***Grade 6 Spotlight social studies schemes of work term 2***

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| **Week** | **Lesson** | **Strand** | **Sub-strand** | **Specific-Learning outcomes** | **Learning Experience** | **Key Inquiry Question(S)** | **Learning****Resources** | **Assessment Methods** | **Reflection** |
| **1** | **1** | **Resources and Economic Activities in Eastern Africa** | Beef farming in Eastern Africa | By the end of the lesson, the learner should be able to:1. Observe the picture on page 82 and identify the type of farming practiced in the farm.
2. Explain beef farming.
3. Discuss the factors influencing beef farming in Eastern Africa.
4. Appreciate the factors that influence beef farming in Eastern Africa.
 | Learners are guided to:-Observe the picture on page 82 and identify the type of farming practiced in the farm.-Explain beef farming.-Read the conversation between Mr Mkulima and grade six learners on page 82 and answer the question that follow.-Discuss the factors influencing beef farming in Eastern Africa. | What is beef farming?What are the factors that influencing beef farming in Eastern Africa? | Atlas* Photographs
* Pictures
* Video clips
* Maps
* Charts
* Realia
* Computing devices

***Spotlight; Social Studies Learner’s Book Grade 6 pg. 82-84*** | Oral questions Oral Report Observation |  |
|  | **2** | **Resources and Economic Activities in Eastern Africa** | Locating beef farming areas in Eastern Africa | By the end of the lesson, the learner should be able to:1. Study the map of Eastern Africa showing location of beef farming areas.
2. Draw the map of Eastern Africa and locate beef farming areas on the map.
3. Have fun and enjoy drawing the map of Eastern Africa that shows areas where beef farming is practiced.
 | . Learners are guided to:-Study the map of Eastern Africa showing location of beef farming areas on an atlas or computer.-Draw the map of Eastern Africa and locate beef farming areas on the map.-Display the map at the Social Studies corner | What are the contributions of beef farming to the economy of Eastern Africa? | Atlas* Photographs
* Pictures
* Video clips
* Maps
* Charts
* Realia
* Computing devices
* ***Spotlight; Social Studies Learner’s Book Grade 6 pg. 85***
 | Oral questions Oral Report Observation |  |
|  | **3** | **Resources and Economic Activities in Eastern Africa** | Contributions of beef farming in Eastern Africa | By the end of the lesson, the learner should be able to:1. Brainstorm contributions of beef farming in Eastern Africa.
2. Match the statements in A and B showing the contributions of beef farming to the economy of Eastern Africa as shown on page 86
3. Appreciate the contributions of beef farming in Eastern Africa.
 | Learners are guided to:-In groups, brainstorm contributions of beef farming in Eastern Africa.-Match the statements in A and B showing the contributions of beef farming to the economy of Eastern Africa as shown on page 86 | What are the contributions of beef farming to the economy of Eastern Africa? | * Atlas
* Photographs
* Pictures
* Video clips
* Maps
* Charts
* Realia
* Computing devices
* ***Spotlight; Social Studies Learner’s Book Grade 6 pg. 86-87***
 | Oral questions Oral Report Observation |  |
| **2** | **1** | **Resources and Economic Activities in Eastern Africa** | Challenges facing beef farming in Eastern Africa | By the end of the lesson, the learner should be able to:1. Read the report on page 87 and answer the questions that follow.
2. Discuss the challenges facing beef farming.
3. Appreciate the beef farming in Eastern Africa.
 | Learners are guided to:Read the report on page 87 and answer the questions that follow.-Discuss the challenges facing beef farming. | What are the challenges facing beef farming in Eastern Africa? | * Atlas
* Photographs
* Pictures
* Video clips
* Maps
* Charts
* Realia
* Computing devices
* ***Spotlight; Social Studies Learner’s Book Grade 6 pg. 87-89***
 | Oral questions Oral Report Observation |  |
|  | **2** | **Resources and Economic Activities in Eastern Africa** | Possible solutions to challenges facing beef farming in Eastern Africa | By the end of the lesson, the learner should be able to:1. Identify possible solutions to challenges facing beef farming in Eastern Africa.
