



**Ministry of Education
Guyana**

**Activities Booklet
Transitional Guide
for Social Studies
Grade 6 -
Draft**

**ASSISTANT CHIEF EDUCATION OFFICER
(SECONDARY)**

Produced by Ministry of Education (NCERD)

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INTRODUCTION

This Curriculum Guide is an attempt to meet the demands of students who have moved from Grade 6 (Primary) to Grade 7 (Secondary). Students in Grade 7 seem to have difficulties in completing the curriculum for Grade 7. The attempt is to provide what can be termed a transitional curriculum (Grade 6-7).

In making the selection of the areas to be covered, some topics in the Grade 6 Curriculum have been included. The areas selected are to provide a background for greater understanding of the programme at the secondary level.

Teachers have to pay added attention to activities and strategies used in the classroom and to ensure that there is active participation by the students. In addition teachers are asked to note difficulties encountered and to make suggestions for improvement.

The use of the integrated approach to the teaching of social studies has merits since there will be greater understanding of the issues. Teachers are therefore asked to adopt this approach.

THEME

OUR FAMILY

Composition of the Family

Objectives:

1. Identifying members of the family.
2. State the role of each member of a family..
3. Match family members with their roles.
4. Respect the role of each member.
5. Accept the life skills taught by the adult members.

Activity 1

Collect pictures from magazines and newspapers and paste them on cardboards to make the different family groups:

- (i) father, mother and baby
- (ii) mother, brother and sister
- (iii) father, brother and sister
- (iv) mother, father, baby, two brothers, sister, grandfather and grandmother.

Ask students to name the members in each picture Le. mother, father, baby, boy, girl, grandfather, grandmother etc.

Activity 2

Ask student to form themselves into groups according to the pictures and let them choose which members of the family they want to dramatize.

Ask students to talk about the duties/responsibilities of the member they choose which teacher will list on the chalkboard. Ask students to say what they like/dislike about the person they choose to be.

Activity 3

Write the roles of each family member on the cardboard. Write the names of family members on flash cards. Ask individual students to match family members with their roles (family members -- mother, father, brother, sister, grandmother, grandfather). (Refer to roles from Activity 2)

Types of Families

Objectives:

1. Describe the types of families.
2. Explain the relationship of each member of the family.
3. Illustrate family members.
4. Collect data on families in the community.
5. Draw a family tree.
6. Respect each family type.
7. Show respect for all members of the family.
8. State the advantages and disadvantages of each type of family.

Activity 1

Using pictures/draw on four cardboards the different types of families, i.e. nuclear, extended, single parent and sibling household.

Put students in four groups and ask each group to talk about one type of family.

Ask students to describe each type and explain the relationship of each member of the family.

Activity 2

Put students in groups of five and ask them to make simple questionnaire – sex, age, number of members in the family and composition of the family.

Ask students to conduct survey in the community to determine the family types.

Ask students to report their findings orally.

Activity 2

Using pictures of members of the family ask students to make a family tree.

Ask students to identify members of their family, draw their own family tree and identify themselves on the family tree.

Activity 4

Word search.

Word Search

n	u	c	I	e	a	r	a	b	c	d	
c	g	f	g	h	i	j	k	s	l	m	n
c	p	r	u	q	r	s	t	h	n	v	w
g	r	a	n	d	p	a	r	e	n	t	s
f	x	y	c	z	z	a	e	I	f	b	i
a	b	e	l	g	n	i	s	t	a	d	b
t	e	f	e	g	h	i	p	e	m	l	I
h	j	k	m	o	t	h	e	r	i	m	i
e	n	a	p	q	c	s	c	t	l	u	n
r	v	w	x	a	u	n	t	y	y	z	g
a	e	x	t	e	n	d	e	d	b	c	d
e	f	g	h	i	y	k	l	m	n	o	p
q	r	s	e	l	c	n	u	c	a	u	b

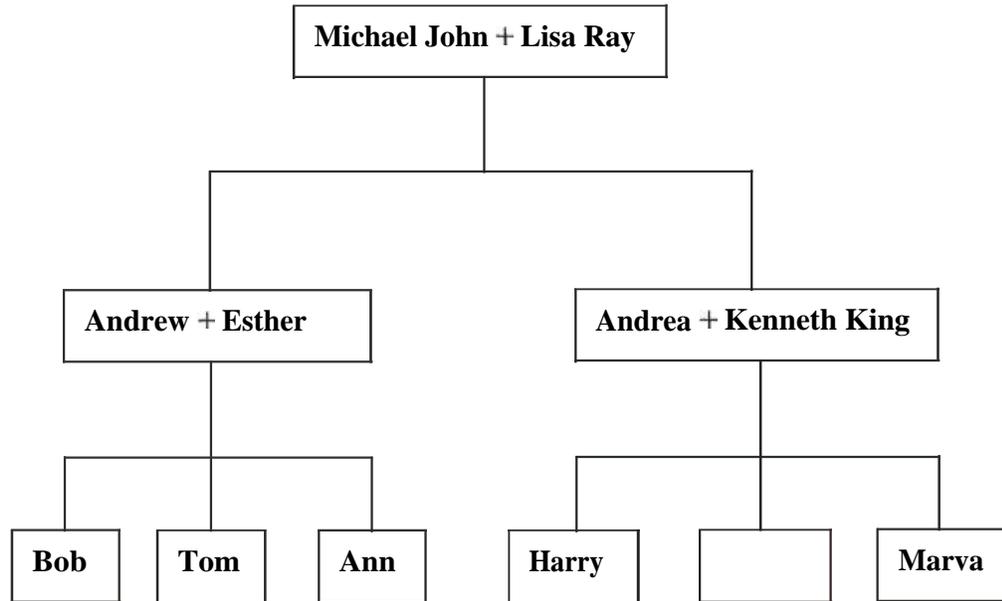
family
extended
nuclear
respect
sibling
father

