

RATIONALISED CBE LESSON PLANS

GRADE : 4

TERM : THREE

YEAR : 2025

LEARNING AREA: SOCIAL STUDIES

TEACHERS NAME:

SCHOOL:.....

WEEK 1: LESSON 1

| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|--------|---------|----------------|------|------|------|
| | GRADE 4 | SOCIAL STUDIES | | | |

Strand: Citizenship

Sub Strand: Good citizenship in school

Specific Learning Outcomes:

- By the end of the lesson, learners should be able to:

1. Identify qualities of good citizens in school.
2. Use digital or print resources to identify qualities of good citizens in school.
3. Appreciate the qualities of good citizens in school.

Key Inquiry Question(s):

- What are the qualities of good citizens in school?

| Core competencies | Values | PCIs |
|---|---|---|
| <ul style="list-style-type: none"> • Citizenship • Critical thinking and Problem solving • Self- efficacy • Communication and Collaboration | <ul style="list-style-type: none"> • Social justice • Peace • Responsibility | <ul style="list-style-type: none"> • Social cohesion • Honesty • Coping with emotions • Gender Issues • Self- esteem |

- How can we find information about these qualities using our resources?

Learning Resources:

- Digital devices (tablets or computers)
- Chart paper for group work
- Longhorn Social Studies Grade 4 textbook

Organisation of Learning:**Introduction (5 minutes):**

- Begin class with a brief review of the previous lesson on citizenship.
- Ask students to share what they remember about being good citizens, especially in their school.
- Introduce the day's objectives and the inquiry questions, prompting students to think about what qualities make someone a good citizen in school.

Lesson Development (25 minutes):**Step 1: Brainstorming Qualities**

- Divide students into small groups.
- Ask each group to brainstorm a list of qualities of good citizens in school. Examples might include kindness, honesty, responsibility, respect, etc.
- Each group will write their ideas on a piece of chart paper.

Step 2: Researching Qualities

- Provide students with digital devices or access to the Longhorn Social Studies textbook.
- Instruct groups to research and find definitions or examples of the qualities they listed. Encourage them to think about real-life examples from their own experiences in school.

Step 3: Sharing Findings

- Invite each group to share their findings with the class.

- As groups present, write down the qualities they identified on the board, creating a class list of good citizen qualities.

Step 4: Appreciation of Good Citizens

- Discuss with the class why these qualities are important for making the school a better place.
- Guide students to reflect on how they can demonstrate these qualities in their daily school life.

Conclusion (5 minutes):

- Summarize the main points discussed: definitions of good citizens and key qualities identified.
- Conduct a quick interactive activity, such as a "qualities charades," where students take turns acting out one of the qualities while others guess what it is.
- Preview the next lesson, which will focus on how students can demonstrate good citizenship in specific scenarios around the school.

Extended Activities:

- Create a Good Citizen Pledge: Have students write a personal pledge stating how they will demonstrate good citizenship in school. They can decorate it and display it in the classroom.
- Good Citizen Collage: Students can collect images from magazines or draw pictures that represent good citizenship qualities and create a classroom collage.
- Role-Playing Scenarios: In pairs, students can role-play different situations in school where they might need to show good citizenship, discussing the outcomes of their actions.

Teacher Self-Evaluation:

WEEK 1: LESSON 2

| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|--------|---------|----------------|------|------|------|
| | GRADE 4 | SOCIAL STUDIES | | | |

Strand: Citizenship

Sub Strand: Good citizenship in school

Specific Learning Outcomes:

- By the end of the lesson, learners should be able to:

1. Identify qualities of good citizens in school.
2. Exhibit qualities of good citizens in school.
3. Appreciate qualities of good citizens in school.

Key Inquiry Question(s):

- What are the qualities of good citizens in our school?
- How can we demonstrate these qualities in our daily school life?
- Can we role-play situations that show good citizenship?

| Core competencies | Val- ues | PCIs |
|---|---|---|
| <ul style="list-style-type: none"> • Citizenship • Critical thinking and Problem solving • Self- efficacy • Communication and Collaboration | <ul style="list-style-type: none"> • Social justice • Peace • Responsibility | <ul style="list-style-type: none"> • Social cohesion • Honesty • Coping with emotions • Gender Issues • Self- esteem |

Learning Resources:

- Digital devices
- Longhorn Social Studies Grade 4 textbook
- Chart paper and markers
- Role-play scenario cards

Organisation of Learning:

Introduction (5 minutes):

- Begin by reviewing the previous lesson on citizenship and why it is important.
- Ask students to share one way they practiced good citizenship since the last lesson.
- Guide learners to read and discuss specific content from the Longhorn Social Studies textbook that relates to good citizenship.

Lesson Development (25 minutes):

Step 1: Discussion

- Have students brainstorm and list qualities of good citizens in school. Examples to discuss could include respectfulness, responsibility, helpfulness, and honesty.
- Encourage students to think about their own behavior and how these qualities can be shown.

Step 2: Group Activity

- Divide the class into small groups.
- Each group will create a poster illustrating one quality of a good citizen.
- They should include a definition and an example of how this quality can be displayed in school.

Step 3: Role Play

- Provide role-play scenario cards to groups, each depicting a situation where good citizenship can be demonstrated (e.g., helping a classmate, picking up litter).
- Groups will act out the scenarios for the class, demonstrating the qualities discussed.

Step 4: Class Reflection

- After the role plays, hold a class discussion.
- Ask students how it felt to exhibit those qualities and why they are important in school.

Conclusion (5 minutes):

- Summarize the key points discussed: the qualities of good citizens and how they can exhibit these in school.
- Conduct a brief interactive quiz using a digital device to reinforce the qualities discussed.
- Prepare learners for the next session by mentioning the importance of community citizenship and asking them to think of ways to be good citizens outside of school.

Extended Activities:

- Good Citizenship Diary: Ask students to keep a diary for one week, noting instances where they saw or practiced good citizenship, either in school or at home.
- Community Service Project: Organize a small project where students can participate in a community cleanup, showcasing good citizenship in a broader context.
- Panorama of Citizenship: Create a classroom display or mural where students can contribute stories, drawings, or photos of good citizenship examples they encounter.

Teacher Self-Evaluation:

WEEK 1: LESSON 3

| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|--------|---------|----------------|------|------|------|
| | GRADE 4 | SOCIAL STUDIES | | | |

Strand: Citizenship

Sub Strand: Good citizenship in school

Specific Learning Outcomes:

- By the end of the lesson, students should be able to:

1. Identify qualities of good citizens in school.
2. Design a poster with the qualities of good citizens in school.
3. Appreciate the importance of good citizenship in school.

Key Inquiry Question(s):

- What are the qualities of good citizens in school?

| Core competencies | Values | PCIs |
|---|---|---|
| <ul style="list-style-type: none"> • Citizenship • Critical thinking and Problem solving • Self- efficacy • Communication and Collaboration | <ul style="list-style-type: none"> • Social justice • Peace • Responsibility | <ul style="list-style-type: none"> • Social cohesion • Honesty • Coping with emotions • Gender Issues • Self- esteem |

- How can we express these qualities visually through a poster?

Learning Resources:

- A poster-chart (Longhorn Social Studies Grade 4)

Organisation of Learning:

Introduction (5 minutes):

- Begin with a brief review of the previous lesson, discussing the importance of citizenship.
- Introduce the concept of good citizenship in school.
- Engage students in a discussion by asking, "What do you think makes someone a good citizen in our school?"

Lesson Development (25 minutes):

Step 1: Group Brainstorming

- Divide students into small groups.
- Ask each group to discuss and list qualities they think a good citizen should have in school (e.g., respect, responsibility, kindness, helping others).
- Invite groups to share their ideas with the class.

