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| **LONGHORN GRADE FOUR**  **SOCIAL STUDIES SCHEMES OF WORK**  **TERM 2** | | | | | | | | | |
| **Week** | **Lsn** | **Strand/Theme** | **Sub strand** | **Specific learning outcomes** | **Key inquiry Questions** | **Learning experiences** | **Learning Resources** | **Assessment methods** | **Refl** |
| **1** | **1** | **CULTURE AND SOCIAL ORGANIZATIONS** | Culture: Aspects of traditional culture in the county | By the end of the sub-strand, the learner should be able to: a) identify aspects of traditional culture in the County b) describe aspects of traditional culture in the County d) appreciate aspects of traditional culture in the County | 1. What are the aspects of traditional culture? 2. Why is culture important to us? | Learners are guided to: • Brainstorm in pairs to identify aspects of traditional culture in the County. (dressing , food, housing, artefacts, sports andgames, festivals andceremonies)• Work in groups to describe aspects of traditional culture in the County. • Discuss in groups the importance of aspects of traditional culture in the County. | Local and extended environment, mas, realia, photographs, artefacts, newspapers, approved textbooks  Longhorn SST Learners Bk Grd. 4 Pg. 52-59 | Oral questions, Teacher made test, observation, project work, checklist, portfolio |  |
|  | **2** |  | Culture: Aspects of traditional culture in the county | By the end of the sub-strand,  the learner should be able to:  a) identify aspects of traditional culture in the County  b) describe aspects of traditional culture in the County  d) appreciate aspects of traditional culture in the County | 1. What are the aspects of traditional culture? 2. Why is culture important to us? | Learners are guided to: • Brainstorm in pairs to identify aspects of traditional culture in the County. (dressing , food, housing, artefacts, sports andgames, festivals andceremonies)• Work in groups to describe aspects of traditional culture in the County. • Discuss in groups the importance of aspects of traditional culture in the County. | Local and extended environment, mas, realia, photographs, artefacts, newspapers, approved textbooks  Longhorn SST Learners Bk Grd. 4 Pg. 52-59 | Oral questions, Teacher made test, observation, project work, checklist, portfolio |  |
|  | **3** |  | Importance of traditional culture | By the end of the sub-strand,  the learner should be able to:  a) examine the importance of aspects of traditional culture in the County  b) appreciate aspects of traditional culture in the County | 1. What are the aspects of traditional culture? 2. Why is culture important to us? | • Discuss in groups the importance of aspects of traditional culture in the County. • Collect and record aspects of traditional culture in the community.( pictures ,songs, artefacts, dress, food,paintings) • Display different aspects of traditional culture in class • Conduct peer assessment of the displays. | Local and extended environment, mas, realia, photographs, artefacts, newspapers, approved textbooks  Longhorn SST Learners Bk Grd. 4 Pg. 52-59 | Oral questions, Teacher made test, observation, project work, checklist, portfolio |  |
| **2** | **1** |  | Importance of traditional culture | By the end of the sub-strand,  the learner should be able to:  a) examine the importance of aspects of traditional culture in the County  b) appreciate aspects of traditional culture in the County | 1. What are the aspects of traditional culture? 2. Why is culture important to us? | • Discuss in groups the importance of aspects of traditional culture in the County. • Collect and record aspects of traditional culture in the community.( pictures ,songs,artefacts, dress, food,paintings) • Display different aspects of traditional culture in class • Conduct peer assessment of the displays. | Local and extended environment, mas, realia, photographs, artefacts, newspapers, approved textbooks  Longhorn SST Learners Bk Grd. 4 Pg. 52-59 | Oral questions, Teacher made test, observation, project work, checklist, portfolio |  |
|  | **2** |  | **The school – History of the school** | By the end of the sub-strand, the learner should be able to: a) narrate the history of the school b) uphold the core values of the school | How was our school started? | Learners are guided to: • Carry out a research on “The history of the school” • Share the history of the school with others in class • Create a journal on the history  of the school | Local and extended environment, mas, realia, photographs, artefacts, newspapers, approved textbooks  Longhorn SST Learners Bk Grd. 4 Pg. 59-68 | Oral questions, Teacher made test, observation, project work, checklist, portfolio |  |
|  | **3** |  | **School motto and core values** | By the end of the sub-strand, the learner should be able to: a) interpret the school motto and core values  of the school b) uphold the core values of the school | In which ways can we exhibit core values of our school? | • Use digital devices to develop a poster on the school motto and core values and display it in class • Peer assess the best poster | Local and extended environment, mas, realia, photographs, artefacts, newspapers, approved textbooks  Longhorn SST Learners Bk Grd. 4 Pg. 59-68 | Oral questions, Teacher made test, observation, project work, checklist, portfolio |  |
| **3** | **1** |  | **The school routine** | By the end of the sub-strand, the learner should be able to: a) describe the daily routine of the school b) uphold the core values of the school | How is our school daily routine? | • Create a school daily routine chart • Sing songs on the school achievements | Local and extended environment, mas, realia, photographs, artefacts, newspapers, approved textbooks  Longhorn SST Learners Bk Grd. 4 Pg. 59-68 | Oral questions, Teacher made test, observation, project work, checklist, portfolio |  |
|  | **2** | **RESOURCES AND ECONOMIC ACTIVITIES** | **Resources in the County- main resources in the county** | By the end of the sub-strand, the learner should be able to: a) identify the main resources found in the county b) develop desire to conserve resources in the county | How could we conserve resources found in the county**?** | Learners are guided to: • Use appropriate media to identify the main resources found in the county • Write a report on the identified main resources found in the county • Collect and display samples of resources in learning corners.(observe safety)• Brainstorm in groups on how to conserve the resources found in the county. | Local and extended environment, mas, realia, photographs, artefacts, newspapers, approved textbooks  Longhorn SST Learners Bk Grd. 4 Pg. 69-74 | Oral questions, Teacher made test, observation, project work, checklist, portfolio |  |
|  | **3** |  | **Resources in the County-main resources in the county** | By the end of the sub-strand, the learner should be able to: a) identify the main resources found in the county b) develop desire to conserve resources in the county | How could we conserve resources found in the county | Learners are guided to: • Use appropriate media to identify the main resources found in the county • Write a report on the identified main resources found in the county • Collect and display samples of resources in learning corners.(observe safety)• Brainstorm in groups on how to conserve the resources found in the county. | Local and extended environment, mas, realia, photographs, artefacts, newspapers, approved textbooks  Longhorn SST Learners Bk Grd. 4 Pg. 69-74 | Oral questions, Teacher made test, observation, project work, checklist, portfolio |  |
| **4** | **1** |  | **Economic activities in the county- main economic activities in the county** | By the end of the sub-strand, the learner should be able to: a) identify the main economic activities carried out in the county b) explain the importance of main economic activities carried out in the county c) develop desire to participate in economic activities in the county | How important are the economic activities in the county? | Learners are guided to: • Use appropriate media to identify the main economic activities in the county • Explore the local environment and use other sources to identify the main economic activities carried out • Write a report on the identified main economic activities • Play relevant educational computer games on economic activities carried out in the county | Local and extended environment, mas, realia, photographs, artefacts, newspapers, approved textbooks  Longhorn SST Learners Bk Grd. 4 Pg. 75-80 | Oral questions, Teacher made test, observation, project work, checklist, portfolio |  |
|  | **2** |  | **Economic activities in the county- main economic activities in the county** | By the end of the sub-strand, the learner should be able to: a) identify the main economic activities carried out in the county b) explain the importance of main economic activities carried out in the county c) develop desire to participate in economic activities in the county | How important are the economic activities in the county? | • Discuss in groups the importance of main economic  activities in the county. | Local and extended environment, mas, realia, photographs, artefacts, newspapers, approved textbooks  Longhorn SST Learners Bk Grd. 4 Pg. 75-80 | Oral questions, Teacher made test, observation, project work, checklist, portfolio |  |
|  | **3** |  | **Trade in the County – methods of trade in the county** | By the end of the sub- strand the learner should be able to; a) identify methods of trade in the county b) explore the benefits of trade in the County | What are the benefits of trade in the County? | Learners are guided to: • Brainstorm in groups on methods of trade in the County ( Barter & Currency)• Discuss in pairs the benefits of trade in the County • Visit a trading centre to learn more about trading activities and report back • Role-play trading activities. | Local and extended environment, mas, realia, photographs, artefacts, newspapers, approved textbooks  Longhorn SST Learners Bk Grd. 4 Pg. 81-87 | Oral questions, Teacher made test, observation, project work, checklist, portfolio |  |
| **5** | **1** |  | **Trade in the County - methods of trade in the county** | By the end of the sub- strand the learner should be able to; a) identify methods of trade in the county b) explore the benefits of trade in the County | What are the benefits of trade in the County? | Learners are guided to: • Brainstorm in groups on methods of trade in the County ( Barter & Currency)• Discuss in pairs the benefits of trade in the County • Visit a trading centre to learn more about trading activities and report back • Role-play trading activities. | Local and extended environment, mas, realia, photographs, artefacts, newspapers, approved textbooks  Longhorn SST Learners Bk Grd. 4 Pg. 81-87 | Oral questions, Teacher made test, observation, project work, checklist, portfolio |  |
|  | **2** |  | **Trade in the County- lawful trading activities in the county** | By the end of the sub- strand the learner should be able to; a) explore the benefits of trade in the County b) appreciate lawful trading activities in the County | What are the benefits of trade in the County? | Learners are guided to: • Brainstorm in groups on methods of trade in the County ( Barter & Currency)• Discuss in pairs the benefits of trade in the County • Visit a trading centre to learn more about trading activities and report back • Role-play trading activities. | Local and extended environment, mas, realia, photographs, artefacts, newspapers, approved textbooks  Longhorn SST Learners Bk Grd. 4 Pg. 81-87 | Oral questions, Teacher made test, observation, project work, checklist, portfolio |  |
|  | **3** |  | **Industries in the county** | By the end of the sub-strand, the learner should be able to: a) identify industries in the County b) explain the benefits of industries in the County | How could we benefit from industries in the County? | Learners are guided to:- • Brainstorm in pairs and identify industries in the County. • Discuss in groups the benefits of industries in the County. • Visit and take photos or video clips of industries found in the County • Create a journal of industries visited and share with others in class and school. • Collect and display sample products from industries in the classroom. | Local and extended environment, mas, realia, photographs, artefacts, newspapers, approved textbooks  Longhorn SST Learners Bk Grd. 4 Pg. 88-94 | Oral questions, Teacher made test, observation, project work, checklist, portfolio |  |
| **6** | **1** |  | **Industries in the county** | By the end of the sub-strand, the learner should be able to: a) identify industries in the County b) explain the benefits of industries in the County | How could we benefit from industries in the County? | Learners are guided to:- • Brainstorm in pairs and identify industries in the County. • Discuss in groups the benefits of industries in the County. • Visit and take photos or video clips of industries found in the County • Create a journal of industries visited and share with others in class and school. • Collect and display sample products from industries in the classroom. | Local and extended environment, mas, realia, photographs, artefacts, newspapers, approved textbooks  Longhorn SST Learners Bk Grd. 4 Pg. 88-94 | Oral questions, Teacher made test, observation, project work, checklist, portfolio |  |
|  | **2** |  | **Industries in the county – products from industries in the county** | By the end of the sub-strand, the learner should be able to: a) explain the benefits of industries in the County b) appreciate products from industries in the county | How could we benefit from industries in the County? | Learners are guided to:- • Brainstorm in pairs and identify industries in the County. • Discuss in groups the benefits of industries in the County. • Visit and take photos or video clips of industries found in the County • Create a journal of industries visited and share with others in class and school. • Collect and display sample products from industries in the classroom. | Local and extended environment, mas, realia, photographs, artefacts, newspapers, approved textbooks  Longhorn SST Learners Bk Grd. 4 Pg. 88-94 | Oral questions, Teacher made test, observation, project work, checklist, portfolio |  |
|  | **3** |  | **Enterprise project at school – identifying and enterprise project** | By the end of the sub-strand, the learner should be able to: a) actively participate in  initiating an enterprise project at school b) actively participate in an enterprise project at the school | How could we start an enterprise project at school? | Learners are guided to: • Brainstorm in groups and identify enterprise project that can be undertaken at school.  • Search in the Internet and other sources to find out examples of enterprise projects undertaken in schools. | Local and extended environment, mas, realia, photographs, artefacts, newspapers, approved textbooks  Longhorn SST Learners Bk Grd. 4 Pg. 96-106 | Oral questions, Teacher made test, observation, project work, checklist, portfolio |  |
| **7** | **MID TERM** | | | | | | | | |
| **8** | **1** |  | **Enterprise project at school - identifying and enterprise project** | By the end of the sub-strand, the learner should be able to: a) actively participate in  initiating an enterprise project at school  b) actively participate in an enterprise project at the school | How could we start an enterprise project at school? | Learners are guided to: • Brainstorm in groups and identify enterprise project that can be undertaken at school.  • Search in the Internet and other sources to find out examples of enterprise projects undertaken in schools. | Local and extended environment, mas, realia, photographs, artefacts, newspapers, approved textbooks  Longhorn SST Learners Bk Grd. 4 Pg. 96-106 | Oral questions, Teacher made test, observation, project work, checklist, portfolio |  |
|  | **2** |  | **Planning and enterprise project at school** | By the end of the sub-strand, the learner should be able to: a) actively participate in  initiating an enterprise project at school  b) actively participate in an enterprise project at the school | How could we start an enterprise project at school? | • Plan for a viable enterprise project at school. | Local and extended environment, mas, realia, photographs, artefacts, newspapers, approved textbooks  Longhorn SST Learners Bk Grd. 4 Pg. 96-106 | Oral questions, Teacher made test, observation, project work, checklist, portfolio |  |
|  | **3** |  | **Planning and enterprise project at school** | By the end of the sub-strand, the learner should be able to: a) actively participate in  initiating an enterprise project at school  b) actively participate in an enterprise project at the school | How could we start an enterprise project at school? | • Plan for a viable enterprise project at school. | Local and extended environment, mas, realia, photographs, artefacts, newspapers, approved textbooks  Longhorn SST Learners Bk Grd. 4 Pg. 96-106 | Oral questions, Teacher made test, observation, project work, checklist, portfolio |  |
| **9** | **1** |  | **Sharing responsibility for an enterprise project** | By the end of the sub-strand, the learner should be able to: a) actively participate in an enterprise project at the school | How can we share responsibilities in an enterprise project at school? | • Share responsibilities on the planned enterprise project. | Local and extended environment, mas, realia, photographs, artefacts, newspapers, approved textbooks  Longhorn SST Learners Bk Grd. 4 Pg. 96-106 | Oral questions, Teacher made test, observation, project work, checklist, portfolio |  |
|  | **2** |  | **Managing and enterprise projects** | By the end of the sub-strand, the learner should be able to: a) uphold ethics in managing the enterprise project money at the school b) appreciate collective efforts in the success of enterprise project at school | How could we manage an enterprise project in an honest way? | • Discuss in groups ethical practices to be observed in managing the enterprise project money. | Local and extended environment, mas, realia, photographs, artefacts, newspapers, approved textbooks  Longhorn SST Learners Bk Grd. 4 Pg. 96-106 | Oral questions, Teacher made test, observation, project work, checklist, portfolio |  |
|  | **3** |  | **Upholding ethics in managing the enterprise project money at school** | By the end of the sub-strand,  the learner should be able to:  a) uphold ethics in managing the enterprise project money at the school  b) appreciate collective efforts in the success of enterprise project at school | How can we manage an enterprise project in an honest way? | • Discuss in groups ethical practices to be observed in managing the enterprise project money. | Local and extended environment, mas, realia, photographs, artefacts, newspapers, approved textbooks  Longhorn SST Learners Bk Grd. 4 Pg. 96-106 | Oral questions, Teacher made test, observation, project work, checklist, portfolio |  |
| **10** | **1** |  | **Evaluating the success of an enterprise project at school** | By the end of the sub-strand,  the learner should be able to:  a) uphold ethics in managing the enterprise project money at the school  b) appreciate collective efforts in the success of enterprise project at school | How can we evaluate the success of an enterprise project? | • Undertake the enterprise project at school and evaluate its success. • Participate in the school entrepreneurship week | Local and extended environment, mas, realia, photographs, artefacts, newspapers, approved textbooks  Longhorn SST Learners Bk Grd. 4 Pg. 96-106 | Oral questions, Teacher made test, observation, project work, checklist, portfolio |  |
|  | **2** |  | **Evaluating the success of an enterprise project at school** | By the end of the sub-strand,  the learner should be able to:  a) uphold ethics in managing the enterprise project money at the school  b) appreciate collective efforts in the success of enterprise project at school | How can we evaluate the success of an enterprise project? | • Undertake the enterprise project at school and evaluate its success. • Participate in the school entrepreneurship week | Local and extended environment, mas, realia, photographs, artefacts, newspapers, approved textbooks  Longhorn SST Learners Bk Grd. 4 Pg. 96-106 | Oral questions, Teacher made test, observation, project work, checklist, portfolio |  |
|  | **3** | **POLITICAL SYSTEMS AND CHANGE** | **Community leadership:** Community leaders | By the end of the sub-strand, the learner should be able to: a) identify community leaders in the County b) desire to support good community leadership in the County. | Who is a community leader? | Learners are guided to: • Brainstorm in groups and identify leaders in the community( Council of Elders, Religious and Cultural Leaders) | Local and extended environment, mas, realia, photographs, artefacts, newspapers, approved textbooks  Longhorn SST Learners Bk Grd. 4 Pg. 107-118 | Oral questions, Teacher made test, observation, project work, checklist, portfolio |  |
| **11** | **1** |  | **Community leadership:** Community leaders | By the end of the sub-strand, the learner should be able to: a) identify community leaders in the County b) desire to support good community leadership in the County. | Who is a community leader? | Learners are guided to: • Brainstorm in groups and identify leaders in the community( Council of Elders, Religious and Cultural Leaders) | Local and extended environment, mas, realia, photographs, artefacts, newspapers, approved textbooks  Longhorn SST Learners Bk Grd. 4 Pg. 107-118 | Oral questions, Teacher made test, observation, project work, checklist, portfolio |  |
|  | **2** |  | **Community leadership:** Duties of community leaders | By the end of the sub-strand, the learner should be able to: a) state the duties of community leaders in the County b) desire to support good community leadership in the County. | What are the duties of a good leader in the community? | Learners are guided to:  • Discuss in groups duties of community leaders and do class presentation | Local and extended environment, mas, realia, photographs, artefacts, newspapers, approved textbooks  Longhorn SST Learners Bk Grd. 4 Pg. 107-118 | Oral questions, Teacher made test, observation, project work, checklist, portfolio |  |
|  | **3** |  | **Community leadership:** Qualities of a good leader in the community | By the end of the sub-strand, the learner should be able to: a) state qualities of a good leader in the community b) desire to support good community leadership in the County. | What are the qualities of a good leader in the community? | • Find out qualities of a good leader from the community and other sources • Discuss in groups and identify qualities of a good leader in the community | Local and extended environment, mas, realia, photographs, artefacts, newspapers, approved textbooks  Longhorn SST Learners Bk Grd. 4 Pg. 107-118 | Oral questions, Teacher made test, observation, project work, checklist, portfolio |  |
| **12** | **1** |  | **Community leadership:** Qualities of a good leader in the community | By the end of the sub-strand, the learner should be able to: a) state qualities of a good leader in the community b) desire to support good community leadership in the County. | What are the qualities of a good leader in the community? | • Role - play good leadership in the community • Design and display a poster on qualities of good leadership in the community • Find out more about good leadership in the community from parents or guardians and report. | Local and extended environment, mas, realia, photographs, artefacts, newspapers, approved textbooks  Longhorn SST Learners Bk Grd. 4 Pg. 107-118 | Oral questions, Teacher made test, observation, project work, checklist, portfolio |  |
|  | **2** | **CITIZENSHIP** | **Good citizenship in school** | By the end of the sub-strand, the learner should be able to: a) identify qualities of good citizenship in school b) demonstrate qualities of good citizenship in school c) appreciate qualities of good citizenship in school. | How could you demonstrate good citizenship in school? | learners are guided to: • Brainstorm in groups and identify qualities of good citizenship in school • Discuss in groups how to become a good citizen in school • Write an essay on a good digital citizen (usingtechnology in a positive way)and share the essays in class. | Local and extended environment, mas, realia, photographs, artefacts, newspapers, approved textbooks  Longhorn SST Learners Bk Grd. 4 Pg. 119-125 | Oral questions, Teacher made test, observation, project work, checklist, portfolio |  |
|  | **3** |  | **Good citizenship in school** | By the end of the sub-strand, the learner should be able to: a) identify qualities of good citizenship in school b) demonstrate qualities of good citizenship in school c) appreciate qualities of good citizenship in school. | How could you demonstrate good citizenship in school? | learners are guided to: • Brainstorm in groups and identify qualities of good citizenship in school • Discuss in groups how to become a good citizen in school • Write an essay on a good digital citizen (usingtechnology in a positive way)and share the essays in class. | Local and extended environment, mas, realia, photographs, artefacts, newspapers, approved textbooks  Longhorn SST Learners Bk Grd. 4 Pg. 119-125 | Oral questions, Teacher made test, observation, project work, checklist, portfolio |  |
| **13** | **1** |  | **A Good digital citizen** | By the end of the sub-strand, the learner should be able to: a) identify qualities of good citizenship in school b) demonstrate qualities of good citizenship in school c) appreciate qualities of good citizenship in school. | How could you demonstrate good citizenship in school? | learners are guided to: • Brainstorm in groups and identify qualities of good citizenship in school • Discuss in groups how to become a good citizen in school • Write an essay on a good digital citizen (usingtechnology in a positive way)and share the essays in class. | Local and extended environment, mas, realia, photographs, artefacts, newspapers, approved textbooks  Longhorn SST Learners Bk Grd. 4 Pg. 119-125 | Oral questions, Teacher made test, observation, project work, checklist, portfolio |  |
|  | **2** |  | **Human rights**: Cultural practices that violate child rights in the community | By the end of the sub-strand, the learner should be able to:   1. Explain the meaning of cultural practices 2. Identify cultural practices that are harmful to children 3. Desire to learn about different cultural practices | What are cultural practices?  Which cultural practices are harmful to children? | learners are guided to: • Use appropriate statements to identify cultural practices that violate child rights in the community. • Discuss in groups ways in which children are abused in the community.(Slavery, ChildTrafficking, child labour,Sexual abuse, abuse of children with special needs)• Use appropriate case study (real or imaginary) to identify harmful cultural practices in the community. (Early andforced marriages, Femalegenital mutilation,) | Local and extended environment, mas, realia, photographs, artefacts, newspapers, approved textbooks  Longhorn SST Learners Bk Grd. 4 Pg. 125-136 | Oral questions, Teacher made test, observation, project work, checklist, portfolio |  |
|  | **3** |  | **Human rights**: How children are abused in the community | By the end of the sub-strand, the learner should be able to:   1. Explain the meaning of child abuse 2. Discuss ways through which children are abused | How are children abused In the community?  How can I protect myself and others in the community? | • Interact with a resource person and discuss forms of child abuse and protection in the community. • Recite poems on child protection. | Local and extended environment, mas, realia, photographs, artefacts, newspapers, approved textbooks  Longhorn SST Learners Bk Grd. 4 Pg. 125-136 | Oral questions, Teacher made test, observation, project work, checklist, portfolio |  |
|  |  |  | **Human rights**: effects of child abuse in the society | By the end of the sub-strand, the learner should be able to:   1. Identify effects of child abuse in the society 2. Give ideas on how we can assist children who have been abused in the society 3. Be willing to educate the society against this vice | What are the effects of child abuse?  What can be done to help the children who have been abused in the society? | • Interact with a resource person and discuss forms of child abuse and protection in the community. • Recite poems on child protection. | Local and extended environment, mas, realia, photographs, artefacts, newspapers, approved textbooks  Longhorn SST Learners Bk Grd. 4 Pg. 125-136 | Oral questions, Teacher made test, observation, project work, checklist, portfolio |  |
| **14** | **1** |  | **Human rights**: child rights | By the end of the sub-strand, the learner should be able to:   1. State the meaning of child rights 2. Explain why children need to be given responsibilities   Participate in campaign against child abuse | What are some of the child rights?  What are some of the responsibilities that can be given to children? | • Interact with a resource person and discuss forms of child abuse and protection in the community. • Recite poems on child protection. | Local and extended environment, mas, realia, photographs, artefacts, newspapers, approved textbooks  Longhorn SST Learners Bk Grd. 4 Pg. 125-136 | Oral questions, Teacher made test, observation, project work, checklist, portfolio |  |
|  | **2** |  | **Peace:** FACTORS THAT PROMOTE PEACE IN SCHOOL | By the end of the sub-strand, the learner should be able to: a) identify factors that promote peace in school b) uphold peace in school c) appreciate living together in peace in the society | How can we live in peace with others in school? | Learners are guided to: • Discuss in groups ways of promoting peace in school • Role play a peaceful situation • Use digital devices to create communication messages on peace and display them at strategic points in the school compound • Participate in national and international events on Peace. • Find out from parents and guardians the importance of upholding peace | Local and extended environment, mas, realia, photographs, artefacts, newspapers, approved textbooks  Longhorn SST Learners Bk Grd. 4 Pg. 137-153 | Oral questions, Teacher made test, observation, project work, checklist, portfolio |  |
|  | **3** |  | **Peace:** creating community messages on peace | By the end of the sub-strand, the learner should be able to:   1. Explain ways of passing peace message in school 2. Create communication message on peace   Desire to be a peace ambassador in school | How could the messages of peace be spread in school? | Learners are guided to: • Discuss in groups ways of promoting peace in school • Role play a peaceful situation • Use digital devices to create communication messages on peace and display them at strategic points in the school compound • Participate in national and international events on Peace. • Find out from parents and guardians the importance of upholding peace | Local and extended environment, mas, realia, photographs, artefacts, newspapers, approved textbooks  Longhorn SST Learners Bk Grd. 4 Pg. 137-153 | Oral questions, Teacher made test, observation, project work, checklist, portfolio |  |