2. Create posters on solutions to the challenges facing beef farming.
3. Appreciate the importance of beef farming in Eastern Africa.
 | Learners are guided to:-Identify possible solutions to challenges facing beef farming in Eastern Africa.-Create posters on solutions to the challenges facing beef farming.-Display the posters at the Social Studies corner. | What are the possible solutions to challenges facing beef farming in Eastern Africa? | Atlas* Photographs
* Pictures
* Video clips
* Maps
* Charts
* Realia
* Computing devices

**Spotlight; Social Studies Learner’s Book Grade 6 pg. 89-91** | Oral questions Oral Report Observation |  |
|  | **3** | **Resources and Economic Activities in Eastern Africa** | Fishing; Locating Marine and Inland fishing grounds in Eastern Africa | By the end of the lesson, the learner should be able to:1. Explain the meaning of inland and marine fishing.
2. Draw the map of Eastern Africa on a manila chart or any other appropriate material and locate the main inland and marine fishing ground.
3. Have fun and enjoy drawing the map of Eastern Africa that shows marine and Inland fishing grounds in Eastern Africa
 | Learners are guided to:-Explain the meaning of inland and marine fishing.-Study the map showing inland and marine fishing grounds in Eastern Africa.-Draw the map of Eastern Africa on a manila chart or any other appropriate material and locate the main inland and marine fishing ground.-Display the map at the Social Studies corner. | What is fishing?What is marine and inland fishing? | * Atlas
* Photographs
* Pictures
* Video clips
* Maps
* Charts
* Realia
* Computing devices

***Spotlight; Social Studies Learner’s Book Grade 6 pg. 91-93*** | Oral questions Oral Report Observation |  |
| **3** | **1** | **Resources and Economic Activities in Eastern Africa** | Methods of marine fishing in Eastern Africa | By the end of the lesson, the learner should be able to:1. Identify and describe marine fishing methods.
2. Name and describe other methods of marine fishing.
3. Role play the conversation between Joy and Kendi on page 93
4. Appreciate the methods of marine fishing in Eastern Africa.
 | Learners are guided to:-Identify and describe marine fishing methods.-Name and describe other methods of marine fishing.-Role play the conversation between Joy and Kendi on page 93 | What are the methods of marine fishing in Eastern Africa? | * Atlas
* Photographs
* Pictures
* Video clips
* Maps
* Charts
* Realia
* Computing devices

***Spotlight; Social Studies Learner’s Book Grade 6 pg. 93-96*** | Oral questions Oral Report Observation |  |
|  | **2** | **Resources and Economic Activities in Eastern Africa** | Challenges facing fishing in Eastern Africa; Solutions to challenges facing fishing in Eastern Africa | By the end of the lesson, the learner should be able to:1. List the challenges facing marine fishing in Eastern Africa.
2. Create posters on solutions to the challenges facing fishing in Eastern Africa.
3. Appreciate the importance of fishing in Eastern Africa.
 | Learners are guided to:-Read the report on page 96-List the challenges facing marine fishing in Eastern Africa.-Create posters on solutions to the challenges facing fishing in Eastern Africa. | What are the challenges facing fishing in Eastern Africa?What are the Solutions to challenges facing fishing in Eastern Africa? | * Atlas
* Photographs
* Pictures
* Video clips
* Maps
* Charts
* Realia
* Computing devices

***Spotlight; Social Studies Learner’s Book Grade 6 pg. 96-99*** | Oral questions Oral Report Observation |  |
|  | **3** | **Resources and Economic Activities in Eastern Africa** | Wildlife and Tourism in Eastern Africa; Factors that promote tourism in Eastern Africa | By the end of the lesson, the learner should be able to:1. Define wildlife and tourism.