mother
shelter
single
grandparents
uncle
aunt

Activity 5

Quiz

Divide the class into Group A and Group B. Using the family tree ask the questions below giving 5 points to every correct response. If the questions have to pass to the other group 3 points will be awarded. More questions can be added to the list



1. Who is Michael John to Lisa Ray?
2. What is most likely Andrea's surname?
3. Who are Marva's male cousins?
4. What relationship is Andrew to Harry?
5. What relationship is Andrew to Andrea?
6. How many children does Lisa have?
7. What relationship is Lisa Ray to Bob

Activity 6

Give students the advantages and disadvantages of each type of family.

Put students in groups of four and ask them to give two reasons why they prefer to live in a nuclear, extended, single parent or sibling family.

Functions of the Family

Objectives:

State the main functions of the family.

Activity 1

Collect/draw pictures of the following:

- 1. a graduating student with gown and hat**
- 2. a lady purchasing groceries**
- 3. washing hands**
- 4. children playing**
- 5. a pregnant woman**
- 6. a parent playing with a child**

Next ask students to talk about the pictures.

Place students in six groups. Give each group one picture and ask them to write the function of it.

Theme 2

Rules and Responsibilities

Rules in the home, school and in the community.

Objectives include. i. State what are rules?

ii. Compose rules.

iii. Observe rules.

Activity 1

Imagine, you are a parent implement three rules that will get your children to do their household chores and home work which teacher will write on the chalkboard.

Clearly explain why you will implement the rules and state three benefits of rules to the family.

Imagine if you are living in a home where there is no rules, explain what you think will happen.

Activity 2

In groups of five students, list three school rules each. The teacher will write all the rules on the board.

Find out which school rules are often broken and say why they are broken.

Suggest two ways to the head teacher on how to prevent students of your school from breaking the school rules.

Discuss the importance of obeying school rules.

Activity 3

Teacher divides the class in three groups. Each group will describe situations in the home, school and community respectively where rules have not been respected.

Each group will write their points on cardboards which will be posted in the classroom.

ACTIVITY 4: Role Play

Suggested role play:

Students will do an activity to break a school rule. Another student will highlight the bad behaviour and remind students of a school rule to correct this behaviour. The behaviour will be corrected.

Questions:

1. Why did the students display bad behaviour?
2. What rule was applied to correct the situation?
3. Why are rules made?
4. Give one unwritten rule which guides your behaviour.

ACTIVITY 5: Group Work

1. Divide the class into six groups,
2. Provide each group with a sheet of cardboard and a marker.
3. Two of the six groups will discuss and write on the cardboards provided, suggested rules for the school, home and community respectively.
4. One person from each group will mount their cardboard on the chalkboard and present their rules to the class.

Students will share situations that occurred at home, school and in the community because people disobeyed rules.

Activity

Rules at play

Teacher will supervise students as they divide themselves into groups, with each group representing a cricket team.

Allow each team to select their captain, umpire, fieldsmen, bowlers and batsmen, then observe the students as they play the game naturally. Upon completion of the time frame allotted, ask students to identify the rules governing the game, what are the rules and responsibilities of the captain, umpire, fieldsmen, bowlers and batsmen.. Explain the significance of the rules as it relates to playing cricket.

Responsibilities

Objectives include:

- i. Explain what it means to be responsible.**
- ii .Observe responsible behaviour.**
- iii. Being responsible.**

Activity 1

Teacher asks students to describe why responsibilities are important to the individual, family and community.

Students will discuss and share ideas.

Activity 2

Teacher instructs students to work in groups and come up with their own "bill of responsibility". Such as: - To be honest

Take care of the elderly

Follow rules

Get work done on time.

Respect others and their rights.

***Bill of responsibility may be explained as a list of responsibilities of citizens in a free society.**

Activi 3

Mr. Ken Browne., a guest speaker at the graduation exercise of Kingston Secondary School, urges the students to be responsible members of society and to make positive contributions to the Nation.

State what it means to be a responsible citizen.

Explain how you can contribute positively to your society.

Theme 3: Our Community

Topic: People live in Communities

Activity 1: Field Visit and Oral Field Visit Report

Objectives of activity:

To focus students' attention and interest on the lesson.

To establish a background for developing the expected learning outcome.