Step 2: Class Discussion

- Guide a class discussion using the quality lists created by each group.
- Write down key qualities on the board, encouraging students to explain why each quality is important.
- Highlight how these qualities contribute to a positive school environment.

Step 3: Poster Design Instructions

- Explain project instructions: Students will create a poster that includes at least three qualities of good citizens in school.

- Provide guidelines for the design: they should use colors, drawings, and words to make their posters eye-catching and informative.

Step 4: Poster Creation

- Allow students to start working on their posters individually or in pairs. Provide materials such as poster paper, markers, and crayons.
- Encourage creativity and expression while they design.

Conclusion (5 minutes):

- Summarize the qualities of good citizens discussed in the lesson.
- Ask students to share their posters in a brief gallery walk.
- Conduct a quick interactive activity: have each student say one quality they learned about and why it matters.
- Preview the next lesson, which will delve into how citizens can make a difference in their community.

Extended Activities:

- Good Citizenship Journal: Have students keep a journal for one week where they can write about instances of good citizenship they observe in school and in their community.
- Role-Playing Scenarios: Set up scenarios where students role-play situations that require good citizenship, such as resolving a conflict or helping a classmate.

Teacher Self-Evaluation:

WEEK 2: LESSON 1

| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|--------|---------|----------------|------|------|------|
| | GRADE 4 | SOCIAL STUDIES | | | |

Strand: Citizenship

Sub Strand: Good Citizenship in School

Specific Learning Outcomes:

- By the end of the lesson, learners will be able to:

1. Identify qualities of good citizens in school.
2. Exhibit qualities of good citizens in school.
3. Appreciate qualities of good citizens in school.

Key Inquiry Questions:

- What are the qualities of good citizens in school?
- How can we demonstrate these qualities in our daily life at school?
- How can we role-play scenarios to show good citizenship in school?

| Core competencies | Val- ues | PCIs |
|---|---|---|
| <ul style="list-style-type: none"> • Citizenship • Critical thinking and Problem solving • Self- efficacy • Communication and Collaboration | <ul style="list-style-type: none"> • Social justice • Peace • Responsibility | <ul style="list-style-type: none"> • Social cohesion • Honesty • Coping with emotions • Gender Issues • Self- esteem |

Learning Resources:

- Digital devices
- Longhorn Social Studies Grade 4

Organisation of Learning:

Introduction (5 minutes):

- Begin with a brief review of the previous lesson about citizenship.
- Ask students to share one thing they remember about good citizenship.
- Introduce the concept of good citizenship in school using relevant content from the learning resources.

Lesson Development (25 minutes):

Step 1: Identify Qualities of Good Citizens

- Discuss as a class what makes a good citizen. Create a chart with input from students. Example qualities: respect, responsibility, kindness, fairness.
- Ask each student to share one quality they think is important.

Step 2: Exhibit Qualities of Good Citizens

- Divide students into small groups. Give each group a scenario where they can demonstrate good citizenship in school (e.g., helping a classmate, cleaning up the classroom).
- Each group will practice their scenario and come up with a short presentation to share with the class.

Step 3: Role Play Qualities of Good Citizen

- Groups will role-play their scenarios in front of the class. Encourage students to not just talk but to act out these situations.

- After each presentation, facilitate a brief discussion on how the actions demonstrated good citizenship.

Step 4: Reflection and Discussion (Optional)

- Lead a class discussion on how they felt while acting out the scenarios and why these qualities matter in a school setting.
- Ask students how they can continue to practice good citizenship in their daily school life.

Conclusion (5 minutes):

- Summarize the key points discussed during the lesson, highlighting the qualities of good citizens they identified.
- Conduct a brief interactive activity, such as a “Good Citizenship Pledge,” where students pledge to practice good citizenship in the classroom.
- Preview upcoming topics related to community involvement and responsibilities of being a good citizen in wider society.

Extended Activities:

- Art Project: Have students create posters that illustrate one quality of good citizenship and display them around the school.
- Writing Assignment: Ask students to write a short paragraph on a time they displayed good citizenship or witnessed it in their peers.
- Follow-Up Discussion: Engage the class in a discussion about good citizenship outside of school—what it looks like in their families or communities.

Teacher Self-Evaluation:

WEEK 2: LESSON 2

| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|--------|---------|----------------|------|------|------|
| | GRADE 4 | SOCIAL STUDIES | | | |

Strand: Citizenship

Sub Strand: Peace

Specific Learning Outcomes:

- By the end of the lesson, learners should be able to:

1. Identify factors that promote peace in school
2. Discuss ways of promoting peace in school
3. Desire to live in peace with others

Key Inquiry Questions:

- What are some factors that promote peace in our school?
- How can we live in peace with our classmates?

| Core competencies | Val- ues | PCIs |
|---|---|---|
| <ul style="list-style-type: none"> • Citizenship • Critical thinking and Problem solving • Self- efficacy • Communication and Collaboration | <ul style="list-style-type: none"> • Social justice • Peace • Responsibility | <ul style="list-style-type: none"> • Social cohesion • Honesty • Coping with emotions • Gender Issues • Self- esteem |

Learning Resources:

- Longhorn Social Studies Grade 4

Organisation of Learning:**Introduction (5 minutes):**

- Start with a short review of the previous lesson: Discuss what students learned about citizenship and its importance.
- Guide learners to read and discuss relevant content from "Longhorn Social Studies." Highlight key concepts related to peace in school.

Lesson Development (25 minutes):**Step 1: Identify Factors that Promote Peace**

- Activity: Brainstorm as a class what factors contribute to a peaceful school environment.
- Prompts: Use questions like "What makes our class a happy place?" or "What can we do to help each other feel safe and respected?"
- Outcome: Make a list on the board of at least five factors (e.g., respect, kindness, listening).

Step 2: Class Discussion

- Activity: In small groups, learners discuss the list created in Step 1. Each group will choose one factor and think of examples of how it is shown in school.
- Sharing: Groups will then share their examples with the class. Encourage them to use "I see..." or "I feel..." statements.

Step 3: Ways to Promote Peace

- Activity: As a class, brainstorm ways to actively promote peace in school.
- Questions: "What actions can we take if we see someone being treated unkindly?" and "How can we work together to solve conflicts?"

- Outcome: Create a chart of positive actions (e.g., using kind words, including others, asking for help).

Step 4: Create Peace Pledges

- Activity: Each student writes a short "Peace Pledge" on a small piece of paper, declaring one thing they will do to promote peace in the classroom.
- Sharing: Invite students to share their pledges with a partner, then choose a few to share with the whole class.

Conclusion (5 minutes):

- Summarize key points from the lesson:
- The importance of respect, kindness, and collaboration for a peaceful school.
- Interactive Activity: Play a quick game where students can express one way they will promote peace through either a word, action, or short role-play.
- Preview the next session: Introduce the concept of conflict resolution and some tools or strategies students will learn in the upcoming lesson.

Extended Activities:

- Peace Poster: Students can create a poster highlighting their pledge and the factors that promote peace. Display in the classroom or hallway.
- Reading Assignment: Choose a story that demonstrates peaceful solutions to conflicts. Students can share their thoughts on how the characters resolved their issues.
- Community Service Project: Organize a day where students can engage in a project that fosters community, such as a clean-up day or helping younger classes.

Teacher Self-Evaluation:

WEEK 2: LESSON 3

| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|--------|---------|----------------|------|------|------|
| | GRADE 4 | SOCIAL STUDIES | | | |

Strand: Citizenship

Sub Strand: Peace

Specific Learning Outcomes:

- By the end of the lesson, learners will be able to:

1. Identify factors that promote peace.
2. Use digital or print resources to create messages on peace.
3. Express a desire to live in peace.