2. Read the article on page 100 and answer the questions that follow.
3. Discuss the factors that promote tourism in Eastern Africa.
4. Appreciate the factors that promote tourism in Eastern Africa.
 | Learners are guided to:-Define wildlife and tourism-In pairs, to read the article on page 100 and answer the questions that follow.-Discuss the factors that promote tourism in Eastern Africa. | What are the factors that promote tourism in Eastern Africa? | * Spotlight; Social Studies Learner’s Book Grade 6 pg. 100-101
* Atlas
* Photographs
* Pictures
* Video clips
* Maps
* Charts
* Realia
* Computing devices
 | Oral questions Oral Report Observation |  |
| **4** | **1** | **Resources and Economic Activities in Eastern Africa** | Locating Game Reserves and National Parks in Eastern Africa | By the end of the lesson, the learner should be able to:1. Study a map showing Game Reserves and National Parks in Eastern Africa.
2. Draw the map of Eastern Africa and locate game reserves and national parks.
3. Have fun and enjoy drawing the map of Eastern Africa that shows Game Reserves and National Parks.
 | Learners are guided to:-Study a map showing Game Reserves and National Parks in Eastern Africa.-Draw the map of Eastern Africa and locate game reserves and national parks. | Have you ever visited a game reserve or national park?Which national park or game reserve is famous for wildebeest migration? | * Spotlight; Social Studies Learner’s Book Grade 6 pg. 102-104.
* Atlas
* Photographs
* Pictures
* Video clips
* Maps
* Charts
* Realia
* Computing devices
 | Oral questions Oral Report Observation |  |
|  | **2** | **Resources and Economic Activities in Eastern Africa** | Challenges facing tourism in Eastern Africa; Solutions to challenges facing tourism in Eastern Africa | By the end of the lesson, the learner should be able to:1. Read aloud the conversation between Sapit and Lenku on page 105
2. Identify and discuss the challenges facing tourism in Eastern Africa.
3. Discuss the solutions to challenges facing tourism in Eastern Africa.
4. Create cards with challenges facing tourism inn Eastern Africa.
5. Appreciate the importance of tourism in Eastern Africa
 | Learners are guided to:-Read aloud the conversation between Sapit and Lenku on page 105-Identify and discuss the challenges facing tourism in Eastern Africa.-Discuss the solutions to challenges facing tourism in Eastern Africa.-In groups, create cards with challenges facing tourism inn Eastern Africa.-Participate in conservation of Wildlife Walk, while carrying the banner to create awareness on the challenges facing tourism in Eastern Africa. | What are the challenges facing tourism in Eastern Africa?What are the solutions to challenges facing tourism in Eastern Africa? | * Spotlight; Social Studies Learner’s Book Grade 6 pg. 105-108.
* Atlas
* Photographs
* Pictures
* Video clips
* Maps
* Charts
* Realia
* Computing devices
 | Oral questions Oral Report Observation |  |
|  | **3** | **Resources and Economic Activities in Eastern Africa** | Transport in Eastern Africa; Main transport networks in Eastern Africa | By the end of the lesson, the learner should be able to:1. Identify the main transport networks in Eastern Africa.
2. Draw the transport networks in Eastern Africa.
3. Appreciate the main transport networks in Eastern Africa.
 | Learners are guided to:-Identify the main transport networks in Eastern Africa.-In pairs, study the pictures on page 109-Search the internet for pictures of the main transport networks in Eastern Africa.-Draw the transport networks in Eastern Africa. | What are network transport networks? | * Spotlight; Social Studies Learner’s Book Grade 6 pg. 109-111
* Atlas
* Photographs
* Pictures
* Video clips
* Maps
* Charts
* Realia
* Computing devices
 | Oral questions Oral Report Observation |  |
| **4** | **1** | **Resources and Economic Activities in Eastern Africa** | Locating the main transport networks in Eastern Africa | By the end of the lesson, the learner should be able to:1. Study a map showing main transport networks in Eastern Africa.