1. Field Visit
 - Students, accompanied by **teacher(s)**, visit the community in which the school is located or a nearby community to observe various features of the community (people, buildings, etc).
2. Field Visit Report
 - Students give a brief oral report, where they describe what they have observed.
3. Questions to stimulate discussion
 - (a) What is the name of the community visited?
 - (b) What are some of the buildings/gathering places seen?
 - (c) Where does the community begin and end (boundaries)?
 - (d) Can you identify some similarities of the people seen (with regards to speech, dress, mannerisms, etc).

Activity 2

Objective of activity:

- To develop subject matter in order to achieve the learning outcome.

1. Mount two dimensional drawings/pictures of communities. Drawings/pictures may include the following:
 - people (inclusive of children and adults of both gender).
 - houses
 - shops/market places
 - **school(s)**
 - playground
 - streets/roads
 - water way(s)
 - places of worship
 - **animal(s)** and plant and trees
 - important members of the community (police, mail carrier, farmer, teacher, nurse, fisherman, road builder, religious leaders, etc).
 - health **centre/doctor's** clinic

2. **Students will observe and discuss drawing/pictures.**
Items for discussion
Some of the people in the community.
 - **Services provided by some members of the community.**
Activities that go on in the community.
 - **Buildings and gathering places in the community.**

Activity 3

To enforce important elements of the lesson.

Role play

Scenario:

- Someone lives alone in an isolated area (there is no other person living in the area).**
There is no infrastructure (buildings, schools, roads, etc).
 - **There are no basic amenities (telephone, running water etc).**
No health services
No pets
The person faces difficulties on a regular basis.
He/she has no one to communicate with.
He/she feels lonely.
He/she must produce for him/herself.
If he/she is sick/injured there is no one to offer medical assistance.

Activity 4

A short written exercise is given to students to be completed.
Match the worker with the service he/she provides.

<u>Worker</u>	<u>Service Provided</u>
Carpenter	Delivers mail
Doctor	Builds buildings
Teacher	Protect community members from danger
Farmer	Sells groceries
Mail carrier	Extinguishes fires
Shop keeper	Cultivates crops
Police	Treats sick/injured persons
Fireman	Teaches students at school

Several small communities make up a large community.

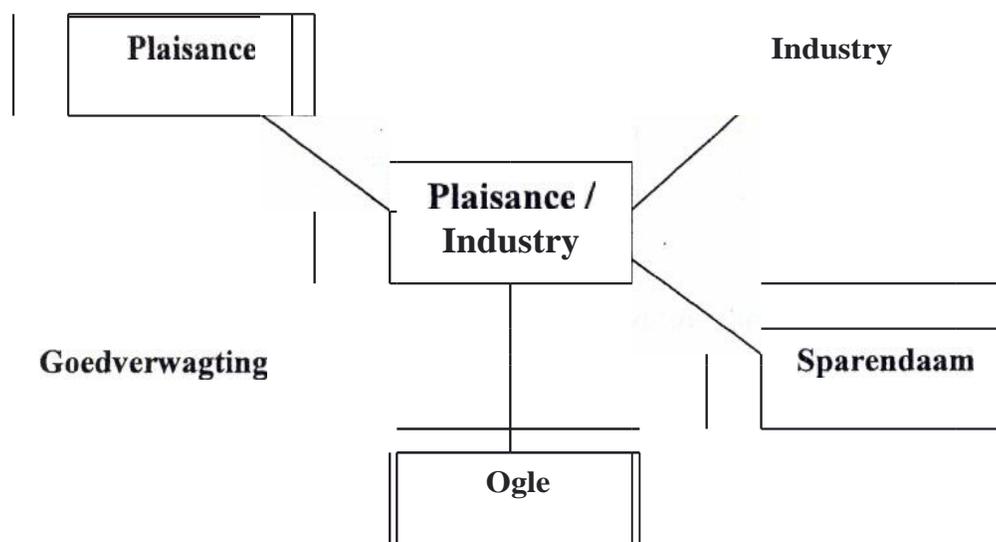
Activity 1: Development of a concept map.

Objective of activity:

- To connect previous learning to the present lesson so as to establish a common ground between the teacher and the student.

1. Teacher asks student to name some of the neighbouring communities, in order to develop a concept map of the large community of which the school is a part.