Key Inquiry Questions:

- What factors promote peace?
- How can we live peacefully with others in school?

| Core competencies | Val- ues | PCIs |
|---|---|---|
| <ul style="list-style-type: none"> • Citizenship • Critical thinking and Problem solving • Self- efficacy • Communication and Collaboration | <ul style="list-style-type: none"> • Social justice • Peace • Responsibility | <ul style="list-style-type: none"> • Social cohesion • Honesty • Coping with emotions • Gender Issues • Self- esteem |

Learning Resources:

- Digital devices (tablets/computers)

- Longhorn Social Studies Grade 4 textbook
- Art supplies (paper, markers, etc.)

Organisation of Learning:

Introduction (5 minutes):

- Begin with a brief review of the previous lesson about citizenship and community.
- Introduce the topic of peace by asking students what they think peace means and why it is important.
- Encourage learners to share any thoughts they have about living peacefully with others.

Lesson Development (25 minutes):

Step 1: Discussion on Factors Promoting Peace

- Facilitate a class discussion on what factors contribute to peace. Some guiding questions could include:
 - What makes our school a peaceful place?
 - How do we resolve conflicts with friends?
- Write down students' responses on the board.

Step 2: Group Activity - Peace Factors

- Divide students into small groups.
- Each group will choose one factor that promotes peace from the board and discuss how it can be implemented in their school.
- Groups will prepare a short presentation to share their ideas with the class.

Step 3: Creating Peace Messages

- Using digital devices or art supplies, ask students to create a message promoting peace. This could be a digital poster, a spoken word piece, or a drawing.
- Encourage creativity and emphasize the importance of spreading messages of peace.

Step 4: Sharing Messages

- Allow students to share their peace messages with the class.
- Discuss how these messages can affect the school environment and encourage others to practice peace.

Conclusion (5 minutes):

- Summarize the key points learned during the lesson: the importance of factors that promote peace and how they can be applied in school.
- Conduct a brief interactive activity, such as a "peace pledge," where students agree to practice one peaceful behavior in the upcoming week.
- Preview the next lesson, which will explore the ways in which we can be active citizens in our community.

Extended Activities:

- Peace Poster Competition: Create a poster at home that promotes peace. Display these posters in the classroom or school.
- Peace Journal: Start a journal where learners write down daily actions they took to promote peace or conflicts they resolved peacefully.
- Community Peace Walk: Organize a walk around the school grounds to display peace messages created by students and share their importance with other classes.

Teacher Self-Evaluation:

WEEK 3: LESSON 1

| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|--------|---------|----------------|------|------|------|
| | GRADE 4 | SOCIAL STUDIES | | | |

Strand: Citizenship

Sub Strand: Peace

Specific Learning Outcomes:

- By the end of the lesson, the learner should be able to:

1. Identify factors that promote peace.
2. Uphold peace in the school.
3. Appreciate living together in peace.

Key Inquiry Question(s):

- How can we plan a peace-building activity in our school?
- What responsibilities do we have when planning this activity?

| Core competencies | Val- ues | PCIs |
|---|---|---|
| <ul style="list-style-type: none"> • Citizenship • Critical thinking and Problem solving • Self- efficacy • Communication and Collaboration | <ul style="list-style-type: none"> • Social justice • Peace • Responsibility | <ul style="list-style-type: none"> • Social cohesion • Honesty • Coping with emotions • Gender Issues • Self- esteem |

Learning Resources:

- Chart

- Longhorn Social Studies Grade 4

Organisation of Learning:

Introduction (5 minutes):

- Begin with a quick review of the last lesson to gauge prior knowledge.
- Ask students questions such as: "What does peace mean to you?" or "Can you think of times when we need to promote peace?"
- Introduce today's learning focus by discussing what peace means in our school and community.

Lesson Development (25 minutes):

Step 1: Identify Factors that Promote Peace

- Discuss with students what promotes peace in their environments (listening to others, resolving conflicts, being kind).
- Create a chart listing these factors (students can contribute ideas) and discuss why each factor is important.

Step 2: Importance of Peace-Building Activities

- Pose the question: "Why should we have peace-building activities in our school?"
- Facilitate a discussion; guide them toward responses that highlight benefits like better friendships, cooperation, and a happier environment.
- Write down the students' ideas on the board.

Step 3: Planning a Peace-Building Activity

- Divide students into small groups.

- Ask each group to brainstorm their own peace-building activity (e.g., a peace mural, a kindness week, or conflict resolution workshops).
- Have them outline what their activity involves and how it promotes peace.

Step 4: Sharing Responsibilities

- Bring the class back together and allow each group to present their activity.
- Discuss what roles different classmates could take on for each of the planned activities (e.g., who would design posters, who would lead discussions).
- Emphasize teamwork and the shared responsibility of maintaining peace in the school.

Conclusion (5 minutes):

- Summarize the key points discussed during the lesson, reinforcing how factors promoting peace help build a better school environment.
- Conduct a brief interactive activity, such as a "peace handshake" where students find a partner and share one thing they can do to promote peace in school.
- Preview the next session's topic about conflict resolution and how it ties into keeping peace.

Extended Activities:

- Encourage students to create a "Peace Pledge" poster that individuals in the classroom can sign, committing to uphold peace in their daily interactions.
- Have students write a short essay or poem about what living in peace means to them personally.

Teacher Self-Evaluation:

WEEK 3: LESSON 2

| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|--------|---------|----------------|------|------|------|
| | GRADE 4 | SOCIAL STUDIES | | | |

Strand: Citizenship

Sub-Strand: Peace

Specific Learning Outcomes:

- By the end of the lesson, the learner should be able to:

1. Identify factors that promote peace
2. Uphold peace in the school
3. Appreciate living together in peace

Key Inquiry Question(s):

- What activities can we plan for peace-building in our school?
- How can we share responsibilities for our peace-building activity?

| Core competencies | Values | PCIs |
|---|---|---|
| <ul style="list-style-type: none"> • Citizenship • Critical thinking and Problem solving • Self- efficacy • Communication and Collaboration | <ul style="list-style-type: none"> • Social justice • Peace • Responsibility | <ul style="list-style-type: none"> • Social cohesion • Honesty • Coping with emotions • Gender Issues • Self- esteem |

Learning Resources:

- Digital devices (tablets/computers)

- Charts with peace-related themes
- Materials for creating a peace garden (seeds, soil, etc.)
- Any relevant articles or websites on peace

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson by asking students: "What is peace?"
- Invite students to share any examples of peaceful behavior they observed in the school.
- Guide learners to read a chart or digital resource on the importance of peace in a school.

Lesson Development (25 minutes):

Step 1: Discussion on Peace Activities

- Ask students to brainstorm and share peace activities undertaken in the school.
- Write these on the board, such as conflict resolution programs, kindness weeks, and inclusion clubs.
- Discuss briefly how each contributes to a peaceful environment.

Step 2: Identify Factors that Promote Peace

- Divide students into small groups.
- Each group will receive a digital device or chart to research or create a list of factors that promote peace, such as respect, kindness, and communication.
- Groups will prepare to share their findings with the class.

Step 3: Planning a Peace Garden Activity

- As a class, brainstorm ideas for a peace garden, discussing what plants to use and what the garden will symbolize.
- Talk about the potential impact of having a peace garden on the school community.

Step 4: Assigning Responsibilities

- Discuss how to divide responsibilities for planting and maintaining the peace garden.
- Assign roles (e.g., planting team, watering team, decoration team) based on student interest and strengths.