2. Draw the map indicating the main transport networks in Eastern Africa.
3. Trace a map of Eastern Africa from an atlas indicating transport networks in Eastern Africa using different colours.
4. Have fun and enjoy drawing the map of Eastern Africa that indicate transport networks.
 | Learners are guided to:-Study a map showing main transport networks in Eastern Africa.-Draw the map indicating the main transport networks in Eastern Africa.-Trace a map of Eastern Africa from an atlas indicating transport networks in Eastern Africa using different colours. | What are the main transport networks in Eastern Africa? | * Spotlight; Social Studies Learner’s Book Grade 6 pg. 112-114
* Atlas
* Photographs
* Pictures
* Video clips
* Maps
* Charts
* Realia
* Computing devices
 | Oral questions Oral Report Observation |  |
|  | **2** | **Resources and Economic Activities in Eastern Africa** | Challenges facing transport networks in Eastern Africa; Solutions to challenges facing transport networks in Eastern Africa | By the end of the lesson, the learner should be able to:1. Explain the challenges facing transport networks in Eastern Africa.
2. Identify solutions to challenges facing transport networks in Eastern Africa.
3. Design posters indicating solutions to challenges facing networks in Eastern Africa.
4. Appreciate the importance of transport networks
 | Learners are guided to:-Explain the challenges facing transport networks in Eastern Africa.-In groups, match the correct description for each of the following challenges affecting transport networks on page 115.-Identify solutions to challenges facing transport networks in Eastern Africa.-Design posters indicating solutions to challenges facing networks in Eastern Africa | What are the challenges facing transport networks in Eastern Africa?What are the solutions to challenges facing transport networks in Eastern Africa? | * Spotlight; Social Studies Learner’s Book Grade 6 pg. 114-118
* Atlas
* Photographs
* Pictures
* Video clips
* Maps
* Charts
* Realia
* Computing devices
 | Oral questions Oral Report Observation |  |
|  | **3** | **Resources and Economic Activities in Eastern Africa** | Communication in Eastern Africa; Means of communication in Eastern Africa | By the end of the lesson, the learner should be able to:1. Define communication
2. Read the story on page 118 that was extracted from Deng’s personal diary and answer the questions that follow
3. Demonstrate different means of communication.
4. Appreciate the different methods of communication.
 | Learners are guided to:-Define communication.-Read the story on page 118 that was extracted from Deng’s personal diary and answer the questions that follow.- Demonstrate different methods of communication. | What is communication?Which means of communication do you use at home? | * Spotlight; Social Studies Learner’s Book Grade 6 pg. 118-120
* Atlas
* Photographs
* Pictures
* Video clips
* Maps
* Charts
* Realia
* Computing devices
 | Oral questions Oral Report Observation |  |
| **5** | **1** | **Resources and Economic Activities in Eastern Africa** | Challenges facing communication in Eastern Africa; Solutions to the challenges facing communication in Eastern Africa | By the end of the lesson, the learner should be able to:1. Identify challenges facing communication in Eastern Africa.
2. Discuss solutions to the challenges facing communication in Eastern Africa.
3. Recite a poem about communication on page 124
4. Appreciate the importance of communication.
 | Learners are guided to:-Identify challenges facing communication in Eastern Africa.-Find out how communication has led to economic development in Eastern Africa.-Discuss solutions to the challenges facing communication in Eastern Africa.-Recite a poem about communication on page 124 | What are the challenges facing communication in Eastern Africa?What are the solutions to the challenges facing communication in Eastern Africa? | Spotlight; Social Studies Learner’s Book Grade 6 pg. 120-124* Atlas
* Photographs
* Pictures
* Video clips
* Maps
* Charts
* Realia
* Computing devices
 | Oral questions Oral Report Observation |  |
|  | **2** | **Resources and Economic Activities in Eastern Africa** | Mining in Eastern Africa; Minerals found in Eastern Africa; Location of minerals in Eastern Africa | By the end of the lesson, the learner should be able to:1. Define mining