For example,



Activity 2

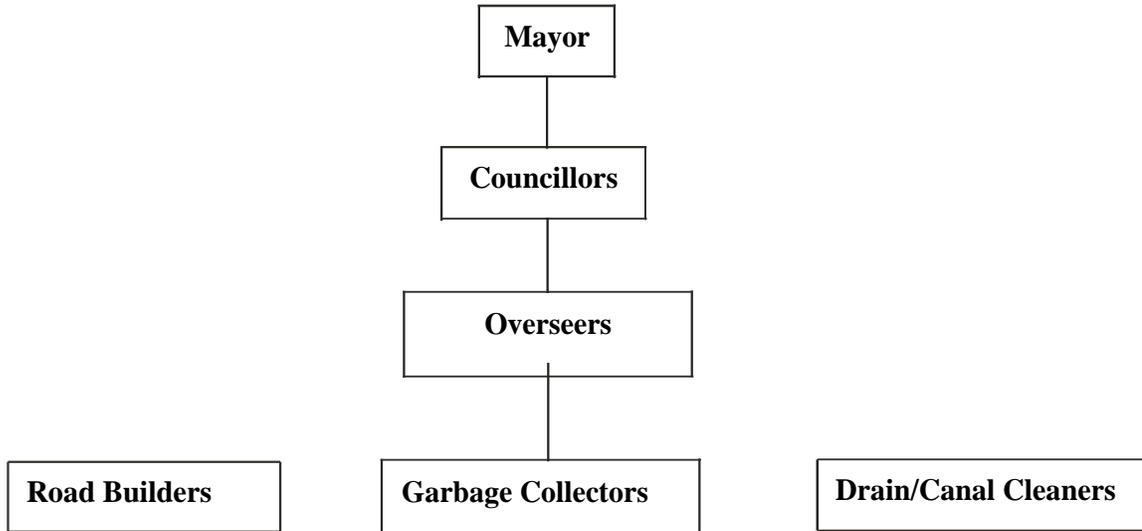
1. **Class discussion**

Questions that may be posed in the discussion

- What features are similar about the small communities that make up the large community to which you belong?
- Who are the persons who manage activities in your community?
- What are some services provided by the persons who manage your community?

2. Display an organisational chart of a Town Council or Regional Council (RDC) or NDC.

For example,



3. Visit by a member of the Town Council or RDC/NDC to talk about
- (i) the functions of the various council.
 - (ii) the expenses of the council.
 - (iii) the ways in which revenue is collected to offset the expenses of the council.

Activity 3

Students are placed into groups of 5 — 6, where they are given a task to do community service.

- They collectively identify a problem in the community (e.g. drainage and irrigation works, charity work for the homeless or elderly).
- They seek to resolve the identified problem, through active involvement.

Main Rivers

Activity 1

Class discussion

-To focus students attention on the topic of the lesson.

Questions posed for discussion.

1. What is a river?
2. Do you go swimming in a natural body of water (river, stream)?
3. Where do you get water from to do your household chores (cleaning, cooking)?
4. Have you ever been on a boat ride?

Activity 2

1. Display a model or drawing of Guyana, highlighting the three (3) main rivers (Essequibo, Demerara, **Berbice**) as well as ~~other minor~~ water ways of Guyana.
2. Give criteria for the rivers being considered main rivers, i.e.
 - they are considerably larger than the other river.
 - they are main conduits of trade and travel.
 - established towns are situated close to them.

Activity 3

Students will draw a map of Guyana (using template) in their exercise book, inserting the three (3) main rivers.

- Essequibo
- Demerara
- Berbice

Communities in other parts of Guyana

Activity 1: Field trip to other communities

To give students a firsthand experience, taking them from the known to the unknown.

1. Students are taken on one or more field trips to communities that are in different parts of the country. They are encouraged to make and record observations.
2. Students give a written report of their visit (s).

Activity 2

1. Student can take part in a correspondence programme with other students of other schools around the country.
2. Information will be exchanged concerning the community in which they live
 - Postage mail
 - Internet

Activity 3

1. Display chart of pictures/drawings of the school's community as well as communities found in other parts of Guyana (e.g. Amerindian communities, urban communities, rural communities etc). Pictures may be obtained via visits, newspaper clippings, magazines, etc).
2. Students observe pictures/drawing (s) and take part in a class discussion.

Questions for discussion

1. What are some of the activities that go on in the various communities?
2. What services do the people of the various communities share?
3. What are the similarities of the people in each of the communities (with regards to speech, dress, mannerisms, diet and preparation of meals, work and sources of income, recreational activity, habits, customs)?
4. What is different about each community when compared with another community?

Activity 4 Game

NAME OF GAME: A. Good Community Member

OBJECTIVE OF GAME: To answer **the most questions correctly concerning the community.**

RULES OF THE GAME:

1. **Each question** answered correctly is worth one sticker.
2. The person with the most stickers is declared the winner (the best community member).
3. In the event of a tie, a tie *breaker question is administered.
4. The top two **winner**s in the first round advance to the second (final) round.
5. In round one, the person whose hand goes up in the air first is given the opportunity to answer the question.
6. In **round One**, no question is passed to another player to be answered.
7. Each player is given a maximum of four seconds to answer his/her questions.
8. All questions asked are objective type question (there is only one correct answer).
9. In round two, questions are asked individually to each player, the answer is incorrect, the **question** goes to the next player.
10. In round two, questions are pulled from a container by the player and read out loud by the game host/ moderator, before being answered by the player.
11. In round two, each player is asked **five questions** and may also be asked questions which are rolled over by the other player.
12. Points **obtained** in round one are not valid in the second :round, that is, no one goes over to the second round with. any points..
13. In round two, all questions are multiple **choice items**, with at least four possible answers.

Procedures for playing the game

Round One

1. Rules are read to players collectively.
2. The host/ moderator of the game reads a question, and permits the person with their hand in. the air first to **attempt** answering the question posed.
3. If the answer given to the question is correct the player is given a sticker which signifies that they have answered one **question** correctly.
4. Steps 2&:3 are repeated until a total of at least 15 questions are asked.
5. At the end of this round, the two persons with the most stickers advance to the second (final) round.