Conclusion (5 minutes):

- Summarize the key points discussed: the importance of peace activities, factors promoting peace, and the peace garden initiative.
- Conduct an interactive activity, such as "Peace Pledge," where each student states one way they will contribute to peace in the school.
- Prepare learners for the next session by asking, "What else can we do together to promote peace?"

Extended Activities:

- Create a "Peace wall" in the classroom where students can post their ideas of peace and ways to resolve conflicts.
- Have students write a short story or poem about peace and share it with the class.
- Organize a peer mediation circle where students can discuss and resolve disagreements peacefully.

Teacher Self-Evaluation:

WEEK 3: LESSON 3

| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|--------|---------|----------------|------|------|------|
| | GRADE 4 | SOCIAL STUDIES | | | |

Strand: Citizenship

Sub Strand: Human Rights

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Identify forms of child abuse in the community
2. Watch a video clip on forms of child abuse
3. Desire to stop child abuse

Key Inquiry Question(s):

- What are the different forms of child abuse that occur in our community?
- How can we recognize and prevent child abuse?

| Core competencies | Val- ues | PCIs |
|---|---|---|
| <ul style="list-style-type: none"> • Citizenship • Critical thinking and Problem solving • Self- efficacy • Communication and Collaboration | <ul style="list-style-type: none"> • Social justice • Peace • Responsibility | <ul style="list-style-type: none"> • Social cohesion • Honesty • Coping with emotions • Gender Issues • Self- esteem |

Learning Resources:

- Chart with pictures related to child abuse
- Learner's book
- Video clip on forms of child abuse

Organisation of Learning:

Introduction (5 minutes):

- Begin by reviewing the previous lesson on rights and responsibilities of citizens.
- Ask students to recall what they learned and how it relates to their rights and protection as children.
- Introduce today's topic of child abuse, explaining that just like everyone has rights, everyone also has a responsibility to help keep each other safe.

Lesson Development (25 minutes):

Step 1: Introduction to Child Abuse

- Define child abuse in simple terms. Explain that it can happen in various forms such as physical abuse, emotional abuse, neglect, and sexual abuse.
- Use the chart with pictures to illustrate each type of abuse. Ask students if they can think of any examples (these should be age-appropriate and sensitive).

Step 2: Group Discussion

- Divide students into small groups and provide scenarios that reflect different forms of abuse (without graphic details).
- Have each group discuss what type of abuse is present in their scenario and how it might affect a child.

Step 3: Video Clips

- Show a brief video clip (5-7 minutes) that explains the forms of child abuse.
- Follow the video with a discussion. Ask students to share what they learned and how they felt watching it.

Step 4: Formulating a Plan

- As a class, brainstorm ways children can help stop abuse in their community. This could include speaking up, telling a trusted adult, or starting a support group at school.
- Write these ideas on the board for everyone to see and discuss their importance.

Conclusion (5 minutes):

- Recap the key points from the lesson: what child abuse is, the different forms it can take, and how we can help stop it.
- Conduct an interactive activity where students can choose one way (from the brainstormed ideas) they can commit to helping their friends or community.
- Prepare students for the next session by hinting at topics about safety and who they can trust in potentially harmful situations.

Extended Activities:

- Poster Project: Have students create posters that inform others about the various forms of child abuse and how to seek help. They can present these posters to the class.
- Role-Playing: Organize a role-playing activity where students practice how to support a friend who might be experiencing abuse.
- Story Writing: Ask students to write a short story about a character who stands up against abuse, exploring feelings and resolutions.

Teacher Self-Evaluation:

WEEK 4: LESSON 1

| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|--------|---------|----------------|------|------|------|
| | GRADE 4 | SOCIAL STUDIES | | | |

Strand: Citizenship

Sub Strand: Human Rights

Specific Learning Outcomes:

- By the end of the lesson, students should be able to:

1. Identify cultural practices that are harmful to children.
2. Use digital devices to research and identify cultural practices that violate child rights.
3. Express a desire to stop child abuse.

Key Inquiry Questions:

- What cultural practices are harmful to children?

| Core competencies | Val- ues | PCIs |
|---|---|---|
| <ul style="list-style-type: none"> • Citizenship • Critical thinking and Problem solving • Self- efficacy • Communication and Collaboration | <ul style="list-style-type: none"> • Social justice • Peace • Responsibility | <ul style="list-style-type: none"> • Social cohesion • Honesty • Coping with emotions • Gender Issues • Self- esteem |

- How can we use digital devices to find information about child rights violations?

Learning Resources:

- Chart
- Digital devices (tablets or computers)
- "Longhorn Social Studies Grade 4" textbook

Organization of Learning:

Introduction (5 minutes):

- Begin with a brief review of the previous lesson, focusing on the concept of rights.
- Ask questions to engage the students: "What do you think children's rights are?"
- Introduce the topic of harmful cultural practices by discussing common views on childhood in various cultures.

Lesson Development (25 minutes):

Step 1: Identify Harmful Cultural Practices

- Discuss examples of cultural practices that can harm children, such as child labor or early marriage.
- Use the chart to list these examples collaboratively, prompting students to think about how these practices affect children's lives.

Step 2: Digital Research Activity

- Divide students into small groups and provide each group with digital devices.
- Assign each group a harmful cultural practice to research (e.g., child labor, trafficking).
- Guide them to use specific website resources where they can find real examples and statistics related to child rights violations.

Step 3: Group Presentations

- Have each group present their findings to the class.
- Encourage classmates to ask questions and discuss what they learned.

Step 4: Reflect and Discuss

- Facilitate a class discussion on how students feel about what they learned.
- Ask, "What can we do to stop these harmful practices?"

Conclusion (5 minutes):

- Summarize the key points covered in the lesson about cultural practices harmful to children and the importance of child rights.
- Conduct a brief interactive activity, such as a pledge where students can write one thing they will do to help stop child abuse.
- Preview the next lesson: "What can we do as citizens to protect children's rights?"

Extended Activities:

- Art Project: Create a poster campaign raising awareness about harmful cultural practices and child rights.
- Story Writing: Have students write a short story from the perspective of a child affected by harmful practices and how they overcome the challenges.
- Research Project: In pairs, students can research a child rights organization and present what they do to help children.

Teacher Self-Evaluation:

WEEK 4: LESSON 2

| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|--------|---------|----------------|------|------|------|
| | GRADE 4 | SOCIAL STUDIES | | | |

Strand: Citizenship

Sub Strand: Human Rights

Specific Learning Outcomes:

- By the end of the lesson, learners should be able to:

1. Identify forms of child abuse in the community.
2. Explain effects of child abuse in the community.
3. Desire to promote child rights and responsibilities in the community.

Key Inquiry Question(s):

- How does child abuse affect our community?

| Core competencies | Val- ues | PCIs |
|---|---|---|
| <ul style="list-style-type: none"> • Citizenship • Critical thinking and Problem solving • Self- efficacy • Communication and Collaboration | <ul style="list-style-type: none"> • Social justice • Peace • Responsibility | <ul style="list-style-type: none"> • Social cohesion • Honesty • Coping with emotions • Gender Issues • Self- esteem |

- What can we do to promote child rights?

Learning Resources:

- Chart from Longhorn Social Studies Grade 4
- Markers, A3 paper for poster-making

Organisation of Learning:

Introduction (5 minutes):

- Begin the lesson by reviewing the previous topic on citizenship and rights.
- Introduce today's topic by asking students if they know what child abuse means. Encourage a brief discussion.
- Guide learners to read from the chart, highlighting key definitions and examples of child abuse.