2. Identify minerals found in Eastern Africa.
3. Draw a map of Eastern Africa and locate areas where the minerals are found using colours and symbols.
4. Have fun and enjoy drawing the map of Eastern Africa locating areas where minerals are found
 | Learners are guided to:-Define mining-Identify minerals found in Eastern Africa.-Draw a map of Eastern Africa and locate areas where the minerals are found using colours and symbols. | Where are minerals located in Eastern Africa? | Spotlight; Social Studies Learner’s Book Grade 6 pg. 126-127* Atlas
* Photographs
* Pictures
* Video clips
* Maps
* Charts
* Realia
* Computing devices
 | Oral questions Oral Report Observation |  |
|  | **3** | **Resources and Economic Activities in Eastern Africa** | Extraction of minerals in Eastern Africa; Soda Ash Mining in Kenya | By the end of the lesson, the learner should be able to:1. Describe how soda ash is mined.
2. Complete the blank spaces in the tree diagram on page 128 to illustrate extraction of soda ash.
3. Appreciate the use of soda ash.
 | Learners are guided to:-Read the statements on page 129 made by Mr. Ole on the extraction of soda ash and make short notes.-Describe how soda ash is mined.-Complete the blank spaces in the tree diagram on page 128 to illustrate extraction of soda ash. | What is soda ash?How is soda ash mined in Kenya? | Spotlight; Social Studies Learner’s Book Grade 6 pg. 128-129* Atlas
* Photographs
* Pictures
* Video clips
* Maps
* Charts
* Realia
* Computing devices
 | Oral questions Oral Report Observation |  |
| **6** | **1** | **Resources and Economic Activities in Eastern Africa** | Gold mining in Tanzania | By the end of the lesson, the learner should be able to:1. Study the pictures on page 129
2. Describe how gold is extracted.
3. Read the conversation between Mrs. Mwadime and grade six learners on page 130
4. Appreciate the use of gold.
 | Learners are guided to:-Study the pictures on page 129-Describe how gold is extracted.-Read the conversation between Mrs. Mwadime and grade six learners on page 130 | How is gold mined in Tanzania?How many method of gold mining are there? | * Spotlight; Social Studies Learner’s Book Grade 6 pg. 129-131
* Atlas
* Photographs
* Pictures
* Video clips
* Maps
* Charts
* Realia
* Computing devices
 | Oral questions Oral Report Observation |  |
|  | **2** | **Resources and Economic Activities in Eastern Africa** | Limestone in Uganda | By the end of the lesson, the learner should be able to:1. Study the pictures on page 131
2. Describe how limestone is extracted.
3. Write the steps followed in the extraction of limestone at Tororo Mining Company.
4. Appreciate the use of limestone.
 | Learners are guided to:-Study the pictures on page 131-Describe how limestone is extracted.-Write the steps followed in the extraction of limestone at Tororo Mining Company | How is limestone mined in Uganda? | * Spotlight; Social Studies Learner’s Book Grade 6 pg. 131-133
* Atlas
* Photographs
* Pictures
* Video clips
* Maps
* Charts
* Realia
* Computing devices
 | Oral questions Oral Report Observation |  |
|  | **3** | **Resources and Economic Activities in Eastern Africa** | Effects of mining on the environment; Solutions to problems facing mining in Eastern Africa | By the end of the lesson, the learner should be able to:1. Identify effects of mining on the environment.
2. discuss the solutions to problems facing mining in Eastern Africa.