Round Two

6. The **moderator** asks one question to each player, if the question is incorrectly answered it goes to the next player.
7. Step six (6) is repeated until a total of ten questions is asked.
8. If 1:here is a tie, a tie *breaker question is asked.
9. In the final round each player has two life lines. The first life line gives each player the opportunity to ask the audience for help in answering the question. The

second life line gives students the opportunity to eliminate two wrong answers (50/50).

THEME 4

HEALTH AND SAFETY

Spiritual Health

Activity 1

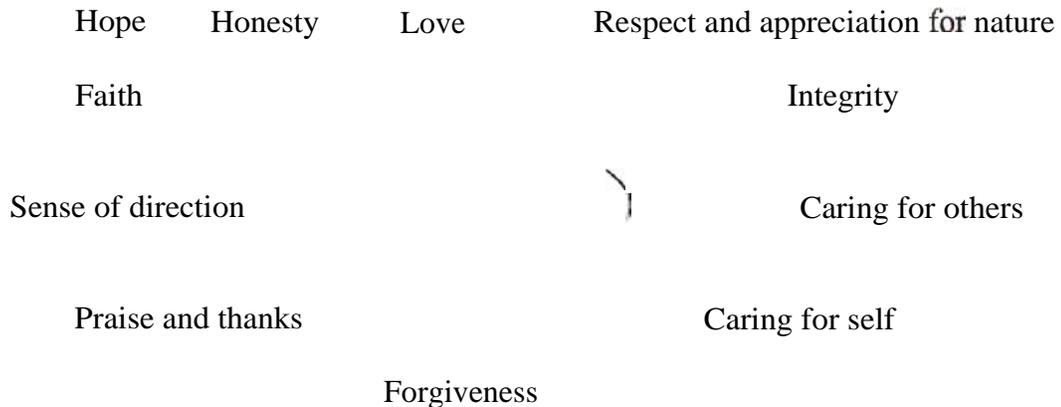
Teacher introduces the topic "Spiritual Health" to students by asking questions pertaining to the topic such. as:

- What is health?
- What is spiritual health?
Can you tell if a person is spiritually healthy by looking at them?
How do you know if someone is spiritually healthy?
- What causes a person to be spiritually healthy?

Teacher clarifies any **misconceptions** students may have concerning spiritual health and gives a definition of the **term**.

Activity 2

Teacher will work along with students to develop a concept map, displaying the characteristics of spiritual health eg



Activity 3

Invite a Guest speaker (motivational speaker, youth leader, religious leader, celebrity — singer) to speak to students about spiritual health.

Suggested items for speech.

- **Developing positive morals, ethics and values**
- **The importance of spiritual health.**

Role Play

Students will play the role of someone who is spiritually healthy, displaying some of the positive attributes of such a person.

Physical Health

Activity 1

(1) Display two unlabelled pictures

One with a person who appears to be physically healthy, i.e; has good posture ; healthy body mass ; healthy teeth, hair, skin.

- **One with a person who appears to be physically unhealthy, i.e ;body mass; healthy teeth, hair, skin.**

(2) Allow students to compare the two pictures, stating their observations.

Activity 2

(1) Give student a physical fitness challenge with at least 5 exercises.

NB. You should ensure that students know the purpose for the challenge i.e, to assess the level of their physical health.

- **Exercise One - Curl ups /Sit ups**

This exercise tells how strong their stomach muscles are.

- **Exercise Two-Shuffle run**

Students are asked to run a short distance, while being timed .It tells how strong their leg muscles are. It also tells how long they can run without getting tired .

- **Exercise Three - stretching exercise**

This exercise tells how easily someone can bend and stretch their legs and backs.

- **Exercise Four- A one mile run/walk.**

This is to assess a person's endurance . It also tells how strong their heart and lungs are.

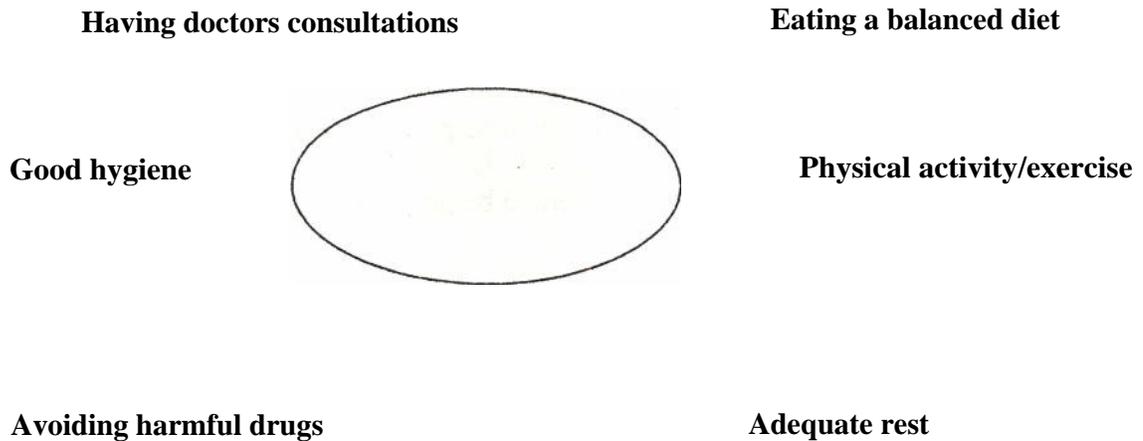
- Exercise Five- Pull ups

This tells how strong their arms and shoulder muscles are.