Lesson Development (25 minutes):

Step 1: Identify Forms of Child Abuse

- Discuss what child abuse includes (physical, emotional, neglect, etc.).
- Ask students to share any examples they know of (while ensuring a safe and respectful environment).
- Write these examples on the board as they share.

Step 2: Explore Effects of Child Abuse

- Engage students in a discussion about how child abuse affects children and the community (e.g., emotional trauma, fear, impact on education).
- Use guiding questions to steer the conversation, such as "How do you think a child who is abused feels at school?"
- Record students' responses on the board.

Step 3: Discuss Rights & Responsibilities

- Introduce the concept of child rights, emphasizing that all children have the right to safety and happiness.
- Discuss responsibilities that go along with those rights—both for children and adults in the community.

Step 4: Create Awareness Posters

- Explain that students will create posters showing the effects of child abuse and promoting child rights.
- Divide students into small groups, providing materials for them to begin their posters.

Conclusion (5 minutes):

- Summarize the key points discussed: identifying forms of child abuse and its effects, as well as the importance of child rights and responsibilities.
- Conduct a brief group activity where students share their poster ideas with the class.
- Preview the next session, hinting that they will explore solutions and ways to help children in the community.

Extended Activities:

- Encourage students to write a short story about a character who stands up for a friend facing child abuse.
- Have students research local organizations that support child protection and present their findings to the class.
- Organize a community service project aimed at raising awareness about child rights (e.g., pamphlet distribution, awareness day at school).

Teacher Self-Evaluation:

WEEK 4: LESSON 3

| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|--------|---------|----------------|------|------|------|
| | GRADE 4 | SOCIAL STUDIES | | | |

Strand: Citizenship

Sub Strand: Human Rights

Specific Learning Outcomes:

- By the end of the lesson, students should be able to:

1. Identify effects of child abuse in the community.
2. Protect themselves and others from child abuse.
3. Desire to promote child rights and responsibilities.

Key Inquiry Question(s):

- How can we protect ourselves from child abuse?

| Core competencies | Val- ues | PCIs |
|---|---|---|
| <ul style="list-style-type: none"> • Citizenship • Critical thinking and Problem solving • Self- efficacy • Communication and Collaboration | <ul style="list-style-type: none"> • Social justice • Peace • Responsibility | <ul style="list-style-type: none"> • Social cohesion • Honesty • Coping with emotions • Gender Issues • Self- esteem |

- How can we promote child rights and responsibilities?

Learning Resources:

- Chart
- Digital devices (tablets/computers)
- Long Horn Social Studies Grade 4 textbook
- Songs and poems about child protection

Organisation of Learning:

Introduction (5 minutes):

- Begin the session with a quick review of the previous lesson to refresh students' memories. Ask a few questions related to the earlier content to engage them.
- Introduce the concept of child abuse and its impact on the community. Discuss the importance of understanding and promoting child rights.

Lesson Development (25 minutes):

Step 1: Understanding Child Abuse

- Discuss what child abuse is and its different forms (physical, emotional, and neglect).
- Use the chart to illustrate some statistics or effects of child abuse on individuals and communities.
- Encourage students to share their thoughts on why it is important to be aware of child abuse.

Step 2: Recognizing the Signs of Child Abuse

- Explore common signs that someone might be experiencing abuse. This could be through storytelling or examining children's rights in their environment.
- Engage students by asking them how they would feel if they noticed someone being hurt or unhappy. Discuss the importance of speaking up.

Step 3: Protecting Ourselves and Others

- Discuss ways students can protect themselves and others from child abuse. This may include talking to an adult they trust, using assertive communication, and knowing whom to contact for help.
- Encourage students to think of superheroes in stories who protect others and ask them how ordinary people can be like those heroes.

Step 4: Promoting Child Rights and Responsibilities

- Guide the students in using digital devices to search for songs and poems that speak about child protection and rights.
- Discuss how they can participate in a local awareness campaign or create their own campaign within the classroom to promote child rights.

Conclusion (5 minutes):

- Summarize key points covered in the lesson, reinforcing the importance of understanding child abuse, recognizing its signs, and knowing how to protect oneself and others.
- Conduct a brief interactive activity, such as a “word cloud” where students can share one word that represents what they've learned today.
- Preview the next session topic, which could delve deeper into specific children's rights or related community responsibilities.

Extended Activities:

- Art Project: Have students create posters that raise awareness about child rights and responsibilities that can be displayed around the school.
- Poetry Reading: Introduce a poetry reading day where students can share the poems they found or created on child protection.
- Role-Playing: Conduct role-playing exercises where students can practice how to approach a trusted adult if they feel uncomfortable or unsafe.

Teacher Self-Evaluation:

WEEK 5: LESSON 1

| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|--------|---------|----------------|------|------|------|
| | GRADE 4 | SOCIAL STUDIES | | | |

Strand: Governance in Kenya

Sub Strand: Democracy in School

Specific Learning Outcomes:

- By the end of the lesson, learners should be able to:

1. Identify democratic processes in school.
2. Discuss ways of practicing democracy in school.
3. Appreciate democracy practices in school.

Key Inquiry Questions:

- What are some democratic processes that happen in our school?

| Core competencies | Val- ues | PCIs |
|---|--|--|
| <ul style="list-style-type: none"> • Citizenship • Communication and Collaboration • Learning to learn • Creativity and Imagination | <ul style="list-style-type: none"> • Social justice • Peace • Responsibility • Unity • Integrity • Love • Respect • Patriotism | <ul style="list-style-type: none"> • Social cohesion • Humility and Simplicity • Coping with emotions • Gender • Economic resources |

- How can we practice democracy in our daily school life?

Learning Resources:

- Chart from Longhorn Social Studies Grade 4

Organisation of Learning:**Introduction (5 minutes):**

- Begin the lesson by reviewing the previous topic on governance and its importance.
- Prompt learners to read a section from the chart about democracy, allowing them to discuss what they read with a partner to reinforce their understanding of democratic principles.

Lesson Development (25 minutes):**Step 1:** Identify democratic processes

Discuss with learners the different democratic processes that occur in schools, such as student elections, class representatives, and decision-making practices. Ask learners to share examples from their own experiences.

Step 2: Discuss ways to practice democracy

In groups, learners brainstorm different ways they can practice democracy in school, such as voting on class activities, respecting each other's opinions, and working together on projects.

Step 3: Role Play a democratic process

Organize a quick role play where learners simulate an election for class representative. Have them prepare speeches on why they would make a good representative before voting.

Step 4: Group Reflection

After the role play, bring the class back together to discuss how they felt about the election process. Ask them what they learned about practicing democracy and why it is important.

Conclusion (5 minutes):

- Summarize the key points discussed during the lesson, highlighting the importance of democracy in schools.
- Conduct a brief interactive activity, such as a quick quiz or game where students must match terms related to democracy with their definitions.
- Prepare learners for the next session by introducing the topic of how democracy affects leadership in the school community.

Extended Activities:

- Class Constitution: Have students work together to create a class constitution outlining their rights and responsibilities, which they can vote on as a class.
- Democracy Journal: Encourage learners to keep a journal where they reflect on daily decisions made in the school that involve democratic practices and how they feel about them.
- Community Service Voting: Organize an event where students can vote on a community service project that the class will support and implement together.

Teacher Self-Evaluation:

WEEK 5: LESSON 2

| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|--------|---------|----------------|------|------|------|
| | GRADE 4 | SOCIAL STUDIES | | | |

Strand: Governance in Kenya

Sub Strand: Democracy in School

Specific Learning Outcomes:

- By the end of the lesson, learners should be able to:

1. Explain the benefits of democracy in school.
2. Apply democratic practices in school.
3. Appreciate democratic practices in school.

