;

- Religious leaders e.g. priests, pastors, bishops etc.
- Presidents.
- Political leaders e.g. MPs, LCs etc.
- Judges.
- Lawyers.
- Counsellors.
- Administrators e.g. business administrators, entities administrators etc.

END

MERRY
Christmas
HAPPY NEW YEAR