At the completion of the challenge, students should be asked to make a personal assessment of their physical health. They may also be rewarded by their teacher, for example, they may be awarded for participation or be given a tag to signify that they are physically fit.

Activity 3

Display a concept map depicting factors which contribute to physical health



Supervise students as they set goals concerning their physical health (e.g. improving physical health)

Steps

1. Choose your goal (write it down)
2. List things needed to reach your goal
3. List people who can help you reach your goal
4. Set a time to reach your goal
5. Check how you are doing
6. Reward yourself when you reach your goal

Topic: Pollution of the Environment

Activity 1

Story Telling to bring out the harmful effects of pollution.

Suggested story

There is a lake near Dominic's house that is a feeding ground for a magnificent crane, who likes to eat fish. With its long slender legs it gracefully walked into the shallow waters. Dominic loved looking at the crane as it waited for fish and skillfully snapped them up with her pointed beak.

However, the lake was also a dumping site for garbage. One day when Dominic went to do his routine site seeing, he noticed that the crane was lying stiff on the banks near the lake. He carefully touched it to see if it was alive – it wasn't. He did however, noticed that a piece of plastic was stuck between the crane's beak. At that point, he knew that he had to do something about the garbage.

Questions:

What is a crane?

What did the crane like to eat?

What do you think caused the crane to die?

Dominic is a child, do you think that he can do anything to stop people from dumping garbage in the lake?

If your answer is yes, what can Dominic do to stop people from dumping garbage in the lake?

Activity 2

Display and discuss a concept map showing the types of pollution(with pictures)eg:

POLLUTION

WATER	AIR	LAND	NOISE
POLLUTION	POLLUTION	POLLUTION	POLLUTION

Discuss with students the sources of pollution and possible ways of eliminating or reducing the sources of pollution. Use picture/ drawing in your discussion or projected materials.

Activity 3

- **Place students into groups of 5 – 6**
- **Allow them to identify one site of pollution.**
- **Students will then be involved in a clean —up activity.**

Topic **Drugs and their effects**

Activity 1

Brainstorming exercise

Ask students questions to determine what they know about drugs and clarify any misconceptions they might have.

Questions

What is a drug?

- **Why do people use drugs?**
- **Are all drugs good for you?**
- **What is drug abuse?**

Activity 2

- **Display some samples of drugs. You should ensure that the samples are in sealed containers.**
- **Allow students to observe the samples without tasting**
Discuss the samples with students.

Activity 3

Display a chart of pictures/ drawing of drugs .eg

- **cold medicine**
- **cigarettes and cigars**
- **alcoholic beverages**
- **antibiotics, etc**

Picture/drawings should be displayed in categories, i.e

- **Legal drugs**
- **Illegal drugs**
- **Prescription drugs**
- **Over the counter drugs**

Activity 4

- Students will create a poster to display one of the following:
- The safe use/ storage of drugs used in the home

Theme 5: Our Nation

Topic: Guyana as a British Colony

Activity 1

Dialogue to bring out the concept 'Colony'

Dialogue

Student No. 1 : I am getting fed up with this country. The voices of the people cannot be heard .The governor that Queen Elizabeth placed here is in total control of our people.

Student No. 2 : You are right ! Now we are not free to make our own decisions concerning the surface of our country . We are not even free to give our opinions.

Student No. 1 : I want the people of Guiana to be free . I do not want them to be under the British any longer .

Student No. 2 : The time is up for them . Enough is enough !

Questions

- (1) Identify TWO problems faced by the people .**
- (2) Which country was Guyana ruled by ?**
- (3) What term is used to describe the country which is owned and controlled by another country ?**

ACTIVITY 2

- 1. Mount non-projected visual aid depicting the symbols that were used when Guyana was a British Colony .**

**Sources Text: (Guyana Our Country Our Home pg 201)
(Social Studies for our Children BK.6 pg 66)**

- 2. Students will identify these symbols .**

ACTIVITY 3:

Playin a game —Hot Potatoes

MATERIAL REQUIRED TO PLAY THE GAME :

1. CD player
2. CD
3. A paper bag containing questions ,each written on a piece of paper and then folded.
4. Candy (optional)

HOW THE GAME IS PLAYED

1. Arrange students in a circle
2. Use CD player to play a song.
N.B: the person controlling the CD player should back the student
3. The students will pass the bag to each other in a circle.
4. At interval the operator of the CD player will stop the song.
5. The student in possession of the bag will take out a slip of paper and answer the question written on it.
6. If the question is answered correctly the student may receive an award.

(N.B) If a CD player is unavailable, a person can sing or count.

