# Grade 6 Social Studies

## Term 2 - 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 6 Social Studies lesson plans for Term 2, covering school and community, beef farming, fishing in Eastern Africa, wildlife and tourism in Eastern Africa, transport in Eastern Africa, communication in Eastern Africa and mining in Eastern Africa.

### TOPICS IN THIS PACK

| Topic | Name | Lessons |
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| 3.1 | Beef Farming | 4 |
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### 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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# Ways the school and community work together

Strand 2.0 People and Social Organisation > Sub-strand 2.4 School and Community | Lesson 1 of 3 | 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 identify ways in which the school collaborates with the community

## KEY INQUIRY QUESTION(S)

- How can the school collaborate with the community?

## CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

| | | |
|---|---|---|
| COMPETENCY | **Self-efficacy** | Learners attempt each task with confidence and see that effort improves results. |
| COMPETENCY | **Citizenship** | Learners take turns, listen to others and link the work to life in their community. |
| VALUE | **Integrity** | Learners record their own honest results and mark work truthfully. |
| VALUE | **Unity** | Learners share materials fairly and work as one team. |
| PCI | **Negotiation skills** | Developed through the activities in this lesson. |
| PCI | **Leadership** | Developed through the activities in this lesson. |

## LEARNING RESOURCES

Pictures of school and community activities (clean-ups, sports days, harambee) | Manila paper and markers

## 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

collaboration | community | Board of Management | Parents Association | resource person | community service

## 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 |

Inside this plan: the step-by-step lesson flow with what the teacher and learners do, the key content, practice questions with answers, a common mistake to watch for, an assessment rubric on the four CBC levels, support and extension ideas, homework and a reflection page.

## LESSON FLOW

| Stage | Minutes | The teacher | The learners |
|---|---|---|---|
| **Introduction** | 5 | Greet the class and ask: "Who from outside the school has helped the school this year?" 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 | Take learners through "School-community collaboration" (key ideas on the next page), explaining as you go. Use pictures of school and community activities (clean-ups, sports days, harambee), manila paper and markers. Ask learners to predict what comes next 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: "What is a resource person?" | Say the key idea in their own words and answer the exit question in the exercise book. |

## KEY IDEAS

**School-community collaboration**
Community to school: parents serve on the Board of Management and the Parents Association, contribute to building projects, volunteer, provide security, and resource persons (nurses, farmers, police, elders) give talks. School to community: learners take part in clean-ups and tree planting, the school lends its grounds and halls for meetings, worship, sports and polling, and school events (prize days, festivals) bring people together.

## PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

| No. | Question | Answer |
|---|---|---|
| 1 | Name one group of parents that helps run a school. | **The Board of Management or the Parents Association** |
| 2 | Give one way the community helps the school. | **Any one, for example funds, volunteering, security, resource persons** |
| 3 | Give one way the school helps the community. | **Any one, for example clean-ups, lending the grounds/hall, tree planting** |
| 4 | What is a resource person? | **Someone from the community with special knowledge who comes to teach or talk** |

## WATCH OUT FOR

Learners only think of money. Ask for help that is not money (time, skills, security).

## ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

## SUPPORT AND EXTENSION

| | |
|---|---|
| **Learners who need support** | Use a two-way arrow diagram: "community to school" and "school to community". |
| **Learners ready for more** | Find out who the chairperson of your school's Board of Management is. (Answer: The real name, found from the head teacher) |
| **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 "ways the school and community work together" 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.

**ELIMU254**

# Benefits of collaboration

Strand 2.0 People and Social Organisation > Sub-strand 2.4 School and Community | Lesson 2 of 3 | 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 explain the benefits of collaboration between the school and community

## KEY INQUIRY QUESTION(S)

- How can the school collaborate with the community?

## CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

| | | |
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| COMPETENCY | **Self-efficacy** | Learners attempt each task with confidence and see that effort improves results. |
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## KEY WORDS

collaboration | community | Board of Management | Parents Association | resource person | community service

## 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 would happen if a school and the community around it did not talk to each other?" 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 | Take learners through "Benefits" (key ideas on the next page), explaining as you go. Use pictures of school and community activities (clean-ups, sports days, harambee), manila paper and markers. Ask learners to predict what comes next 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: "How does the community benefit from the school?" | Say the key idea in their own words and answer the exit question in the exercise book. |

## KEY IDEAS

**Benefits**

For the school: better learning facilities (classrooms, water tanks, desks), improved security of school property, less indiscipline because parents and teachers work together, and learners gain skills from resource persons.

For the community: a place for meetings and events, a cleaner and safer environment, a stronger feeling of unity and belonging, and community problems (such as drug abuse) are tackled together.

## PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

| No. | Question | Answer |
|---|---|---|
| 1 | Give two benefits of school-community collaboration. | **Any two, for example better facilities, security, discipline, skills, unity** |
| 2 | How does collaboration improve security? | **The community helps watch over the school and its property** |
| 3 | How do learners benefit from resource persons? | **They gain real-life knowledge and skills** |
| 4 | How does the community benefit from the school? | **Any one, for example a meeting place, clean-ups, educated children** |