3. Recite the poem on page 138
4. Have fun creating posters encouraging people to conserve areas affected by mining activities.
 | Learners are guided to:-Identify effects of mining on the environment.-In pairs, discuss the solutions to problems facing mining in Eastern Africa.-Recite the poem on page 138 | What are the effects of mining on the environment?What are the solutions to problems facing mining in Eastern Africa? | * Spotlight; Social Studies Learner’s Book Grade 6 pg. 133-137
* Atlas
* Photographs
* Pictures
* Video clips
* Maps
* Charts
* Realia
* Computing devices
 | Oral questions Oral Report Observation |  |
| **7** |  |  |  | **HALF TERM**  |  |  |  |  |  |
| **8** | **1** | Political Systems and Governance | Traditional forms of Government among the Buganda and Nyamwezi | By the end of the lesson, the learner should be able to:1. Identify the administrative units that make up the Buganda Kingdom.
2. Explain the roles of Kabaka.
3. Describe how the Buganda Kingdom was ruled in the past.
4. Sing a song about the Buganda governance structure.
5. Have fun and enjoy singing a song about the Buganda kingdom.
 | Learners are guided to: -Identify the administrative units that make up the Buganda Kingdom.-Explain the roles of Kabaka.-Describe how the Buganda Kingdom was ruled in the past.-Sing a song about the Buganda governance structure | How was the community ruled in the past?How was Buganda Kingdom ruled in the past? | Spotlight; Social Studies Learner’s Book Grade 6 pg. 139-141AtlasPhotographsPicturesVideo clipsMapsChartsRealiaComputing devices | Oral questions Oral Report Observation |  |
|  | **2** | Political Systems and Governance | Comparison between the Buganda and Nyamwezi traditional forms of government | By the end of the lesson, the learner should be able to:1. Identify the similarities between the Buganda and Nyamwezi Kingdom.
2. Identify the values of good governance among the Nyamwezi.
3. Recite the poem on learner’s book.
4. Enjoy reciting the poem.
 | Learners are guided to: -Identify the similarities between the Buganda and Nyamwezi Kingdom.-Identify the values of good governance among the Nyamwezi.-Recite the poem on learner’s book. | What are the similarities between the Buganda and Nyamwezi Kingdom? | Spotlight; Social Studies Learner’s Book Grade 6 pg. 142-144AtlasPhotographsPicturesVideo clipsMapsChartsRealiaComputing devices | Oral questions Oral Report Observation |  |
|  | **3** | Political Systems and Governance | Differences between the Buganda and Nyamwezi traditional forms of government. | By the end of the lesson, the learner should be able to:1. Identify the differences between the Buganda and Nyamwezi traditional forms of government.
2. Illustrate the governance structure among the Buganda and Nyamwezi on a chart.
3. Display the chart at the Social Studies corner.
 | Learners are guided to:-Identify the differences between the Buganda and Nyamwezi traditional forms of government.-Illustrate the governance structure among the Buganda and Nyamwezi on a chart. | What are the differences between the Buganda and Nyamwezi traditional forms of government? | Spotlight; Social Studies Learner’s Book Grade 6 pg. 144-145AtlasPhotographsPicturesVideo clipsMapsChartsRealiaComputing devices | Oral questions Oral Report Observation |  |
| **9** | **1** | Political Systems and Governance | Aspects of good governance in traditional societies | By the end of the lesson, the learner should be able to:1. Discuss the aspects of good governance in traditional societies.
2. Role ply the conversation on learner’s book.
3. Have fun and enjoy role playing the conversation.
 | Learners are guided to:-Discuss the aspects of good governance in traditional societies.-Role ply the conversation on learner’s book. | What aspects of good governance have you learnt? | Spotlight; Social Studies Learner’s Book Grade 6 pg. 145-147AtlasPhotographsPicturesVideo clipsMapsChartsRealiaComputing devices | Oral questions Oral Report Observation |  |
|  | **2** | Political Systems and Governance | Regional Co-operations in Eastern Africa; Objectives of the East African Community. | By the end of the lesson, the learner should be able to:1. Read the newspaper article on learner’s book.
2. List the objectives of the East African Community.
3. Model member states of the Eastern African Community as shown on learner’s book.
4. Have fun and enjoy modelling member states of the East African Community.
 | Learners are guided to:-Read the newspaper article on learner’s book.List the objectives of the East African Community.-Model member states of the Eastern African Community as shown on learner’s book | What are the objectives of the East African Community? | Spotlight; Social Studies Learner’s Book Grade 6 pg. 147-149AtlasPhotographsPicturesVideo clipsChartsRealiaComputing devices | Oral questions Oral Report Observation |  |
|  | **3** | Political Systems and Governance | Benefits of the East African Community to Member States | By the end of the lesson, the learner should be able to:1. Identify the benefits of the East African Community to Member States.
2. Read the story on learner’s book and answer the questions that follow.
3. Create a poster on benefits of the East African Community.
4. Appreciate the benefits of the East African Community to Member States.
 | Learners are guided to:-Identify the benefits of the East African Community to Member States.-Read the story on learner’s book and answer the questions that follow.-Create a poster on benefits of the East African Community. | What are the benefits of the East African Community to Member States? | Spotlight; Social Studies Learner’s Book Grade 6 pg. 150-151AtlasPhotographsPicturesVideo clipsMapsChartsRealiaComputing devices | Oral questions Oral Report Observation |  |
| **10** | **1** | Political Systems and Governance | Challenges facing East African Community | By the end of the lesson, the learner should be able to:1. Discuss the challenges facing East African Community.
2. Find out from appropriate sources the challenges facing the East African Community.
3. Sing a song about the challenges facing East African Community.
4. Have fun and enjoy singing a song.
 | Learners are guided to:-Discuss the challenges facing East African Community.-Find out from appropriate sources the challenges facing the East African Community.-Sing a song about the challenges facing East | What are the challenges facing East African Community? | Spotlight; Social Studies Learner’s Book Grade 6 pg. 152-152AtlasPhotographsPicturesVideo clipsMapsChartsRealiaComputing devices | Oral questions Oral Report Observation |  |
|  | **2** | Political Systems and Governance | Solutions to challenges facing the East African Community | By the end of the lesson, the learner should be able to:1. Discuss possible solutions to the challenges facing the East African Community.
2. Complete the table on learner’s book by matching the solutions to the challenges.
3. Sing the East African Anthem.
4. Appreciate the solutions to challenges facing the East African Community
 | Learners are guided to:-Discuss possible solutions to the challenges facing the East African Community.-Complete the table on learner’s book by matching the solutions to the challenges.-Sing the East African Anthem. | What are the solutions to challenges facing the East African Community? | Spotlight; Social Studies Learner’s Book Grade 6 pg. 153-155AtlasPhotographsPicturesVideo clipsMapsChartsRealiaComputing devices | Oral questions Oral Report Observation |  |
|  | **3** | Political Systems and Governance | Citizenship; Rights and responsibilities of a Kenyan citizen | By the end of the lesson, the learner should be able to:1. Study the pictures on learner’s book.
2. Discuss the rights and responsibilities of a Kenyan Citizen.
3. Make flashcards about the rights and responsibilities of a Kenyan citizen.
4. Appreciate the importance of the rights and responsibilities of a Kenyan citizen
 | Learners are guided to:-Study the pictures on learner’s book.-Discuss the rights and responsibilities of a Kenyan Citizen.-Make flashcards about the rights and responsibilities of a Kenyan citizen. | What are the rights and responsibilities of a Kenyan citizen? | Spotlight; Social Studies Learner’s Book Grade 6 pg. 155-157PhotographsPicturesVideo clipsMapsChartsRealiaComputing devices | Oral questions Oral Report Observation |  |
| **11** | **1** | Political Systems and Governance | Values of a good citizen | By the end of the lesson, the learner should be able to:1. Identify the values of a good citizen.
2. Explain how to promote values of a good citizen.
3. Create posters about the values of a good citizen.
4. Appreciate the values of a good citizen.
 | Learners are guided to:-Identify the values of a good citizen.-Explain how to promote values of a good citizen.-Create posters about the values of a good citizen | How can we demonstrate good citizenship? | Spotlight; Social Studies Learner’s Book Grade 6 pg. 158-160AtlasChartsRealiaComputing devices | Oral questions Oral Report Observation |  |
|  | **2** | Political Systems and Governance | Human Rights; Classification of human rights | By the end of the lesson, the learner should be able to:1. Define human rights.
2. Identify human rights enjoyed by the people.
3. Classify the rights they have identified as social, economic or political rights.
4. Have fun and enjoy making a human rights wheel
 | Learners are guided to:-Define human rights.-Identify human rights enjoyed by the people.-Classify the rights they have identified as social, economic or political rights. | What is the meaning of human rights? | Spotlight; Social Studies Learner’s Book Grade 6 pg. 161-163PicturesVideo clipsComputing devices | Oral questions Oral Report Observation |  |
|  | **3** | Political Systems and Governance | Ways in which human rights are violated in society. | By the end of the lesson, the learner should be able to:1. Identify ways in which human rights are violated in society.
2. Make a chart on ways in which human rights are violated in the society.
3. Have fun and enjoy making a chart.
 | Learners are guided to:-Identify ways in which human rights are violated in society.-Make a chart on ways in which human rights are violated in the society | How are human rights are violated in society? | Spotlight; Social Studies Learner’s Book Grade 6 pg. 163-165Video clipsChartsRealiaComputing devices | Oral questions Oral Report Observation |  |
| **12** | **1** | Political Systems and Governance | Peace and Conflict Resolution; Causes of conflict in society | By the end of the lesson, the learner should be able to:1. Define conflict.
2. Identify the causes of conflicts in society.
3. Read the following case study on learner’s book on causes of conflicts in society.
4. Appreciate the importance of peace.
 | Learners are guided to:-Define conflict.-Identify the causes of conflicts in society.-Read the following case study on learner’s book on causes of conflicts in society. | What are the causes of conflict in society? | Spotlight; Social Studies Learner’s Book Grade 6 pg. 165-167PicturesChartsRealiaComputing devices | Oral questions Oral Report Observation |  |
|  | **2** | Political Systems and Governance | Peace and Conflict Resolution; Causes of conflict in society | By the end of the lesson, the learner should be able to:1. Search the internet or any other appropriate sources for a story on a conflict that happened in the society.
2. Match the causes of conflict in column A to its description in column B
3. Appreciate the importance of maintaining peace in the society.
 | Learners are guided to:-Search the internet or any other appropriate sources for a story on a conflict that happened in the society.-Match the causes of conflict in column A to its description in column B | How do we resolve conflicts peacefully? | Spotlight; Social Studies Learner’s Book Grade 6 pg. 167-168PicturesVideo clipsChartsRealiaComputing devices | Oral questions Oral Report Observation |  |
|  | **3** | Political Systems and Governance | Peaceful methods of resolving conflicts in society | By the end of the lesson, the learner should be able to:1. Identify peaceful methods of resolving conflicts in society.
2. Role play how to resolve the situations.
3. Have fun and enjoy role playing how to resolve different situations
 | Learners are guided to:-Identify peaceful methods of resolving conflicts in society-In pairs, to discuss peaceful ways of resolving conflicts stated on the cards.-Role play how to resolve the situations | How do we live peacefully with each other in school and society? | Spotlight; Social Studies Learner’s Book Grade 6 pg. 168-170PicturesVideo clipsChartsRealiaComputing devices | Oral questions Oral Report Observation |  |
| 13-14 | **ASSESSMENT AND CLOSSING** |