QUESTIONS

- (1) What is a colony ?
- (2) Which country was Guyana ruled by ?
- (3) How was Guyana spelt when it was a colony ?
- (4) Name a symbol which was used when Guyana was a British colony ?
- (5) What was the name of the British Flag ?
- (6) What was the name of the British National Anthem that Guyana used ?

TOPIC: Guyana as an Independent Country

ACTIVITY

word 'INDEPENDENCE'

Cut 12 – 4x4 cm pieces of paper each containing a letter from the word "independence"

- 1. Before students arrive in classroom, scotch tape / paste each square underneath desks at random.**
- 2. Upon commencing lesson, instruct students to locate the letters placed under their desks and paste them on the chalkboard**
- 3. Students would then unscramble the letters to form the word 'INDEPENDENCE'**

QUESTIONS

- 1 What does the word independence mean?**
- 2 What date did Guyana gained its independence?**
- 3 What does independence mean?**

ACTIVITY 2

Flow chart illustrating the story of independence

illustration: Portraits of Dr. Cheddi Bharat Jagan, Linden Forbes Sampson Burnham and Peter Stanislaus D'Aguiar – Political leaders who fought for independence. Refer to text- New Horizons in Social Studies Bk 1, Pages 74, 75, 76.

Question

- 1. What do you know about the political contributions made by each leader leading to Guyana's independence?**

2nd illustration: Symbols of Nationhood

- 1. The National Flag**
- 2. The National Coat-of-Arms**
- 3. The National Anthem**
- 4. The National Pledge**

Source: Guyana Our Country Our Home pages 204 -- 207

Questions::

- 1. What is a symbol?**
- 2. What is the significance of each national symbol?**
- 3. When and where was the Golden Arrow Head first hoisted?**

ACTIVITY 3:

Complete the Chart

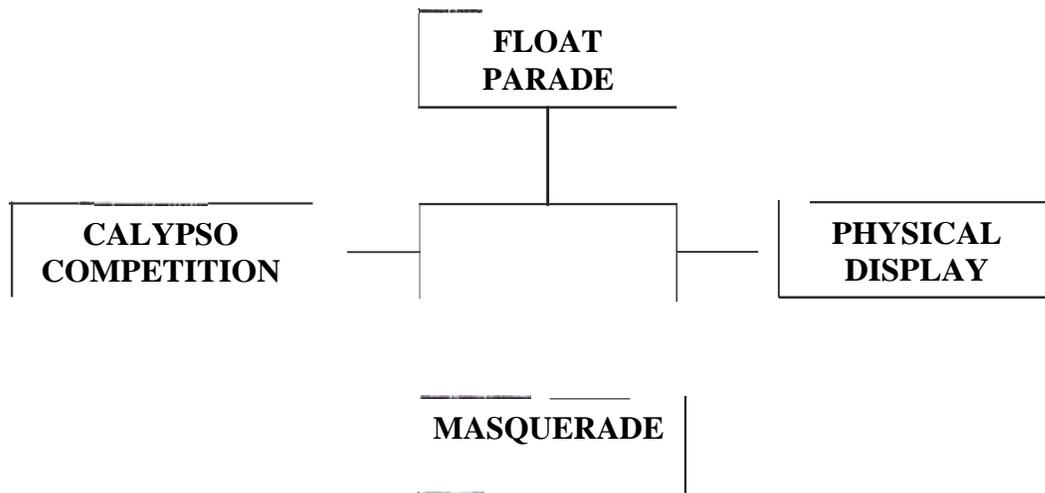
Comparing Guyana as a colony against that of a nation.

	NAME OF COUNTRY	NAME OF NATIONAL FLAG	NAME OF NATIONAL ANTHEM	HEAD OF GOVERNMENT	CURRENCY
Guyana as a colony					
Guyana as a nation					

TOPIC: Guyana Republic

ACTIVITY

Concept map illustrating activities to celebrate Republic.



1. Write in the name of the National event that these activities are used to celebrate.
2. On what date is this event observed?
3. What does it mean for a country to be a Republic?

ACTIVITY 2:

Categorizing changes brought about at Republic

1. Write occurrences on strips of cardboard.
2. Arrange students in small groups and distribute strips to each group.
3. Students will discuss these occurrences and then mount the strips on the chalkboard under the Headings:-

Changes which took place at Republic	Changes that did not take place at <u>Republic</u>

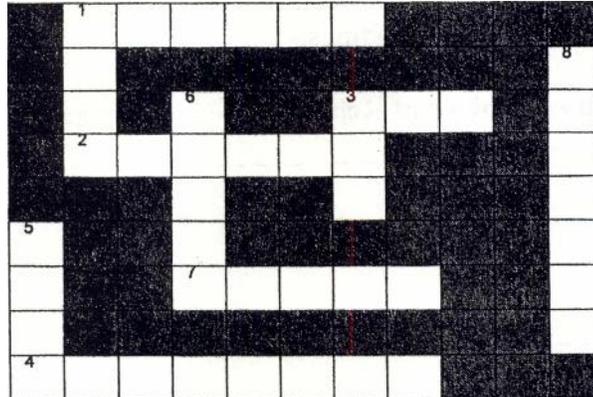
OCCURRENCES

1. The Head of State was the Queen of England.
2. The Head of State was a Guyanese Governor General.
3. The Head of State was the President.
4. The Head of Government was the Governor.
5. The Head of Government was the Premier.
6. The Head of Government was the Prime Minister.
7. The Queen still had economic control of Guyana.
8. The Queen had absolutely no control of Guyana.
9. Sir Walter Ralieggh became a national hero.
10. Cuffy became a national hero.

ACTIVITY 3:

Completing a crossword puzzle to review the theme 'Our Nation'.

CROSSWORD



ACROSS:

1. Before 26th May, 1966, Guyana was a _____ of Great Britain.
2. On 26th May, 1966, Guyana became an independent _____
3. Both Mr. Burnham and Mr. **Jagan** were founders of this Political party.
4. This person represented the Queen in British Guyana.
7. Complete this sentence "We are born of their sacrifice, and heirs of their _____"

DOWN:

1. This is a symbol which was used when Guyana was a British Colony.
3. Mr. Burnham was the founder leader of this political party.
5. The Union Jack was the name of Britain's National _____
6. A national symbol of Guyana.
8. The first executive president of Guyana.

Solution to puzzle.

ACROSS

1. Colony
2. Nation
3. P. P. P
4. Governor
7. Pains

Down

1. Coin
3. P. N. C
5. Flag
6. Stamp
8. Burnham

THEME 6

Weather and Climate

Weather patterns in Guyana

Objectives:

1. Describe weather patterns in your region.
2. Difference between weather and climate.
3. Identify the seasons.
4. Study a climatic graph and extract information.
5. Plot information on a graph.
6. Observe the weather and make predictions.

Activity 1

Ask students to observe the weather for about two weeks and make note about the weather.

Put students in five groups and ask each group to present their findings.

Activity 2

Take students to visit a meteorological station (situation where this cannot be done, collect pictures of the six instruments used to measure weather).

Put students in six groups and ask each group to talk about one instrument.

Ask student to read information from a given instrument.

The six instruments are:

- (a) The Six's Thermometer – Temperature
- (b) Wet and Dry Bulb Thermometer – Humidity
- (c) Barometer – Pressure
- (d) Rain Gauge – Rainfall
- (e) Anemometer – Wind speed, Wind vave
- (f) Campbell – Stokes recorder – Sunshine

Collect information from meteorological office of weather conditions for the past 12 months according to regions.

Ask students to compare and contrast weather conditions with other parts of Guyana.

Activity 3

Give students the definitions for weather and climate, that is

Weather – weather refers to the state of atmospheric conditions at a specific or a short period of time.

Climate – Climate is the average condition of the elements of the weather over a period of time, say about 30 to 40 years.

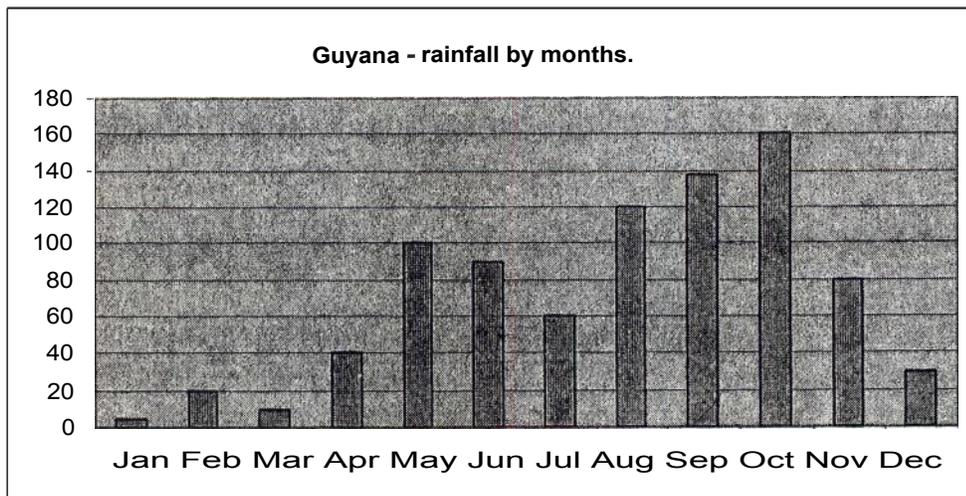
The study of both weather and climate includes the elements of temperature, humidity, rainfall, sunshine, cloud cover and wind speed and direction.

Ask students to differentiate between weather and climate.

Using the information collected from the meteorological station, ask students to name the four seasons, that is, two wet and two dry.

Activity 4

Give students a graph and ask the questions below, for example,



- (a) What is the total annual rainfall in mm?
- (b) Which month had the least rainfall?
- (c) Which month had the highest rainfall?
- (d) What is the average rainfall for the first three months?
- (e) What is the average rainfall for April, May and June?

Give students the following information and ask them to plot a graph.

Months	Amount of rainfall (mm)
January	100
February	95
March	70
April	85
May	110
June	125
July	120
August	115
September	190
October	170
November	150
December	130

Activity

Take the class outside in the morning and ask them to look at the weather and make predictions. At the end of the day ask students what the weather was like throughout the day.

Let the students make comparisons with their predictions and the results of the actual weather.