Key Inquiry Questions:

- Why is democracy important in school?
- What are some benefits of democracy in our classroom?
- How can we practice democracy in our school?

| Core competencies | Val- ues | PCIs |
|---|--|--|
| <ul style="list-style-type: none"> • Citizenship • Communication and Collaboration • Learning to learn • Creativity and Imagination | <ul style="list-style-type: none"> • Social justice • Peace • Responsibility • Unity • Integrity • Love • Respect • Patriotism | <ul style="list-style-type: none"> • Social cohesion • Humility and Simplicity • Coping with emotions • Gender • Economic re-sources |

Learning Resources:

- Chart papers
- Markers
- Longhorn Social Studies Grade 4 textbook
- Resource person (optional)

Organisation of Learning:**Introduction (5 minutes):**

- Begin with a quick review of the previous lesson on governance.
- Ask students to share their thoughts on what they remember about democracy.
- Introduce the importance of democracy in schools and its connection to their everyday school life.

Lesson Development (25 minutes):**Step 1: Understanding Democracy**

- Introduce the term "democracy" and discuss its meaning with students.
- Explain how democracy allows everyone to have a say in decisions and why this is important in schools.
- Engage students by asking how they feel when they are included in decision-making.

Step 2: Benefits of Democracy in School

- Discuss key benefits of democracy in school such as fairness, inclusion, and respect for everyone's voice.
- Guide students to brainstorm and write down at least three benefits of democracy on the board.

- Furthermore, instruct students to pair up and share their own experiences where they felt democracy was practiced in their classroom or school.

Step 3: Create Posters

- Assign each student or small groups to create a poster that highlights one benefit of democracy in their school.
- Provide them with chart papers and markers to illustrate their ideas creatively.
- Allow them to use drawings, bullet points, or quotes that represent their assigned benefit.

Step 4: Simulate a Real-Life Situation

- Organize a quick role-play activity where students simulate a school council meeting.
- Assign roles such as council members, students, or teachers discussing a school issue (like a playground renovation).
- Encourage them to express their opinions and vote on the best solution to observe democracy in action.

Conclusion (5 minutes):

- Summarize the key points discussed in the lesson: the meaning and importance of democracy and its benefits in schools.
- Conduct a brief interactive Q&A session, asking students to share what they learned.
- Set the stage for the next lesson by telling students that they will learn how to create their own classroom rules democratically.

Extended Activities:

- Have students keep a "democracy journal" where they can write about their observations of democratic practices in their school over a week.

- Organize a classroom debate on a relevant topic (like school lunches) to apply democratic decision-making and communication skills.
- Invite a local community leader or a parent involved in governance to speak about democracy and governance to enrich student understanding.

Teacher Self-Evaluation:

WEEK 5: LESSON 3

| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|--------|---------|----------------|------|------|------|
| | GRADE 4 | SOCIAL STUDIES | | | |

Strand: Governance in Kenya

Sub Strand: Children's Government in School

Specific Learning Outcomes:

- By the end of the lesson, learners should be able to:

1. Describe the functions of children's government in school.
2. Participate in children's government in school.
3. Respect children's government in school.

Key Inquiry Questions:

- What is the composition of children's government in school?
- What are the functions of children's government in school?
- How can we organize an election of leaders in class?

| Core competencies | Values | PCIs |
|---|--|--|
| <ul style="list-style-type: none"> • Citizenship • Communication and Collaboration • Learning to learn • Creativity and Imagination | <ul style="list-style-type: none"> • Social justice • Peace • Responsibility • Unity • Integrity • Love • Respect • Patriotism | <ul style="list-style-type: none"> • Social cohesion • Humility and Simplicity • Coping with emotions • Gender • Economic resources |

Learning Resources:

- Chart paper
- Digital devices (tablets/laptops)
- Markers and stationery

Organisation of Learning:**Introduction (5 minutes):**

- Begin with a brief review of the previous lesson, asking students what they remember about governance.
- Guiding discussion: Have learners read a short passage about children's government in school from provided learning resources and discuss the key concepts with a partner.

Lesson Development (25 minutes):**Step 1: Introduction to Children's Government**

- Discuss what children's government is and its importance in school. Engage learners by asking them why they think it is important to have a children's government. (e.g., voice for students, responsibility, leadership)
- Write down key points on the chart for visual reference.

Step 2: Composition of Children's Government

- Lead a discussion on the different roles in a children's government (e.g., president, secretary, treasurer) and their responsibilities.
- Form small groups of students and have them share experiences or ideas about what each role might entail based on their understanding.

Step 3: Functions of Children's Government

- Regroup and have each group present one function of the children's government (e.g., organizing events, voicing student concerns).
- Create a list of functions on chart paper and display it in the classroom.

Step 4: Class Election Simulation

- Explain how elections work. Discuss why fair elections are important.
- Simulate a simple election process where students can nominate classmates for different roles and vote.

Conclusion (5 minutes):

- Summarize the key points discussed throughout the lesson, focusing on the functions and importance of children's government.
- Conduct a quick interactive activity: Ask students to stand if they support children's government; they can sit if they disagree, encouraging discussion on their choices.
- Preview the next lesson's topic: "What makes a good leader?"

Extended Activities:

- Poster Project: Have students create a poster that outlines the functions of children's government. They can present these in a future class.
- Role-Play: Organize a role-play activity where students can act out different roles in the children's government to understand responsibilities better.
- Class Constitution: Have the students draft a simple class constitution together, outlining the rules and expectations for their children's government.

Teacher Self-Evaluation:

WEEK 6: LESSON 1

| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|--------|---------|----------------|------|------|------|
| | GRADE 4 | SOCIAL STUDIES | | | |

Strand: Governance in Kenya

Sub Strand: Community Leadership

Specific Learning Outcomes:

- By the end of the lesson, learners should be able to:

1. Identify leaders in their community.
2. Apply qualities of a good leader in their community.
3. Appreciate good community leaders.

Key Inquiry Questions:

- Who are the leaders in our community?
- What qualities make a good leader in our community?

| Core competencies | Values | PCIs |
|---|--|--|
| <ul style="list-style-type: none"> • Citizenship • Communication and Collaboration • Learning to learn • Creativity and Imagination | <ul style="list-style-type: none"> • Social justice • Peace • Responsibility • Unity • Integrity • Love • Respect • Patriotism | <ul style="list-style-type: none"> • Social cohesion • Humility and Simplicity • Coping with emotions • Gender • Economic resources |

Learning Resources:

- Chart from Longhorn Social Studies Grade 4

Organisation of Learning:

Introduction (5 minutes):

- Briefly review the previous lesson on governance concepts.
- Present the learning objectives for today's lesson.
- Guide learners to look at the chart and discuss the significance of community leaders.

Lesson Development (25 minutes):

Step 1: Identify Community Leaders

- Class discussion to brainstorm and list various leaders in the community, such as council of elders, religious leaders, and local government officials.
- Create a communal chart on the board with students' input.

Step 2: Discuss Qualities of a Good Leader

- Introduce qualities of good leaders, such as honesty, responsibility, empathy, and fairness.
- In groups, have students discuss which of these qualities they think are most important and why. Groups can share their thoughts and create a combined list of desirable leader qualities.

Step 3: Relate Qualities to Community Leaders

- Have students choose one leader they identified earlier and explain how that leader demonstrates the qualities listed in Step 2.
- Encourage a few students to share their examples with the class.

Step 4: Appreciation of Good Leadership

- Brief discussion on why it is important to appreciate good leaders in the community.
- Allow students to share personal experiences where a community leader positively affected their lives or the lives of others.

