# Grade 4 Social Studies

## Term 3 - 30 complete lesson plans

Ready to teach, in the KICD lesson-plan format | 35-minute lessons | PDF and editable Word

### ABOUT THIS PACK

30 complete, ready-to-teach Grade 4 Social Studies lesson plans for Term 3, covering good citizenship in school, peace, child rights, democracy in school, children's government in school, community leadership and the county governments in Kenya.

### TOPICS IN THIS PACK

| Topic | Name | Lessons |
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| 5.1 | Good Citizenship in School | 4 |
| 5.2 | Peace | 4 |
| 5.3 | Child Rights | 4 |
| 5.4 | Democracy in school | 3 |
| 5.5 | Children's Government in school | 4 |
| 5.6 | Community Leadership | 5 |
| 5.7 | The County Governments in Kenya | 6 |

### INSIDE EVERY LESSON PLAN

- The specific learning outcomes, key inquiry question, core competencies, values and PCIs, and the resources needed.
- A timed lesson flow: what the teacher does and what the learners do, from introduction to summary.
- The key content (a worked example, notes or a practical with its expected results), then four practice questions with the answers for the teacher.
- The common mistake to watch for, and ideas for learners who need support and for those ready for more.
- A four-level CBC assessment rubric (EE, ME, AE, BE), homework, and a blank reflection space to fill in after teaching.

You also receive this pack as an editable Word file, so you can change any lesson to suit your class before you print it. Lessons follow the order of the KICD curriculum design.

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# What is a citizen and good citizenship

Strand 5.0 Citizenship and Governance in Kenya > Sub-strand 5.1 Good Citizenship in School | Lesson 1 of 4 | 35 minutes

| SCHOOL | TEACHER | DATE |
|---|---|---|
| CLASS / STREAM | TIME | ROLL (B / G) |

## SPECIFIC LEARNING OUTCOME(S)

By the end of the lesson, the learner should be able to: a) explain what a citizen is; b) explain what good citizenship means

## KEY INQUIRY QUESTION(S)

- Why should we be good citizens?

## CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

| | | |
|---|---|---|
| COMPETENCY | **Citizenship** | Learners take turns, listen to others and link the work to life in their community. |
| VALUE | **Patriotism** | Learners use Kenyan examples — shillings, local markets, familiar places. |
| VALUE | **Responsibility** | Learners look after shared materials and finish every task. |
| VALUE | **Integrity** | Learners record their own honest results and mark work truthfully. |
| PCI | **Citizenship education** | Learners connect the work to their rights and duties in the community. |

## LEARNING RESOURCES

Pictures showing people doing good deeds in the community | Manila paper and marker pens | The Kenyan flag or a picture of it

## ORGANISATION OF LEARNING

Whole class for the introduction and the summary; pairs or groups of four to five for guided practice; individual work for the independent tasks.

## KEY WORDS

citizen | citizenship | responsibility | nation | patriotism

## THE LESSON AT A GLANCE

| Introduction | Teacher models | Guided practice | On their own | Wrap-up |
|---|---|---|---|---|
| 5 min | 8 min | 9 min | 8 min | 5 min |

## LESSON FLOW

| Stage | Minutes | The teacher | The learners |
|---|---|---|---|
| **Introduction** | 5 | Greet the class and ask: "What does it mean to belong to a country?" Take two or three answers, link them to earlier work, then state today's outcome. | Answer the starter question, recall what they already know and read the outcome aloud. |
| **Step 1: Teacher models** | 8 | Work through the worked example on the next page, thinking aloud. Use pictures showing people doing good deeds in the community, manila paper and marker pens, the Kenyan flag or a picture of it. Ask learners to predict each step before you show it. | Watch, predict the next step, ask questions and note the key steps in their exercise books. |
| **Step 2: Guided practice** | 9 | Give questions 1 and 2. Move round the groups, ask "How do you know?" and correct errors kindly on the spot. | Work in pairs or small groups, explain each step to a partner and check one another's answers. |
| **Step 3: Independent practice** | 8 | Set questions 3 and 4 for individual work. Mark as you walk round and note who needs help in the next lesson. | Work on their own, then swap books with a partner to check. |
| **Summary and conclusion** | 5 | Ask two or three learners to state the key idea in their own words. Give this exit question and check the answers: "Give one thing a good citizen does." | Say the key idea in their own words and answer the exit question in the exercise book. |

## WORKED EXAMPLE

**Citizens and citizenship**

A citizen is a person who legally belongs to a country and has both rights (things they are allowed) and responsibilities (things they must do) in that country. Every Kenyan child is a citizen of Kenya.

Good citizenship means behaving responsibly towards your country and community: obeying laws, respecting others, caring for shared property, and contributing positively wherever you can.

## PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

| No. | Question | Answer |
|---|---|---|
| 1 | What is a citizen? | **A person who legally belongs to a country, with both rights and responsibilities** |
| 2 | What does good citizenship mean? | **Behaving responsibly towards your country and community** |
| 3 | Are you a citizen of Kenya? How do you know? | **Yes; being born in Kenya to Kenyan parents (or as the law provides) makes a person a Kenyan citizen.** |
| 4 | Give one thing a good citizen does. | **Any reasonable answer, such as obeying laws or respecting others.** |

## WATCH OUT FOR

Learners think citizenship only applies to adults who vote. Show that children are citizens too, with their own age-appropriate responsibilities.

## ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

| Level | What the learner can do |
|---|---|
| **Exceeds expectations (EE)** | Can explain what a citizen is confidently and accurately, explain the method used, and apply the idea to new or unfamiliar problems. |
| **Meets expectations (ME)** | Can explain what a citizen is accurately in familiar situations; notices and corrects slips without help. |
| **Approaches expectations (AE)** | Can partly explain what a citizen is, or does so with prompts from the teacher or a partner; makes some errors. |
| **Below expectations (BE)** | Cannot yet explain what a citizen is without direct help; needs the idea taught again with concrete objects. |

## SUPPORT AND EXTENSION

| | |
|---|---|
| **Learners who need support** | Discuss what "belonging" to a family, school, and country each mean, moving from the familiar to the national. |
| **Learners ready for more** | Name one responsibility you already practise as a young citizen. (Answer: Answers vary; check it is genuine, such as keeping the school compound clean) |
| **Inclusion** | Seat learners with low vision near the board and read aloud whatever you write; use large, clear, tactile materials; allow extra time; pair with a patient partner; use gestures or Kenyan Sign Language for the key words. |

## HOMEWORK AND FOLLOW-UP

Redo questions 3 and 4 neatly in the exercise book. Then tell someone at home what you learned about "what is a citizen and good citizenship" and bring one question of your own to ask next lesson.

## TEACHER SELF-CHECK

- Did every learner get a turn to handle materials or explain their thinking?
- Did most learners meet the outcome? Write down the names of those who did not.
- Was the pace right — did any step take too long or too short a time?
- Which competency and value did I see learners showing?
- What will I change the next time I teach this lesson?

## REFLECTION ON THE LESSON / SELF-REMARKS

Write this after teaching - what worked, what to change, which learners need follow-up.

# Qualities of a good citizen

Strand 5.0 Citizenship and Governance in Kenya > Sub-strand 5.1 Good Citizenship in School | Lesson 2 of 4 | 35 minutes

| SCHOOL | TEACHER | DATE |
|---|---|---|
| CLASS / STREAM | TIME | ROLL (B / G) |

## SPECIFIC LEARNING OUTCOME(S)

By the end of the lesson, the learner should be able to: a) describe the qualities of a good citizen; b) identify these qualities in real people

## KEY INQUIRY QUESTION(S)

- Why should we be good citizens?

## CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

| | | |
|---|---|---|
| COMPETENCY | **Citizenship** | Learners take turns, listen to others and link the work to life in their community. |
| VALUE | **Patriotism** | Learners use Kenyan examples — shillings, local markets, familiar places. |
| VALUE | **Responsibility** | Learners look after shared materials and finish every task. |
| VALUE | **Integrity** | Learners record their own honest results and mark work truthfully. |
| PCI | **Citizenship education** | Learners connect the work to their rights and duties in the community. |

## LEARNING RESOURCES

Pictures showing people doing good deeds in the community | Manila paper and marker pens | The Kenyan flag or a picture of it

## ORGANISATION OF LEARNING

Whole class for the introduction and the summary; pairs or groups of four to five for guided practice; individual work for the independent tasks.

## KEY WORDS

citizen | citizenship | responsibility | nation | patriotism

## THE LESSON AT A GLANCE

| Introduction | Teacher models | Guided practice | On their own | Wrap-up |
|---|---|---|---|---|
| 5 min | 8 min | 9 min | 8 min | 5 min |

## LESSON FLOW

| Stage | Minutes | The teacher | The learners |
|---|---|---|---|
| **Introduction** | 5 | Greet the class and ask: "Think of someone you admire for how they treat others. What makes them a good person to be around?" Take two or three answers, link them to earlier work, then state today's outcome. | Answer the starter question, recall what they already know and read the outcome aloud. |
| **Step 1: Teacher models** | 8 | Work through the worked example on the next page, thinking aloud. Use pictures showing people doing good deeds in the community, manila paper and marker pens, the Kenyan flag or a picture of it. Ask learners to predict each step before you show it. | Watch, predict the next step, ask questions and note the key steps in their exercise books. |
| **Step 2: Guided practice** | 9 | Give questions 1 and 2. Move round the groups, ask "How do you know?" and correct errors kindly on the spot. | Work in pairs or small groups, explain each step to a partner and check one another's answers. |
| **Step 3: Independent practice** | 8 | Set questions 3 and 4 for individual work. Mark as you walk round and note who needs help in the next lesson. | Work on their own, then swap books with a partner to check. |
| **Summary and conclusion** | 5 | Ask two or three learners to state the key idea in their own words. Give this exit question and check the answers: "Name one person you know who shows good citizenship, and how." | Say the key idea in their own words and answer the exit question in the exercise book. |

## WORKED EXAMPLE

**Qualities of a good citizen**

A good citizen is honest, respectful of others (including those who are different from them), law-abiding, hardworking, and caring towards the community. They also take part in activities that build the nation, such as keeping their environment clean or helping a neighbour.

These qualities are needed everywhere: at home, at school, and in the wider community and country.

## PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

| No. | Question | Answer |
|---|---|---|
| 1 | Name three qualities of a good citizen. | **Any three of: honest, respectful, law-abiding, hardworking, caring** |
| 2 | Why is honesty an important quality for a citizen? | **It builds trust between people and helps the community and country run fairly.** |
| 3 | Give an example of a caring action a citizen could take. | **Any reasonable example, such as helping a neighbour or an elderly person.** |
| 4 | Name one person you know who shows good citizenship, and how. | **Answers vary; check it is a genuine, specific example.** |