Conclusion (5 minutes):

- Summarize the key points discussed during the lesson, including identification of community leaders, the qualities of good leaders, and the importance of appreciating them.
- Conduct a quick interactive activity, such as a "Leader or Not?" scenario game, where students decide if given traits or actions represent a good leader.
- Preview the next lesson by asking questions like, "What do you think the role of leaders is during a community crisis?"

Extended Activities:

- Community Leader Interviews: Assign students to interview a local leader or a family member about their leadership experiences and qualities.
- My Leader Poster: Have students create a poster featuring a community leader they admire, including their photo (if possible), a description of their role, and a list of their qualities.
- Role-Playing: Organize a role-playing session where students act out different scenarios that demonstrate good leadership qualities in action.

Teacher Self-Evaluation:

WEEK 6: LESSON 2

| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|--------|---------|----------------|------|------|------|
| | GRADE 4 | SOCIAL STUDIES | | | |

Strand: Governance in Kenya

Sub Strand: Community Leadership

Specific Learning Outcomes:

- By the end of the lesson, learners should be able to:

1. Identify community leaders in the county.
2. Discuss the duties of community leaders and make a class presentation.
3. Show a desire to support good community leadership in the county.

Key Inquiry Questions:

- Who are the community leaders in our county?
- What are the duties of these community leaders?
- How can we support good community leadership?

| Core competencies | Values | PCIs |
|---|--|--|
| <ul style="list-style-type: none"> • Citizenship • Communication and Collaboration • Learning to learn • Creativity and Imagination | <ul style="list-style-type: none"> • Social justice • Peace • Responsibility • Unity • Integrity • Love • Respect • Patriotism | <ul style="list-style-type: none"> • Social cohesion • Humility and Simplicity • Coping with emotions • Gender • Economic resources |

Learning Resources:

- Digital devices (tablets, computers)
- Chart for community leaders and their duties

Organisation of Learning:**Introduction (5 minutes):**

- Begin with a quick review of the previous lesson on governance.
- Engage learners in a brief discussion about what they learned about community roles and leadership.
- Introduce the day's topic by asking the students if they know any community leaders and what they think those leaders do.

Lesson Development (25 minutes):**Step 1: Identifying Community Leaders**

- Guide the students in using their digital devices to search for names and photos of community leaders in their county (e.g., local government officials, village heads, religious leaders).
- Students can create a list of leaders and share what they found with the class.

Step 2: Exploring Duties of Community Leaders

- In small groups, students will research (using digital devices) and discuss the duties and responsibilities of community leaders.
- Provide students with guiding questions, such as: What is one important duty of a community leader? Why is it important?
- Groups will summarize their findings.

Step 3: Preparing a Class Presentation

- Guide students to prepare a short presentation on their chosen community leader, highlighting the leader's duties and their contributions to the community.
- Each group will present their findings to the class.

Step 4: Discussion on Supporting Good Leadership

- Conclude with a discussion about why supporting good leadership is important.
- Ask students how they can contribute to good leadership in their community (e.g., volunteering, participating in community events).

Conclusion (5 minutes):

- Summarize the key points learned about community leaders and their duties.
- Conduct a quick interactive activity such as a "yes or no" game where students hold up cards to respond to statements about community leadership.
- Give a preview of the next lesson and encourage students to think about what qualities make a good leader in their community.

Extended Activities:

- Organize a class project to support a local community initiative, allowing students to advocate for good leadership.
- Create a "Leader of the Month" display where students can nominate and highlight community leaders they admire.
- Encourage learners to write a short essay about a community leader they look up to and what they would do if they were in that leader's position.

Teacher Self-Evaluation

WEEK 6: LESSON 3

| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|--------|---------|----------------|------|------|------|
| | GRADE 4 | SOCIAL STUDIES | | | |

Strand: Governance in Kenya

Sub Strand: Community Leadership

Specific Learning Outcomes:

- By the end of the lesson, learners should be able to:

1. Identify qualities of a good leader
2. Apply qualities of a good leader in the community
3. Desire to have qualities of a good leader

Key Inquiry Questions:

- What are the qualities of a good leader?
- How can we use digital devices to find out these qualities?
- How can we role-play good leadership in our community?

| Core competencies | Values | PCIs |
|---|--|--|
| <ul style="list-style-type: none"> • Citizenship • Communication and Collaboration • Learning to learn • Creativity and Imagination | <ul style="list-style-type: none"> • Social justice • Peace • Responsibility • Unity • Integrity • Love • Respect • Patriotism | <ul style="list-style-type: none"> • Social cohesion • Humility and Simplicity • Coping with emotions • Gender • Economic resources |

Learning Resources:

- Digital devices (tablets/computers)
- Chart paper and markers
- Longhorn Social Studies Grade 4 textbook

Organisation of Learning:**Introduction (5 minutes):**

- Start with a brief review of the previous lesson on community roles.
- Ask students what they remember about leadership and what qualities they think might be important.
- Introduce the day's topic on good leadership and explain that they will be exploring these qualities today.

Lesson Development (25 minutes):**Step 1: Identifying Qualities of a Good Leader**

- Divide students into small groups and ask them to brainstorm and discuss what makes a good leader.
- Encourage them to think of local leaders they know.
- Each group will record their ideas on chart paper.
- Regroup and have each group share their findings with the class.

Step 2: Research Using Digital Devices

- Instruct students to use their digital devices to research the qualities of a good leader.
- Provide specific websites or resources where they can find this information.
- Ask them to write down at least three new qualities they discover and be ready to share.

Step 3: Sharing and Discussing

- Have students present the qualities they discovered through their research.
- Discuss as a class how these qualities can be applied in their own community.
- Prompt students with questions like: "What would a leader do in our community?"

Step 4: Role-Playing Good Leadership

- Assign students to small groups again and give them scenarios that they might encounter in their community (e.g., organizing a clean-up, helping a neighbor, etc.).
- Each group will role-play a solution to their scenario, demonstrating good leadership qualities.

Conclusion (5 minutes):

- Summarize the key qualities discussed in class, emphasizing how they can be applied in real-life situations.
- Engage students in a quick interactive activity where they each state one quality they will work on to become a better leader.
- Briefly preview the next lesson, hinting at discussing famous leaders in Kenya and how they demonstrated good leadership qualities.

Extended Activities:

- Leadership Journal: Have students keep a journal for one week, where they write about instances in their daily lives where they see good leadership or practice it themselves.
- Leader Interviews: Assign students to interview a local leader (could be a teacher, parent, or community member) about what they believe makes a good leader. They can share their findings in class.
- Create a Leadership Poster: Students can create a poster highlighting the top five qualities of a good leader and decorate it to display in the classroom.

Teacher Self-Evaluation:

WEEK 7: LESSON 1

| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|--------|---------|----------------|------|------|------|
| | GRADE 4 | SOCIAL STUDIES | | | |

Strand: Governance in Kenya

Sub Strand: The County Governments in Kenya

Specific Learning Outcomes:

- By the end of the lesson, learners should be able to:

1. Identify leaders of county government in Kenya.
2. Explain the duties of county Governors in Kenya.
3. Appreciate the role played by the county Governor.

Key Inquiry Questions:

- Who are the leaders of county government in Kenya?
- What are the duties of the county Governor?

| Core competencies | Values | PCIs |
|---|--|--|
| <ul style="list-style-type: none"> • Citizenship • Communication and Collaboration • Learning to learn • Creativity and Imagination | <ul style="list-style-type: none"> • Social justice • Peace • Responsibility • Unity • Integrity • Love • Respect • Patriotism | <ul style="list-style-type: none"> • Social cohesion • Humility and Simplicity • Coping with emotions • Gender • Economic resources |

Learning Resources:

- Longhorn Social Studies Grade 4 textbook.
- Chart of county leaders in Kenya (for visual reference).
- Guest speaker/resource person (optional).

Organisation of Learning:

Introduction (5 minutes):

- Begin the lesson by reviewing the previous topic covered (e.g., types of local government).
- Ask students about what they remember about local governance.
- Introduce the topic of county governments in Kenya, explaining the importance of Governors.

Lesson Development (25 minutes):

Step 1: Introduction to County Governors

- Discuss what a Governor is, and why they are important.
- Show students the chart of county leaders.
- Ask students to name some of the counties in Kenya and point out their Governors.

Step 2: Duties of County Governor

- Create a list on the board of the main duties of a County Governor, such as:
 - Managing county resources.
 - Implementing laws and policies.
 - Promoting development in the county.
 - Coordinating with other government bodies.
- Engage the class in a discussion about why these duties matter to their communities.

Step 3: Role of County Governors

- Discuss the role of the Governors in community development and how they can affect everyday life.
- Ask students to think about a Governor's impact on local schools, roads, and healthcare.

Step 4: Guest Speaker/Resource Person Discussion (optional)

- If possible, invite a resource person to speak briefly about their experiences or insights concerning the duties of a county Governor.
- Prepare a few questions for the resource person, such as, "What is one major challenge a Governor faces?"

Conclusion (5 minutes):

- Summarize the key points about county government leaders and their duties.
- Ask students to share one new thing they learned today.
- Conduct a quick interactive activity, such as a quiz or a matching game using terms learned.
- Preview the next topic by mentioning, "Next, we will learn about how decisions are made in county governments!"

Extended Activities:

- Create a mini-project where students can pick a county in Kenya, research information about its Governor and major projects, and present their findings to the class.
- Have students draw a poster showcasing the role of county Governors in their community.
- Organize a mock county assembly where students can take on the roles of different government leaders, including the Governor, to discuss and solve community issues.

Teacher Self-Evaluation:

WEEK 7: LESSON 2

| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|--------|---------|----------------|------|------|------|
| | GRADE 4 | SOCIAL STUDIES | | | |

Strand: Governance in Kenya

Sub Strand: The County Governments in Kenya

Specific Learning Outcomes:

- By the end of the lesson, learners should be able to:

1. Identify leaders of the county government in Kenya.
2. Explain the roles of a Member of the County Assembly (MCA).
3. Appreciate the roles played by a Member of the County Assembly.

Key Inquiry Questions:

- What are the roles of a Member of the County Assembly?
- How do MCAs contribute to our communities?

| Core competencies | Values | PCIs |
|---|--|--|
| <ul style="list-style-type: none"> • Citizenship • Communication and Collaboration • Learning to learn • Creativity and Imagination | <ul style="list-style-type: none"> • Social justice • Peace • Responsibility • Unity • Integrity • Love • Respect • Patriotism | <ul style="list-style-type: none"> • Social cohesion • Humility and Simplicity • Coping with emotions • Gender • Economic resources |

Learning Resources:

- Chart showing the structure of county government.
- Digital devices for watching video clips of MCAs in action.

Organisation of Learning:**Introduction (5 minutes):**

1. Review the previous lesson on governance in Kenya.
2. Engage learners in a brief discussion about their knowledge of county governments and MCAs.
3. Introduce the day's lesson and its objectives.

Lesson Development (25 minutes):**Step 1: What is a County Government?**

- Discuss what a county government is and its importance in local governance.
- Show a chart of county leaders and identify the roles of the Governor, Deputy Governor, and MCAs.

Step 2: Roles of a Member of County Assembly

- Explore the roles of MCAs through a guided discussion.
- Key points to discuss include:
 - Making local laws.
 - Representing the voices of the community.
 - Overseeing county budgets and expenditures.
- Ask students to think of examples of local issues MCAs might handle.

Step 3: Role Play Activity

- Split learners into small groups.
- Assign each group a scenario where they role-play as MCAs addressing community issues (e.g., improving schools, health services).
- Encourage creativity and critical thinking as they present their solutions.

Step 4: Watch Video Clips

- Show a brief video clip of MCAs performing their duties.
- After watching, facilitate a discussion about what the learners observed and how it relates to their role play.

Conclusion (5 minutes):

- Summarize the key points about county government and the specific roles of MCAs.
- Conduct a quick quiz or a question-answer session to reinforce the main topics.
- Preview the next session, which will cover the role of the Governor in local government.

Extended Activities:

- Create a Poster: Have learners create a poster highlighting the roles of MCAs, which can be displayed in the classroom.
- Interview a Local Leader: Encourage students to interview a local leader or an MCA and prepare a short presentation about their experiences.

Teacher Self-Evaluation:

WEEK 7: LESSON 3

| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|--------|---------|----------------|------|------|------|
| | GRADE 4 | SOCIAL STUDIES | | | |

Strand: Governance in Kenya

Sub Strand: The County Governments in Kenya

Specific Learning Outcomes:

- By the end of the lesson, learners should be able to:

1. Identify sources of revenue for the county government.
2. Describe the sources of revenue for the county government.
3. Appreciate the role played by the county Government in Kenya.

Key Inquiry Questions:

- What are the sources of revenue for the county government?
- How do these sources affect the services provided by the county government?

| Core competencies | Values | PCIs |
|---|--|--|
| <ul style="list-style-type: none"> • Citizenship • Communication and Collaboration • Learning to learn • Creativity and Imagination | <ul style="list-style-type: none"> • Social justice • Peace • Responsibility • Unity • Integrity • Love • Respect • Patriotism | <ul style="list-style-type: none"> • Social cohesion • Humility and Simplicity • Coping with emotions • Gender • Economic resources |

Learning Resources:

- Digital devices (for research and reference)
- Charts (depicting various county government revenues)

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson on the roles of government.
- Engage learners by asking questions about what they remember about the county government.
- Briefly introduce the topic of revenue and its importance to county governments using relevant content from charts and digital resources.

Lesson Development (25 minutes):

Step 1: Introduction to County Government Revenue

- Discuss what revenue is and why it is important for the county government.
- Define sources of revenue in simple terms.

Step 2: Identifying Sources of Revenue

- Guide students in identifying specific sources of revenue for county governments, such as:
 - Parking fees
 - Market fees
 - Business permits
- Write these on the board or chart for visual reference.

Step 3: Describing Each Source

- Break down each source's purpose:
- Explain how parking fees help maintain roads and public spaces.
- Discuss how market fees support local markets and trade.
- Describe how business permits ensure businesses follow regulations and contribute to community development.

Step 4: Group Discussion

- Organize students into small groups to discuss how these revenues impact their community.
- Encourage them to think about services that might improve with proper funding from these revenues (e.g., clean parks, better roads).

Conclusion (5 minutes):

- Summarize the key points discussed: sources of revenue and their roles.
- Conduct a quick interactive activity (e.g., quiz or a “think-pair-share”) where learners can express what they’ve learned.
- Preview what will be covered in the next lesson on how the county government uses this revenue to provide services.

Extended Activities:

- Research Assignment: Learners can research one specific source of revenue and create a small poster illustrating how it benefits their local community.
- Role Play: Divide students into groups where each group acts as a different layer of county government that benefits from specific revenue sources, then presents their findings to the class.
- Class Project: Collaborate on creating a classroom budget that mimics county government funding, allowing students to allocate "revenues" to various "services" they want to implement in their classroom community.

Teacher Self-Evaluation: