

SOCIAL STUDIES LESSON PLAN

TEACHERS' NAME:

DATE

SCHOOL:

TIME

SUBJECT: Social Studies

DURATION: 80 minutes

TOPIC: Introduction to Social Studies

CLASS **No. PUPILS:**.....

SUB TOPIC: Social Studies

SEX: No. BOY:..... **No. GIRL:**.....

RATIONALE (To be written based on (i) Content (ii) Skills and Values (iii) Methodology (iv) Position)

(i) To teach pupils about Social Studies as a subject

(ii) To teach pupils on how and why we can learn Social Studies

(iii) Methods to be employed are teacher exposition (**oral questions and answers**) and group/class discussion

(iv) This is lesson number 1 of 1 on Introduction to Social studies

LEARNING OUTCOMES: (To be written based on (i) knowledge (ii) Skills (iii) Values of the lesson)

(i) To understand Social Studies as a subject

(ii) To describe the ways of learning Social Studies

(iii) To appreciate why we learn Social Studies

PREREQUITE SKILLS AND KNOWLEDGE: the pupils already know Social Studies as a Subject from grade 1&7

REFERENCE BOOKS: Our Khetiwe Social Studies Study Teaching and Learning notes on page 01

TEACHING/LEARNING MATERIALS/RESOURNCES: Chalkboard and the narration of Social Studies experience from grade 1 to 7

STAGE	LEARNING POINTS/CONTENT	TEACHER'S ACTIVITY	PUPIL'S ACTIVITY
Introduction (10minutes)	SAMPLE OF PUPILS The sample of pupils to narrate the experience of learning social studies from grade 1 to 7.	TEACHER EXPOSITION The teacher point at any pupil at random to narrate the experience of learning social studies from grade 1 to 7.	The pupil pointed at narrates the experience of learning social studies from grade 1 to 7.
Lesson Development (60 minutes)	1. What is Social Studies? It is the subject that studies the past, human beings and the earth. Social studies is made up of Civics, History and Geography. 2. How can we learn social studies? i. By reading books, newspapers, novels and magazines ii. By listening to radio and TV station iii. By reading news on internet iv. By visiting historical sites such as	TEACHER EXPOSITION The teacher ask pupils to define social studies GROUP/CLASS DISCUSSION The teacher initiate class discuss on how we can learn social studies	Pupils participate by trying to define social studies Class discuss how we can learn social studies

	museum v. By learning in class vi. By studying pictures and maps 3. Why do we learn Social Studies? i. To learn about the past ii. To learn about the earth iii. To learn about how life began on earth iv. To learn about civic education which include elections, citizenship, political party and system of governments? v. To learn on how to take care of our environment	<u>GROUP/CLASS DISCUSSION</u> The teacher initiate class discuss on why we can learn social studies	The class listens attentively to the discussion
Conclusion (10 minutes)	SUMMARY OF LESSONS POINTS The lesson will be summarized using the following points 1. Definition of Social Studies 2. How we learn social studies 3. Why we learn social studies	<u>TEACHER EXPOSITION</u> The teacher pupils to explain what they have learnt today	Pupils participate by mentioning what they have learnt.

TEACHER EVALUATION: _____

LEARNER EVALUATION: _____

HOMEWORK/CLASS EXERCISE

1. Mention any five common methods used to learn about the past in History.

EXPECTED ANSWERS

- i. Oral tradition
- ii. Written records
- iii. Archaeology
- iv. Anthropology
- v. Linguistic evidence

SOCIAL STUDIES LESSON PLAN

TEACHERS' NAME:

DATE

SCHOOL:

TIME

SUBJECT: Social Studies

DURATION: 80 minutes

TOPIC: Man the Social Being

CLASS **No. PUPILS:**.....

SUB TOPIC: Learning about the past

SEX: No. BOY:..... **No. GIRL:**.....

RATIONALE (To be written based on (i) Content (ii) Skills and Values (iii) Methodology (iv) Position)

(i) To teach pupils about man the social being

(ii) To teach pupils on how and why we can learn about the past

(iii) Methods to be employed are teacher exposition (**oral questions and answers**) and group/class discussion

(iv) This is lesson number 1 of 6 on man the social being

LEARNING OUTCOMES: (To be written based on (i) knowledge (ii) Skills (iii) Values of the lesson)

(i) To understand man as a social being

(ii) To describe the ways of learning the past

(iii) To project our future by using the past

PREREQUITE SKILLS AND KNOWLEDGE: the pupils already know how and why we learn social studies

REFERENCE BOOKS: Our Khetiwe Social Studies Study Teaching and Learning notes on page 01 to 02

TEACHING/LEARNING MATERIALS/RESOURNCES: Chalkboard and the samples of pupils to tell narrate on the experience of writing grade 7 examinations for the first time.

STAGE	LEARNING POINTS/CONTENT	TEACHER'S ACTIVITY	PUPIL'S ACTIVITY
Introduction (10minutes)	SAMPLE OF PUPILS The sample of pupils to narrate the experience of writing grade 7 examinations	TEACHER EXPOSITION The teacher point at any pupil at random to narrate the experience of writing grade 7 examinations.	The pupil pointed at narrates the experience of writing grade 7 examinations
Lesson Development (60 minutes)	LEARNING ABOUT THE PAST History is the study of the past activities of a society. The word History comes from a Greek word 'historia' which means to 'inquire' 1. METHODS OF LEARNING ABOUT THE PAST (a) Oral tradition -this is history passed on from one generation to the other by the word of mouth (b) Written records -this is history learnt from a written source, i.e books and magazines.	<u>TEACHER EXPOSITION</u> The teacher ask pupils to define History <u>GROUP/CLASS DISCUSSION</u> The teacher initiate class discuss on methods of learning history	Pupils participate by trying to define History Class discuss how we can learn history

Conclusion (10 minutes)	(c) Archaeology -this is the study of ancient remains. 2. Reasons for learning about the past i. By studying history you can know your family tree. ii. To understand the origin and development of human beings. iii. To understand other people's culture iv. It reveals to us the mistakes that our ancestors made. v. Understanding history makes us know the causes and effects of events and avoid conflicts.	<u>GROUP/CLASS DISCUSSION</u> The teacher initiate class discuss on the reasons for learning history	The class listens attentively to the discussion
	SUMMARY OF LESSONS POINTS The lesson will be summarized using the following points 1. Definition of History 2. How we learn History 3. Why we learn History	<u>TEACHER EXPOSITION</u> The teacher pupils to explain what they have learnt today	Pupils participate by mentioning what they have learnt.

TEACHER EVALUATION: _____

LEARNER EVALUATION: _____

HOMEWORK/CLASS EXERCISE

- i. Which part of Africa do we find Zambia?
- ii. How many countries surround Zambia?

EXPECTED ANSWERS

- i. Central Southern Africa
- ii. Zambia is completely surrounded by 8 neighbouring countries namely Tanzania, Malawi, Mozambique, Zimbabwe, Botswana, Namibia, Angola and Democratic Republic of Congo (DRC)

SOCIAL STUDIES LESSON PLAN

TEACHERS' NAME:

DATE

SCHOOL:

TIME

SUBJECT: Social Studies

DURATION: 80 minutes

TOPIC: Physical and Cultural features of Zambia

CLASS **No. PUPILS:**.....

SUB TOPIC: Position of Zambia

SEX: No. BOY:..... **No. GIRL:**.....

RATIONALE (To be written based on (i) Content (ii) Skills and Values (iii) Methodology (iv) Position)

(i) To teach pupils on Physical and Cultural features of Zambia

(ii) To help pupils describe and differentiate the position of Zambia from other countries

(iii) Methods to be employed are teacher exposition (**oral questions and answers**) and group/class discussion

(iv) This is lesson number 1 of 4 on Physical and Cultural features of Zambia

LEARNING OUTCOMES: (To be written based on (i) knowledge (ii) Skills (iii) Values of the lesson)

(i) To understand the Physical and Cultural features of Zambia

(ii) To describe the position of Zambia

(iii) To differentiate the position of Zambia

PREREQUIRE SKILLS AND KNOWLEDGE: the pupils already know how to draw map of Zambia

REFERENCE BOOKS: Our Khetiwe Social Studies Study Teaching and Learning notes on page 03 to 04

TEACHING/LEARNING MATERIALS/RESOURNCES: Chalkboard and the samples of pupils to draw the blank map of Zambia

STAGE	LEARNING POINTS/CONTENT	TEACHER'S ACTIVITY	PUPIL'S ACTIVITY
Introduction (10minutes)	SAMPLE OF PUPILS The sample of pupils to draw the blank sketch map of Zambia	TEACHER EXPOSITION The teacher point at any pupil at random to draw the blank sketch map of Zambia	The pupil pointed at attempt to draw the blank sketch map of Zambia
Lesson Development (60 minutes)	1. POSITION OF ZAMBIA A.LOCATION OF ZAMBIA Zambia is located in the Central Southern Africa. E.ZAMBIA AND HER NEIGHBOURS Zambia is completely surrounded by 8 neighbouring countries F. What is a land locked country? It is a country surrounded by other countries and has no sea coast. List down the advantages of Zambia's land locked country position i. It is easy to import and export	<u>TEACHER EXPOSITION</u> The teacher ask pupils to state Zambia's location in Africa <u>GROUP/CLASS DISCUSSION</u> The teacher initiate class discuss on Zambia's location	Pupils participate by attempting to locate Zambia Class discuss Zambia's location

SOCIAL STUDIES LESSON PLAN

TEACHERS' NAME:

DATE

SCHOOL:

TIME

SUBJECT: Social Studies

DURATION: 80 minutes

TOPIC: Political Development of Zambia (1890 to 1964)

CLASS **No. PUPILS:**.....

SUB TOPIC: Civic Education

SEX: No. BOY:..... No. GIRL:.....

RATIONALE (To be written based on (i) Content (ii) Skills and Values (iii) Methodology (iv) Position)

(i) To teach pupils on Civic Education

(ii) To help pupils analyse and appreciate Civic Education

(iii) Methods to be employed are teacher exposition (**oral questions and answers**) and group/class discussion

(iv) This is lesson number 1 of 2 on Political Development of Zambia

LEARNING OUTCOMES: (To be written based on (i) knowledge (ii) Skills (iii) Values of the lesson)

(i) To understand Civic Education as a subject

(ii) To describe the issues taught in Civic Education

(iii) To appreciate the importance of Civic Education

PREREQUITE SKILLS AND KNOWLEDGE: the pupils already know how to draw map of Zambia

REFERENCE BOOKS: Our Khetive Social Studies Study Teaching and Learning notes on page 04

TEACHING/LEARNING MATERIALS/RESOURNCES: Chalkboard and the samples of pupils to narrate the recent happenings about Zambia observed/heard/read through the media

STAGE	LEARNING POINTS/CONTENT	TEACHER'S ACTIVITY	PUPIL'S ACTIVITY
Introduction (10minutes)	SAMPLE OF PUPILS The sample of pupils to narrate recent happenings in Zambia	TEACHER EXPOSITION The teacher point at any pupil at random to narrate the recent happenings in Zambia	The pupil pointed at attempt to narrate the recent happenings in Zambia
Lesson Development (60 minutes)	A. What is Civic education It is the study of political, social, cultural and economic issues. For example the following topics address these issues Political organization Constitution Elections Governance Corruption House of chiefs Human rights Conflicts Budget	<u>TEACHER EXPOSITION</u> The teacher ask pupils to define Civic Education <u>GROUP/CLASS DISCUSSION</u> The teacher initiate class discuss on cross cutting issues taught in Civic education	Pupils participate by attempting to define Civic Education Class discuss cross cutting issues taught in Civic education

Conclusion (10 minutes)	Name the importance of civic education i. It promotes good democratic values in people such as tolerance for divergent views. ii. It creates awareness of civic duties and responsibilities in citizens iii. It equips citizen with the civic knowledge needed for one to participate effectively in governance issues iv. It develops a crop of citizens who understand and appreciate different tribal groupings v. It prepares learners to fit in society and be able to handle cross cutting issues such as corruption, violence and drug abuse	<u>GROUP/CLASS DISCUSSION</u> The teacher initiate class discuss on the importance of Civic Education	The class listens attentively to the discussion
	SUMMARY OF LESSONS POINTS The lesson will be summarized using the following points 1.definition of Civic Education 2.Cross Cutting issues in Civic education 3.Impotance of Civic Education	<u>TEACHER EXPOSITION</u> The teacher pupils to explain what they have learnt today	Pupils participate by mentioning what they have learnt.

TEACHER EVALUATION: _____

LEARNER EVALUATION: _____

HOMEWORK/CLASS EXERCISE

- i. Why does rain water from one point to another when it is raining?

EXPECTED ANSWERS

- ii. Because the land is not evenly distributed. Other areas are high, medium and low

SOCIAL STUDIES LESSON PLAN

TEACHERS' NAME:

DATE

SCHOOL:

TIME

SUBJECT: Social Studies

DURATION: 80 minutes

TOPIC: Physical and Cultural features of Zambia

CLASS **No. PUPILS:**.....

SUB TOPIC: Relief of Zambia

SEX: No. **BOY:**..... **No. GIRL:**.....

RATIONALE (To be written based on (i) Content (ii) Skills and Values (iii) Methodology (iv) Position)

(i) To teach pupils on Physical and Cultural features of Zambia

(ii) To help pupils describe and differentiate the relief of Zambia

(iii) Methods to be employed are teacher exposition (**oral questions and answers**) and group/class discussion

(iv) This is lesson number 2 of 4 on Physical and Cultural features of Zambia

LEARNING OUTCOMES: (To be written based on (i) knowledge (ii) Skills (iii) Values of the lesson)

(i) To understand the Physical and Cultural features of Zambia

(ii) To describe the relief of Zambia

(iii) To differentiate the relief of Zambia

PREREQUIRE SKILLS AND KNOWLEDGE: the pupils already know that land is not equally levelled in Zambia

REFERENCE BOOKS: Our Khetiwe Social Studies Study Teaching and Learning notes on page 05

TEACHING/LEARNING MATERIALS/RESOURNCES: Chalkboard and the immediate land surrounding the school

STAGE	LEARNING POINTS/CONTENT	TEACHER'S ACTIVITY	PUPIL'S ACTIVITY
Introduction (10 minutes)	CLASS OBSERVATION The class to observe the shape of the land surrounding the school through the windows and describe it.	TEACHER EXPOSITION The teacher asks the class to observe the shape of the land surrounding the school through the windows and describe it.	The pupils to observe the shape of the land surrounding the school through the windows and describe it.
Lesson Development (60 minutes)	A. What is relief? It is the height of the land above or below sea level. It is high or low land is B. Name the relief levels of Zambia Zambia is divided into three (3) three levels as follows (i). Land above 1200 metres (High Veld) This is the highest land in Zambia. (ii). Land between 900 and 1200 metres (Middle Veld)	TEACHER EXPOSITION The teacher ask pupils to define relief GROUP/CLASS DISCUSSION The teacher initiate class discuss on Zambia's relief	Pupils participate by attempting to define relief Class discuss Zambia's relief

SOCIAL STUDIES LESSON PLAN

TEACHERS' NAME:

DATE

SCHOOL:

TIME

SUBJECT: Social Studies

DURATION: 80 minutes

TOPIC: Man the Social Being

CLASS **No. PUPILS:**.....

SUB TOPIC: Times and Dates in History

SEX: No. BOY:..... **No. GIRL:**.....

RATIONALE (To be written based on (i) Content (ii) Skills and Values (iii) Methodology (iv) Position)

(i) To teach pupils about man the social being

(ii) To teach pupils on how we can measure time and date in history

(iii) Methods to be employed are teacher exposition (**oral questions and answers**) and group/class discussion

(iv) This is lesson number 2 of 6 on man the social being

LEARNING OUTCOMES: (To be written based on (i) knowledge (ii) Skills (iii) Values of the lesson)

(i) To understand man as a social being

(ii) To describe the ways of learning times in history

(iii) To appreciate the teaching dates in history

PREREQUITE SKILLS AND KNOWLEDGE: the pupils already know how and why we learn the past in history

REFERENCE BOOKS: Our Khetive Social Studies Study Teaching and Learning notes on page 05 to 06

TEACHING/LEARNING MATERIALS/RESOURNCES: Chalkboard and the samples of pupils to tell calculate how old they are in grade 8

STAGE	LEARNING POINTS/CONTENT	TEACHER'S ACTIVITY	PUPIL'S ACTIVITY
Introduction (10minutes)	SAMPLE OF PUPILS The sample of pupils to calculate how old they are in grade 8	TEACHER EXPOSITION The teacher point at any pupil at random to calculate how old he/she is in grade 8	The pupil pointed at calculate how old he/she is in grade 8
Lesson Development (60 minutes)	TIMES AND DATES IN HISTORY *Time can be defined as the passing of seconds, minutes, hours, days, weeks, months, and years. *Time can also refer to the past time (time that is gone) EXPLANATION OF TIMINGS Decade.....period of 10years Generation.....period of 30years Jubilee.....period of 50years Century.....period of 100years Millennium.....period of 1000years *Time charts and timelines are one way in which we can write history.	<u>TEACHER EXPOSITION</u> The teacher ask pupils to define time <u>GROUP/CLASS DISCUSSION</u> The teacher initiate class discuss on time measurements	Pupils participate by trying to define time Class discuss how we can measure time

SOCIAL STUDIES LESSON PLAN

TEACHERS' NAME:

DATE

SCHOOL:

TIME

SUBJECT: Social Studies

DURATION: 80 minutes

TOPIC: Political Development of Zambia (1890 to 1964)

CLASS **No. PUPILS:**.....

SUB TOPIC: Civic Education

SEX: No. BOY:..... No. GIRL:.....

RATIONALE (To be written based on (i) Content (ii) Skills and Values (iii) Methodology (iv) Position)

(i) To teach pupils on Political Development of Zambia (1890 to 1964)

(ii) To help pupils analyse and appreciate Political Development of Zambia (1890 to 1964)

(iii) Methods to be employed are teacher exposition (**oral questions and answers**) and group/class discussion

(iv) This is lesson number 2 of 2 on Political Development of Zambia

LEARNING OUTCOMES: (To be written based on (i) knowledge (ii) Skills (iii) Values of the lesson)

(i) To understand the Political Development of Zambia (1890 to 1964)

(ii) To describe the Political Development of Zambia (1890 to 1964)

(iii) To appreciate the Political Development of Zambia (1890 to 1964)

PREREQUIRE SKILLS AND KNOWLEDGE: the pupils already know how to when Zambia gained independence

REFERENCE BOOKS: Our Khetiwe Social Studies Study Teaching and Learning notes on page 04

TEACHING/LEARNING MATERIALS/RESOURNCES: Chalkboard and the samples of pupils to narrate the activities that takes place during independence celebrations in Zambia

STAGE	LEARNING POINTS/CONTENT	TEACHER'S ACTIVITY	PUPIL'S ACTIVITY
Introduction (10minutes)	SAMPLE OF PUPILS The sample of pupils to narrate the independence day activities in Zambia	TEACHER EXPOSITION The teacher point at any pupil at random to narrate the independence day activities in Zambia	The pupil pointed at attempt to narrate the independence day activities in Zambia
Lesson Development (60 minutes)	A.DESCRIBE ZAMBIA'S PATH TO INDEPENDENCE 1.1890: Before 1890 the people who lived in this country called Zambia today were ruled by the Chiefs or Kings . The Chiefs or Kings with their people formed kingdoms such as the Bemba, Lozi, Tonga and Lunda kingdom. 2.1890: In this year Litunga Lewanika signed mineral loyalty treaty with the British South Africa	GROUP/CLASS DISCUSSION The teacher initiate class discuss on the political development of Zambia(1890-1964)	The class listens attentively to the discussion

Conclusion (10 minutes)	Company (B.S.A.co) called <u>Lonchner concession.</u> 3.1895: The British South Africa Company (B.S.A.co) began to rule North Western Rhodesia which was under Litunga Lewanika. 4.1897: The British South Africa Company (B.S.A.co) begin to rule North Eastern Rhodesia after defeating the Ngoni people under chief Mpezeni. 5.1911: The British South Africa Company (B.S.A.co) joined north western Rhodesia and north eastern Rhodesia to form a large colony called northern Rhodesia. SUMMARY OF LESSONS POINTS The lesson will be summarized using the following points 1.the key years and events from 1890 to 1964	<u>TEACHER EXPOSITION</u> The teacher pupils to explain what they have learnt today	Pupils participate by mentioning what they have learnt.
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TEACHER EVALUATION: _____

LEARNER EVALUATION: _____

HOMEWORK/CLASS EXERCISE

1. Ask your parents about how they used to be treated during colonial days by whites

EXPECTED ANSWERS

1. Moving with a pass
2. Separate schools
3. Separate residents
4. No living with families
5. Hatch system

SOCIAL STUDIES LESSON PLAN

TEACHERS' NAME: DATE

SCHOOL: TIME

SUBJECT: Social Studies DURATION: 80 minutes

TOPIC: Physical and Cultural features of Zambia CLASS No. PUPILS:.....

SUB TOPIC: Drainage of Zambia SEX: No. BOY:..... No. GIRL:.....

RATIONALE (To be written based on (i) Content (ii) Skills and Values (iii) Methodology (iv) Position)

- (i) To teach pupils on Physical and Cultural features of Zambia
- (ii) To help pupils describe and differentiate the drainage of Zambia
- (iii) Methods to be employed are teacher exposition (**oral questions and answers**) and group/class discussion
- (iv) This is lesson number 3 of 4 on Physical and Cultural features of Zambia

LEARNING OUTCOMES: (To be written based on (i) knowledge (ii) Skills (iii) Values of the lesson)

- (i) To understand the Physical and Cultural features of Zambia
- (ii) To describe the drainage of Zambia
- (iii) To differentiate the drainage of Zambia

PREREQUITE SKILLS AND KNOWLEDGE: the pupils already know that land is not equally levelled in Zambia hence the running off rain water in man-made drainage moves in various direction depending on the slope

REFERENCE BOOKS: Our Khetiwe Social Studies Study Teaching and Learning notes on page 09-10

TEACHING/LEARNING MATERIALS/RESOURNCES: Chalkboard and the immediate land surrounding the school

STAGE	LEARNING POINTS/CONTENT	TEACHER'S ACTIVITY	PUPIL'S ACTIVITY
Introduction (10minutes)	STORY TELLING The class shall listen to the narration of how rain water moves off the land surface after raining from fellow pupils	TEACHER EXPOSITION The teacher asks/point at any pupil to describe how rain water moves off the surface after it has rained.	The pupils listen to the narration from the fellow pupils.
Lesson Development (60 minutes)	A. What is drainage? This is the movement of water over the earth's surface or down in the soil. B.Name the types of drainage patterns There are many different types of drainage patterns or systems however, the most three common ones are Dendritic, Trellis and	TEACHER EXPOSITION The teacher ask pupils to define drainage GROUP/CLASS DISCUSSION The teacher initiate class discuss on Zambia's drainage	Pupils participate by attempting to define drainage Class discuss Zambia's drainage

Conclusion (10 minutes)	Radial drainage. i.DENDRITIC DRAINAGE The word Dendritic is a Greek word Dendron meaning Tree. It is a tree like pattern. ii.TRELLIS DRAINAGE This pattern is rectangular in shape. The tributaries join the main river (consequent) at right angles as subsequent streams. iii.RADIAL DRAINAGE This pattern develops on a dome or volcanic cone. The river flows outwards forming a pattern like the spokes of a wheel. SUMMARY OF LESSONS POINTS The lesson will be summarized using the following points 1.definition of drainage 2.types of drainage	<u>TEACHER EXPOSITION</u> The teacher pupils to explain what they have learnt today	Pupils participate by mentioning what they have learnt.
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TEACHER EVALUATION: _____

LEARNER EVALUATION: _____

HOMEWORK/CLASS EXERCISE

- The Millennium Challenge Account Zambia Limited is constructing the drainage in Lusaka. What is the name of the drainage being constructed? Where does the drainage start and end?

EXPECTED ANSWERS

- Bombay (Ngwerere) Drainage System
- Libala via Kabwata- Kamwala-Garden to Ngwerere Stream (Mazyopa Compound)

SOCIAL STUDIES LESSON PLAN

TEACHERS' NAME:

DATE

SCHOOL:

TIME

SUBJECT: Social Studies

DURATION: 80 minutes

TOPIC: Man the Social Being

CLASS **No. PUPILS:**.....

SUB TOPIC: Origin and development of man

SEX: No. BOY:..... No. GIRL:.....

RATIONALE (To be written based on (i) Content (ii) Skills and Values (iii) Methodology (iv) Position)

(i) To teach pupils about man the social being

(ii) To teach pupils on origin and development of man

(iii) Methods to be employed are teacher exposition (**oral questions and answers**) and group/class discussion

(iv) This is lesson number 3 of 6 on man the social being

LEARNING OUTCOMES: (To be written based on (i) knowledge (ii) Skills (iii) Values of the lesson)

(i) To understand man as a social being

(ii) To describe the origin and development of man

(iii) To appreciate the origin and development

PREREQUIRE SKILLS AND KNOWLEDGE: the pupils already know biblically how God created a man in his own image and later created a woman from the man.

REFERENCE BOOKS: Our Khetive Social Studies Study Teaching and Learning notes on page 10 to 11

TEACHING/LEARNING MATERIALS/RESOURNCES: Chalkboard and the samples of pupils to tell how God created man according to the bible

STAGE	LEARNING POINTS/CONTENT	TEACHER'S ACTIVITY	PUPIL'S ACTIVITY
Introduction (10 minutes)	SAMPLE OF PUPILS The sample of pupils to narrate how God created man	TEACHER EXPOSITION The teacher point at any pupil at random to narrate how God created man	The pupil pointed at narrate how God created man
Lesson Development (60 minutes)	ORIGIN AND DEVELOPMENT OF MAN 1. Scientific Theory According to scientists, the earth was once part of the sun but at about five hundred thousand million years ago (500,000,000) earth separated from the sun (Big bang theory) and after millions of years the earth began to cool and rocks began to appear. 2. Evolution of plants -Scientifically life began in the sea	<u>GROUP/CLASS DISCUSSION</u> The teacher initiate class discuss on the origin and development of man	Class discuss how man originated

Conclusion (10 minutes)	or water. 3. Invertebrates and vertebrates -Invertebrates were soft bodied animals that evolved in the water like sponges. 4. Amphibians -These evolved about 300,000 years ago. 5. Reptiles -These were animals which lived on the land. 6. Mammals -These are animals which are warm blooded and controlled their body temperatures. 7. BIBILICAL THEORY According to the Bible in the book of Genesis everything was created by a supreme being called God. Creation took six days and he rested on the seventh day. SUMMARY OF LESSONS POINTS The lesson will be summarized using the following points 1. scientific theory 2. evolution of plants 3. Invertebrates and vertebrates	<u>TEACHER EXPOSITION</u> The teacher pupils to explain what they have learnt today	Pupils participate by mentioning what they have learnt.
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TEACHER EVALUATION: _____

LEARNER EVALUATION: _____

HOMEWORK/CLASS EXERCISE

- Which of the theories of origin and development of man do you believe in?

EXPECTED ANSWERS

- scientific theory
- evolution of plants
- Invertebrates and vertebrates

SOCIAL STUDIES LESSON PLAN

TEACHERS' NAME:

DATE

SCHOOL:

TIME

SUBJECT: Social Studies

DURATION: 80 minutes

TOPIC: Political Development in Zambia

CLASS **No. PUPILS:**.....

SUB TOPIC: Symbols of National identity

SEX: No. BOY:..... No. GIRL:.....

RATIONALE (To be written based on (i) Content (ii) Skills and Values (iii) Methodology (iv) Position)

(i) To teach pupils on Political Development in Zambia

(ii) To help pupils analyse and appreciate symbols national identity

(iii) Methods to be employed are teacher exposition (**oral questions and answers**) and group/class discussion

(iv) This is lesson number 3 of 3 on Political Development in Zambia

LEARNING OUTCOMES: (To be written based on (i) knowledge (ii) Skills (iii) Values of the lesson)

(i) To understand the Political Development in Zambia

(ii) To describe the Symbols of National identity

(iii) To appreciate the Symbols of National identity

PREREQUITE SKILLS AND KNOWLEDGE: the pupils already know how to when Zambia gained independence

REFERENCE BOOKS: Our Khetive Social Studies Study Teaching and Learning notes on page 11-15

TEACHING/LEARNING MATERIALS/RESOURNCES: Chalkboard and the national flag

STAGE	LEARNING POINTS/CONTENT	TEACHER'S ACTIVITY	PUPIL'S ACTIVITY
Introduction (10minutes)	SAMPLE OF PUPILS The sample of pupils to narrate the four national colours	TEACHER EXPOSITION The teacher point at any pupil at random to mention the four national colours	The pupil pointed at attempt to mention the four colours
Lesson Development (60 minutes)	THE SYMBOLS OF NATIONAL IDENTITY There are four symbols of national identity namely National Flag, Nation Anthem, Independence Day and Coat Of Arms. A. NATIONAL FLAG It is a sign of independence. It flies in all government institution such as schools, hospitals, colleges, universities and government offices. B. THE NATIONAL ANTHEM It is a sign of independence. It is sung in public meetings such as	GROUP/CLASS DISCUSSION The teacher initiate class discuss on the symbols of national identity	The class listens attentively to the discussion

Conclusion (10 minutes)	sports and school assemblies. It is a song either at the beginning or at the end of the public meetings. The tunes for our national anthem is copied from South Africa song called Nkosikelele Africa which means God Bless Africa. It was written by Enock Sontonga in 1897. 3.THE COAT OF ARMS It is a sign of equality between men and women in Zambia. D. INDEPENDENCE DAY Zambia got its independence on 24th October, 1964. Therefore every 24th October of every year Zambia celebrate its independence. SUMMARY OF LESSONS POINTS The lesson will be summarized using the following points 1.the national flag 2. national anthem 3. coat of arms 4. independence	<u>TEACHER EXPOSITION</u> The teacher pupils to explain what they have learnt today	Pupils participate by mentioning what they have learnt.
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TEACHER EVALUATION: _____

LEARNER EVALUATION: _____

HOMEWORK/CLASS EXERCISE

- Practice the singing of national anthem from verse 1 to 3 including the chorus

EXPECTED ANSWERS

1. Verse 1
2. Verse 2
3. Verse 3
4. Chorus

SOCIAL STUDIES LESSON PLAN

TEACHERS' NAME: DATE

SCHOOL: TIME

SUBJECT: Social Studies DURATION: 80 minutes

TOPIC: Physical and Cultural features of Zambia CLASS No. PUPILS:.....

SUB TOPIC: Rivers, Lakes and Swamps of Zambia SEX: No. BOY:..... No. GIRL:.....

RATIONALE (To be written based on (i) Content (ii) Skills and Values (iii) Methodology (iv) Position)

- (i) To teach pupils on Physical and Cultural features of Zambia
- (ii) To help pupils describe and differentiate the Rivers, Lakes and Swamps of Zambia of Zambia
- (iii) Methods to be employed are teacher exposition (**oral questions and answers**) and group/class discussion
- (iv) This is lesson number 4 of 4 on Physical and Cultural features of Zambia

LEARNING OUTCOMES: (To be written based on (i) knowledge (ii) Skills (iii) Values of the lesson)

- (i) To understand the Physical and Cultural features of Zambia
- (ii) To describe the Rivers, Lakes and Swamps of Zambia
- (iii) To differentiate the Rivers, Lakes and Swamps of Zambia

PREREQUITE SKILLS AND KNOWLEDGE: the pupils already know some of the Rivers, Lakes and Swamps of Zambia

REFERENCE BOOKS: Our Khetiwe Social Studies Study Teaching and Learning notes on page 16-19

TEACHING/LEARNING MATERIALS/RESOURNCES: Chalkboard and the map of Zambia showing swamps, rivers and lakes

STAGE	LEARNING POINTS/CONTENT	TEACHER'S ACTIVITY	PUPIL'S ACTIVITY
Introduction (10minutes)	LEARNER EXPERIENCE The class shall listen to the narration of how on some of the rivers or lakes pupils had an opportunity to visit.	TEACHER EXPOSITION The teacher asks/point at any pupil to describe how the river or lake visited is	The pupils listen to the narration from the fellow pupils.
Lesson Development (60 minutes)	A. Main rivers of Zambia 1. Zambezi 3. Luangwa 2. Kafue 4. Luangwa B. Main lakes of Zambia 1. Bangweulu 2. Tanganyika 3. Mweru 4. Kariba 5. Mweru-wa-Ntipa C. Types of Lakes of Zambia 1. Depression 2. Rift valley 3. Man-made or artificial	<u>GROUP/CLASS DISCUSSION</u> The teacher initiate class discussion on Rivers, Lakes and Swamps of Zambia	Class discuss Rivers, Lakes and Swamps of Zambia

Conclusion (10 minutes)	D. Main uses of rivers and lakes in Zambia 1. Farming 2. Hydro Electric power 3. Tourism 4. Water supply 5. Fishing E. Main swamps of Zambia 1. Bangweulu 2. Busanga 3. Lukanga 4. Mweru-wa-ntipa 5. Kafue flats F. Importance of swamps in Zambia 1. Supports the well growth of plants 2. Home to many wild animals and birds 3. Traps water from reaching human settlement which can cause floods	<u>GROUP/CLASS DISCUSSION</u> The teacher initiate class discussion on uses Rivers, Lakes and Swamps of Zambia	Class discuss on uses of Rivers, Lakes and Swamps of Zambia
	SUMMARY OF LESSONS POINTS The lesson will be summarized using the following points 1. Swamps, Rivers and lakes 2. Uses of Rivers, swamps and lakes	<u>TEACHER EXPOSITION</u> The teacher pupils to explain what they have learnt today	Pupils participate by mentioning what they have learnt.

TEACHER EVALUATION: _____

LEARNER EVALUATION: _____

HOMEWORK/CLASS EXERCISE

- iv. Mention the name of the swamp, stream, dam, river or dam in your area.

EXPECTED ANSWERS

1. Will depend on pupil's locality

SOCIAL STUDIES LESSON PLAN

TEACHERS' NAME:

DATE

SCHOOL:

TIME

SUBJECT: Social Studies

DURATION: 80 minutes

TOPIC: Man the Social Being

CLASS **No. PUPILS:**.....

SUB TOPIC: Origin and development of man

SEX: No. BOY:..... No. GIRL:.....

RATIONALE (To be written based on (i) Content (ii) Skills and Values (iii) Methodology (iv) Position)

(i) To teach pupils about man the social being

(ii) To teach pupils on the stages in the development of man

(iii) Methods to be employed are teacher exposition (**oral questions and answers**) and group/class discussion

(iv) This is lesson number 4 of 6 on man the social being

LEARNING OUTCOMES: (To be written based on (i) knowledge (ii) Skills (iii) Values of the lesson)

(i) To understand man as a social being

(ii) To describe the stages in the development of man

(iii) To appreciate the stages in the development of man

PREREQUIRE SKILLS AND KNOWLEDGE: the pupils already know biblically how God created a man in his own image and later created a woman from the man.

REFERENCE BOOKS: Our Khetiwe Social Studies Study Teaching and Learning notes on page 20 to 21

TEACHING/LEARNING MATERIALS/RESOURNCES: Chalkboard and the samples of pictures of early creatures

STAGE	LEARNING POINTS/CONTENT	TEACHER'S ACTIVITY	PUPIL'S ACTIVITY
Introduction (10 minutes)	SAMPLE OF PUPILS The sample of pupils to mention any early man creatures they heard of	TEACHER EXPOSITION The teacher point at any pupil at random to mention any early man creatures they heard of	The pupil pointed at mention any early man creatures they heard of
Lesson Development (60 minutes)	Discuss the stages in the development of man 1 Proconsul Africanus are known as dental apes because their teeth and jaw look like those of apes. 2. Kenyapithecus means Kenyan Ape. Kenyapithecus lived 13 to 20 million years ago and he was named by Dr Louis Leakey in 1961. 3. Australopithecus means	<u>GROUP/CLASS DISCUSSION</u> The teacher initiate class discuss on the early man creatures	Class discuss on the early man creatures

Conclusion (10 minutes)	“Southern Ape” was discovered by Louis Leakey at Olduvai Gorge in Tanzania in 1959. 4. Zinjanthropus was discovered in 1959 by Dr. Louis Leakey and his wife Mary in East Africa at Olduvai Gorge. 5. Homo- habilis existed in the early Stone Age period between 50,000 – 40,000 years ago. Homo is a Latin word meaning human or man and habilis means handy or skillful. SUMMARY OF LESSONS POINTS The lesson will be summarized using the following points 1. Proconsul Africanus 2. Kenyapithecus 3. Australopithecus 4. Zinjanthropus 5. Homo- habilis	<u>TEACHER EXPOSITION</u> The teacher pupils to explain what they have learnt today	Pupils participate by mentioning what they have learnt.
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TEACHER EVALUATION: _____

LEARNER EVALUATION: _____

HOMEWORK/CLASS EXERCISE

1. Which of the following early man creatures is closer to man?

EXPECTED ANSWERS

1. Proconsul Africanus
2. Kenyapithecus
3. Australopithecus
4. Zinjanthropus
5. Homo- habilis

SOCIAL STUDIES LESSON PLAN

TEACHERS' NAME:

DATE

SCHOOL:

TIME

SUBJECT: Social Studies

DURATION: 80 minutes

TOPIC: Governance

CLASS **No. PUPILS:**.....

SUB TOPIC: Governance

SEX: No. BOY:..... **No. GIRL:**.....

RATIONALE (To be written based on (i) Content (ii) Skills and Values (iii) Methodology (iv) Position)

(i) To teach pupils on Governance in Zambia

(ii) To help pupils analyse and appreciate Governance

(iii) Methods to be employed are teacher exposition (**oral questions and answers**) and group/class discussion

(iv) This is lesson number 1 of 8 on Governance in Zambia

LEARNING OUTCOMES: (To be written based on (i) knowledge (ii) Skills (iii) Values of the lesson)

(i) To understand the Governance in Zambia

(ii) To describe governance

(iii) To appreciate governance

PREREQUIRE SKILLS AND KNOWLEDGE: the pupils already know how to choose and rule by leaders

REFERENCE BOOKS: Our Khetiwe Social Studies Study Teaching and Learning notes on page 22-24

TEACHING/LEARNING MATERIALS/RESOURCES: Chalkboard

STAGE	LEARNING POINTS/CONTENT	TEACHER'S ACTIVITY	PUPIL'S ACTIVITY
Introduction (10 minutes)	SAMPLE OF PUPILS The sample of pupils to narrate the how they have been choosing class monitors	TEACHER EXPOSITION The teacher point at any pupil at random to narrate the how they have been choosing class monitors	The pupil pointed at attempt to narrate the how they have been choosing class monitors
Lesson Development (60 minutes)	a. What is governance? It is the way people are ruled with or without their consent. b. Name the types of governance 1. Good governance (based on democratic principles) 2. Name the Characteristics of good governance. 3. Bad governance (based on dictatorship principles). 4. Characteristics of bad governance c. Name the Systems of	<u>GROUP/CLASS DISCUSSION</u> The teacher initiate class discuss on governance	The class listens attentively to the discussion

Conclusion (10 minutes)	governance 1. Democracy 1.Types of democracy DIRECT and INDIRECT democracy 2.Examples of democracies governments a. Limited monarchy b. Republic 2.DICTATORSHIP Examples of dictatorship governments Oligarchy, Autocracy Unlimited Monarchy (Absolute monarchy) d.Name the institutions that promote- good governance in Zambia. The Anti-Corruption Commission (ACC). SUMMARY OF LESSONS POINTS The lesson will be summarized using the following points 1.Governance 2. Types of governance 3. Systems of governance 4. Institutions of governance	<u>TEACHER EXPOSITION</u> The teacher pupils to explain what they have learnt today	Pupils participate by mentioning what they have learnt.
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TEACHER EVALUATION: _____

LEARNER EVALUATION: _____

HOMEWORK/CLASS EXERCISE

- ii. What type of governance is used to rule you in class monitor, at home and church?

EXPECTED ANSWERS

- i. Good or bad governance

SOCIAL STUDIES LESSON PLAN

TEACHERS' NAME: DATE

SCHOOL: TIME

SUBJECT: Social Studies DURATION: 80 minutes

TOPIC: Physical and Cultural features of Zambia CLASS No. PUPILS:.....

SUB TOPIC: Cultural Features of Zambia SEX: No. BOY:..... No. GIRL:.....

RATIONALE (To be written based on (i) Content (ii) Skills and Values (iii) Methodology (iv) Position)

- (i) To teach pupils on Physical and Cultural features of Zambia
- (ii) To help pupils describe and differentiate the Cultural features of Zambia
- (iii) Methods to be employed are teacher exposition (**oral questions and answers**) and group/class discussion
- (iv) This is lesson number 5 of 5 on Physical and Cultural features of Zambia

LEARNING OUTCOMES: (To be written based on (i) knowledge (ii) Skills (iii) Values of the lesson)

- (i) To understand the Physical and Cultural features of Zambia
- (ii) To describe the Cultural features of Zambia
- (iii) To differentiate the Cultural features of Zambia

PREREQUITE SKILLS AND KNOWLEDGE: the pupils already know some of the Cultural features of Zambia such as roads, buildings and so on.

REFERENCE BOOKS: Our Sanele Social Studies Study Teaching and Learning notes on page 25-28

TEACHING/LEARNING MATERIALS/RESOURCES: Chalkboard and the map of Zambia showing Cultural features

STAGE	LEARNING POINTS/CONTENT	TEACHER'S ACTIVITY	PUPIL'S ACTIVITY
Introduction (10minutes)	LEARNER EXPERIENCE The class shall listen to the narration of how on some of the difference between Physical Features and Cultural Features	TEACHER EXPOSITION The teacher asks/point at any pupil to differentiate the two	The pupils listen to the differentiation from the fellow pupils.
Lesson Development (60 minutes)	A. What are cultural features of Zambia? These are man-made cultural features that are made by the Zambians such as road and railway network, bridges, plantations and settlement patterns. B. Name the cultural features of Zambia	<u>GROUP/CLASS DISCUSSION</u> The teacher initiate class discussion on Cultural features of Zambia	Class discuss the Cultural Features of Zambia.

Conclusion (10 minutes)	1. Road and Railway network a. <u>Roads network</u> b. <u>Railway network</u> 2. Bridges The following are some of the bridges in Zambia - i.The Victoria Falls Bridge - ii.The Chirundu Bridge 3. Plantations Zambia has several plantations that are divided into five categories as follows. 4. Settlement Patterns of Zambia It is place where people live. The settlements in Zambia vary in size from cities, big towns, small towns, villages and isolated homesteads in rural areas. SUMMARY OF LESSONS POINTS The lesson will be summarized using the following points Cultural features 1. Roads and Railways 2. Bridges 3. Plantations 4. Settlement	<u>TEACHER EXPOSITION</u> The teacher pupils to explain what they have learnt today	Pupils participate by mentioning what they have learnt.
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TEACHER EVALUATION: _____

LEARNER EVALUATION: _____

HOMEWORK/CLASS EXERCISE

1. Mention the names of the cultural features in your area.

EXPECTED ANSWERS

2. The answer will depend on the allocation

SOCIAL STUDIES LESSON PLAN

TEACHERS' NAME:

DATE

SCHOOL:

TIME

SUBJECT: Social Studies

DURATION: 80 minutes

TOPIC: Man the Social Being

CLASS **No. PUPILS:**.....

SUB TOPIC: Origin and development of man

SEX: No. BOY:..... **No. GIRL:**.....

RATIONALE (To be written based on (i) Content (ii) Skills and Values (iii) Methodology (iv) Position)

(i) To teach pupils about man the social being

(ii) To teach pupils on the early stone age

(iii) Methods to be employed are teacher exposition (**oral questions and answers**) and group/class discussion

(iv) This is lesson number 4 of 6 on man the social being

LEARNING OUTCOMES: (To be written based on (i) knowledge (ii) Skills (iii) Values of the lesson)

(i) To understand man as a social being

(ii) To describe the early Stone Age

(iii) To appreciate the early Stone Age

PREREQUITE SKILLS AND KNOWLEDGE: the pupils already know the stages in the development of man

REFERENCE BOOKS: Our Sanele Social Studies Study Teaching and Learning notes on page 29

TEACHING/LEARNING MATERIALS/RESOURNCES: Chalkboard and the early Stone Age tools

STAGE	LEARNING POINTS/CONTENT	TEACHER'S ACTIVITY	PUPIL'S ACTIVITY
Introduction (10minutes)	SAMPLE OF PUPILS The sample of a pupil to bring a stone from outside.	TEACHER EXPOSITION The teacher point at any pupil at random to mention any uses of the stones in the community	The pupil pointed at mention any uses of the stones in the community
Lesson Development (60 minutes)	<u>TOPIC 16: THE EARLY STONE AGE (55,000-40,000)</u> The Stone Age is the name we use for the early prehistoric period when humans used stones to make tools with sharp edges. The stone period is divided into three stages called eras: Early, Middle and Late Stone Age. <u>TOOLS</u> The earliest tool made by these men was the pebble tool which	<u>GROUP/CLASS DISCUSSION</u> The teacher initiate class discuss on the early stone age	Class discuss on the early stone age

Conclusion (10 minutes)	could have been used for crushing roots and pounding. <u>FIRE IS DISCOVERED</u> In the world, fire was first discovered in China towards the end of the early Stone Age. <u>FOOD</u> The food of the early Stone Age man included meat which he hunted fish, wild fruits, roots, leaves and edible grasses. <u>ENVIRONMENT</u> These creatures lived near rivers and waterfalls, particularly the victoria and Kalambo Falls, for three reasons SUMMARY OF LESSONS POINTS The lesson will be summarized using the following points Early Stone Age 1. Tools 2. Fire discovered 3. Food 4. Environment	<u>TEACHER EXPOSITION</u> The teacher pupils to explain what they have learnt today	Pupils participate by mentioning what they have learnt.
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TEACHER EVALUATION: _____

LEARNER EVALUATION: _____

HOMEWORK/CLASS EXERCISE

1. Mention any stone tools being used in your community

EXPECTED ANSWERS

1. Bathing tool
2. Tools Sharpener

SOCIAL STUDIES LESSON PLAN

TEACHERS' NAME:

DATE

SCHOOL:

TIME

SUBJECT: Social Studies

DURATION: 80 minutes

TOPIC: Governance

CLASS **No. PUPILS:**.....

SUB TOPIC: Constitution

SEX: No. BOY:..... **No. GIRL:**.....

RATIONALE (To be written based on (i) Content (ii) Skills and Values (iii) Methodology (iv) Position)

(i) To teach pupils on Governance

(ii) To help pupils analyse and appreciate the Constitution

(iii) Methods to be employed are teacher exposition (**oral questions and answers**) and group/class discussion

(iv) This is lesson number 2 of 8 on Governance

LEARNING OUTCOMES: (To be written based on (i) knowledge (ii) Skills (iii) Values of the lesson)

(i) To understand the Governance of Zambia

(ii) To describe the constitution

(iii) To appreciate the constitution

PREREQUIRE SKILLS AND KNOWLEDGE: the pupils already know how to choose and rule by leaders

REFERENCE BOOKS: Our Sanele Social Studies Study Teaching and Learning notes on page 30

TEACHING/LEARNING MATERIALS/RESOURNCES: Chalkboard and a chat on school rules

STAGE	LEARNING POINTS/CONTENT	TEACHER'S ACTIVITY	PUPIL'S ACTIVITY
Introduction (10minutes)	SAMPLE OF PUPILS The sample of pupils to read the school rules in class.	TEACHER EXPOSITION The teacher point at any pupil at random to read parts of school rules	The pupil pointed at attempt to read the school rules
Lesson Development (60 minutes)	A. What is a constitution? It is a set of fundamental rules and laws by which a nation, state, society or other organized group is governed. B. Name the type of constitution There are two types of the constitution namely i. Written Constitution This is a type of constitution where rules and laws are written down in a form of a book with several pages. ii. Un Written Constitution This type of constitution where people are ruled based on tradition, customs and beliefs. C. What are the characteristics of a good constitution? 1. LANGUAGE,	<u>GROUP/CLASS DISCUSSION</u> The teacher initiate class discuss on governance	The class listens attentively to the discussion

Conclusion (10 minutes)	2. UPHOLD MORAL VALUES 3. COMPREHENSIVE 4. DURABLE 5. CLEAR 6. BRIEF 7. HUMAN RIGHTS D. Why is the constitution important? 1. It guides people on what to do and not. 2. It limits the powers of government. 3. It protects human rights . It describes the law making procedures in parliament. 4. It distributes power among the three organs of government namely , the Executive, legislature and judiciary. 5. It establishes the government structure. It makes sure that the government looks after the affairs of its people. SUMMARY OF LESSONS POINTS The lesson will be summarized using the following points 1. Constitution 2. Types of governance 3. Characteristics of constitution 4. Importance of constitution	TEACHER EXPOSITION The teacher explains to pupils what they have learnt today	Pupils participate by mentioning what they have learnt.
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TEACHER EVALUATION: _____

LEARNER EVALUATION: _____

HOMEWORK/CLASS EXERCISE

1. Write down the rules being used at home by our parents

EXPECTED ANSWERS

1. Eating at the same
2. No bringing visitors
3. Cleaning of the house
4. Going to church

SOCIAL STUDIES LESSON PLAN

TEACHERS' NAME:

DATE

SCHOOL:

TIME

SUBJECT: Social Studies

DURATION: 80 minutes

TOPIC: Weather and Climate

CLASS No. PUPILS:.....

SUB TOPIC: Weather

SEX: No. BOY:..... No. GIRL:.....

RATIONALE (To be written based on (i) Content (ii) Skills and Values (iii) Methodology (iv) Position)

(i) To teach pupils on Weather and Climate

(ii) To help pupils describe and differentiate weather elements

(iii) Methods to be employed are teacher exposition (**oral questions and answers**) and group/class discussion

(iv) This is lesson number 1 of 5 on Weather and Climate

LEARNING OUTCOMES: (To be written based on (i) knowledge (ii) Skills (iii) Values of the lesson)

(i) To understand the Weather and Climate

(ii) To describe the Weather

(iii) To differentiate the element of Weather

PREREQUITE SKILLS AND KNOWLEDGE: the pupils already know some of the elements of weather such as rainfall.

REFERENCE BOOKS: Our Sanele Social Studies Study Teaching and Learning notes on page 31

TEACHING/LEARNING MATERIALS/RESOURCES: Chalkboard and the diagram on instruments weather

STAGE	LEARNING POINTS/CONTENT	TEACHER'S ACTIVITY	PUPIL'S ACTIVITY
Introduction (10minutes)	LEARNER EXPERIENCE The class shall observe the atmospheric conditions of the day at particular	TEACHER EXPOSITION The teacher asks to look outside the windows and describe the atmospheric conditions outside	The pupils listen to the description of the atmospheric conditions
Lesson Development (60 minutes)	A. WEATHER 1. What is Weather? It is the atmospheric conditions of a particular place over a short period of time. 2. What is Meteorology? Is the study of weather and making of weather forecasts? 3. Who is a Meteorologist? Is a person who studies weather and make weather forecasts. 4. What is Weather Forecast? Is the prediction of what kind of weather might be expected over the few days or months? 5. What is Weather or	GROUP/CLASS DISCUSSION The teacher initiate class discussion on Weather	Class discuss the weather

Conclusion (10 minutes)	Meteorological Station? It is a place where the elements of weather are measured and recorded. 6. What are Elements of Weather? These are atmospheric conditions that make up weather of a particular place at a given time. 7. What are Instruments of Weather? These are instruments used to measure elements of weather. 8. Name the elements and instruments of weather.																						
	<table><tr><td>ELEMENTS</td><td>INSTRUMENTS</td></tr><tr><td>Rainfall</td><td>Rain gauge</td></tr><tr><td>Temperature</td><td>Thermometer</td></tr><tr><td>Humidity</td><td>Hygrometer</td></tr><tr><td>Air pressure</td><td>Barometer</td></tr><tr><td>Sunshine</td><td>Sunshine</td></tr><tr><td>Recorder/Sun dial</td><td></td></tr><tr><td>Cloud Cover</td><td>Human eye by Observation</td></tr><tr><td>Wind Speed</td><td>Anemometer</td></tr><tr><td>Wind Direction</td><td>Wind Vane/ weather clock</td></tr></table>	ELEMENTS	INSTRUMENTS	Rainfall	Rain gauge	Temperature	Thermometer	Humidity	Hygrometer	Air pressure	Barometer	Sunshine	Sunshine	Recorder/Sun dial		Cloud Cover	Human eye by Observation	Wind Speed	Anemometer	Wind Direction	Wind Vane/ weather clock		
	ELEMENTS	INSTRUMENTS																					
	Rainfall	Rain gauge																					
	Temperature	Thermometer																					
Humidity	Hygrometer																						
Air pressure	Barometer																						
Sunshine	Sunshine																						
Recorder/Sun dial																							
Cloud Cover	Human eye by Observation																						
Wind Speed	Anemometer																						
Wind Direction	Wind Vane/ weather clock																						
SUMMARY OF LESSONS POINTS The lesson will be summarized using the following points 1. Terms used in weather 2. Elements of weather	<u>TEACHER EXPOSITION</u> The teacher pupils to explain what they have learnt today	Pupils participate by mentioning what they have learnt.																					

TEACHER EVALUATION: _____

LEARNER EVALUATION: _____

HOMEWORK/CLASS EXERCISE

1. Name the types of rainfall

EXPECTED ANSWERS

2. Relief, Convection and Convergence rainfall

SOCIAL STUDIES LESSON PLAN

TEACHERS' NAME:

DATE

SCHOOL:

TIME

SUBJECT: Social Studies

DURATION: 80 minutes

TOPIC: Man the Social Being

CLASS **No. PUPILS:**.....

SUB TOPIC: Origin and development of man

SEX: No. BOY:..... No. GIRL:.....

RATIONALE (To be written based on (i) Content (ii) Skills and Values (iii) Methodology (iv) Position)

(i) To teach pupils about man the social being

(ii) To teach pupils on the Middle stone age

(iii) Methods to be employed are teacher exposition (**oral questions and answers**) and group/class discussion

(iv) This is lesson number 5 of 6 on man the social being

LEARNING OUTCOMES: (To be written based on (i) knowledge (ii) Skills (iii) Values of the lesson)

(i) To understand man as a social being

(ii) To describe the Mid Stone Age

(iii) To appreciate the Mid Stone Age

PREREQUITE SKILLS AND KNOWLEDGE: the pupils already know the stages in the development of man

REFERENCE BOOKS: Our Sanele Social Studies Study Teaching and Learning notes on page 32

TEACHING/LEARNING MATERIALS/RESOURNCES: Chalkboard and the Skull of Broken hill man

STAGE	LEARNING POINTS/CONTENT	TEACHER'S ACTIVITY	PUPIL'S ACTIVITY
Introduction (10minutes)	LEARNER EXPERIENCE The sample of pupils to narrate the learner experience of early stone age	TEACHER EXPOSITION The teacher point at any pupil at random to mention what they learnt under early stone age.	The pupil pointed at mention what they learnt under early stone age.
Lesson Development (60 minutes)	<u>THE MIDDLE STONE AGE</u> This period lasted between 40,000-10,000 years ago. This was a period between the early and the late Stone Age. Broken hill man He was discovered in 1921 by miners who were digging into kopjes or small hills in Kabwe. <u>Appearance</u> i. Broken Hill Man looked like modern man. ii. He had a smaller brain compared to modern man, but bigger than that of the earlier creatures. <u>Environment</u> Because of the discovery of fire, man was able to live safely in	<u>GROUP/CLASS DISCUSSION</u> The teacher initiate class discuss on the Middle stone age	Class discuss on the Middle stone age

Conclusion (10 minutes)	the caves. Fire kept him warm during the cooler nights. Food Broken Hill Man depended on fruits, fish and wild animals for his food.. Tools - Tools in this era were improved because man learnt how to fix stone spear heads to a wooden handle (shafting) - Other tools were introduced for specific purposes such as; chopping tools, knives, scrapers, spear heads, point Sangoan pick and others. - New methods of hunting were also introduced such as ; pitfalls, traps and missiles (throwing stones) - These tools and hunting methods helped man to become the master of his environment. SUMMARY OF LESSONS POINTS The lesson will be summarized using the following points - Middle Stone Age - Broken hill man - Appearance - Food - Environment - Tools	<u>TEACHER EXPOSITION</u> The teacher pupils to explain what they have learnt today	Pupils participate by mentioning what they have learnt.
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TEACHER EVALUATION: _____

LEARNER EVALUATION: _____

HOMEWORK/CLASS EXERCISE

- Describe the major differences and similarities between early stone and middle stone age

EXPECTED ANSWERS

- Broken hill man, Appearance ,Food ,Environment and Tools

SOCIAL STUDIES LESSON PLAN

TEACHERS' NAME:

DATE

SCHOOL:

TIME

SUBJECT: Social Studies

DURATION: 80 minutes

TOPIC: Governance

CLASS **No. PUPILS:**.....

SUB TOPIC: Citizenship

SEX: No. BOY:..... **No. GIRL:**.....

RATIONALE (To be written based on (i) Content (ii) Skills and Values (iii) Methodology (iv) Position)

(i) To teach pupils on Governance

(ii) To help pupils analyse and appreciate the Citizenship

(iii) Methods to be employed are teacher exposition (**oral questions and answers**) and group/class discussion

(iv) This is lesson number 3 of 8 on Governance

LEARNING OUTCOMES: (To be written based on (i) knowledge (ii) Skills (iii) Values of the lesson)

(i) To understand the Governance of Zambia

(ii) To describe the citizenship

(iii) To appreciate the citizenship

PREREQUIRE SKILLS AND KNOWLEDGE: the pupils already know governance and constitution

REFERENCE BOOKS: Our Sanele Social Studies Study Teaching and Learning notes on page 33

TEACHING/LEARNING MATERIALS/RESOURNCES: Chalkboard and sample of NRC, Birth Certificate

STAGE	LEARNING POINTS/CONTENT	TEACHER'S ACTIVITY	PUPIL'S ACTIVITY
Introduction (10minutes)	LEARNER EXPERIENCE The sample of pupils to describe the under-Five cards or Birth Certificates they have seen	TEACHER EXPOSITION The teacher point at any pupil at random to describe the under-five cards or birth certificates	The pupil pointed at attempt to describe the under-five card or birth certificate
Lesson Development (60 minutes)	A. Who is a citizen? It is a member of a national community who enjoys certain rights and privileges that cannot be enjoyed by a foreigner. B. What is citizenship? Is a full membership of a given country?. In other words is the relationship that exists between an individual and the state through acquisition of official citizenship documents of that given country such as National Registration Card (NRC). C. What is the other name of citizenship? Nationality is the other name for citizenship. D. What is duo citizenship? This is when a person has	<u>GROUP/CLASS DISCUSSION</u> The teacher initiate class discuss on Citizenship	The class listens attentively to the discussion

Conclusion (10 minutes)	citizenship for two different countries E. Name the qualification to be a Zambian citizen a. He / she must be born in Zambia. b. If he / she mother or father was born in Zambia. F. Name the disqualifications of a Zambian citizen a. If he / she acquires the citizenship of another country secretly. b. If he / she requests for citizenship of another country. G. List the advantages of Zambia citizenship a. He/she enjoys the feeling of love and pride for his/her country which is known as patriotism. SUMMARY OF LESSONS POINTS The lesson will be summarized using the following points 1. Citizenship 2. Qualifications 3. Advantages 4. Importance of national documents	<u>TEACHER EXPOSITION</u> The teacher pupils to explain what they have learnt today	Pupils participate by mentioning what they have learnt.
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TEACHER EVALUATION: _____

LEARNER EVALUATION: _____

HOMEWORK/CLASS EXERCISE

1. While at home ask for Birth Certificate, Green National Registration Card (NRC), Driver's license and Passport book and note differences in colour, size and shape

EXPECTED ANSWERS

1. The colour, size and shape Birth Certificate, Green National Registration Card (NRC), Driver's license and Passport book.

SOCIAL STUDIES III LESSON PLAN

TEACHERS' NAME: DATE
 SCHOOL: TIME

SUBJECT: Social Studies DURATION: 80 minutes

TOPIC: Weather and Climate CLASS No. PUPILS:.....

SUB TOPIC: Weather SEX: No. BOY:..... No. GIRL:.....

RATIONALE (To be written based on (i) Content (ii) Skills and Values (iii) Methodology (iv) Position)

- (i) To teach pupils on Weather and Climate
- (ii) To help pupils describe and differentiate types of rainfall
- (iii) Methods to be employed are teacher exposition (**oral questions and answers**) and group/class discussion
- (iv) This is lesson number 2 of 5 on Weather and Climate

LEARNING OUTCOMES: (To be written based on (i) knowledge (ii) Skills (iii) Values of the lesson)

- (i) To understand the Weather and Climate
- (ii) To describe the Weather
- (iii) To differentiate the types of rainfall

PREREQUIRE SKILLS AND KNOWLEDGE: the pupils already know some of the elements of weather such as rainfall.

REFERENCE BOOKS: Our Sanele Social Studies Study Teaching and Learning notes on page 33-35

TEACHING/LEARNING MATERIALS/RESOURCES: Chalkboard and the diagram on types of rainfall

STAGE	LEARNING POINTS/CONTENT	TEACHER'S ACTIVITY	PUPIL'S ACTIVITY
Introduction (10minutes)	LEARNER EXPERIENCE The class shall describe how the rains begin in the area.	TEACHER EXPOSITION The teacher asks pupils to describe how rains begin in the area.	The pupils listen to the description on how rains in the area.
Lesson Development (60 minutes)	TYPES OF RAINFALL a)Relief rainfall -It is also known as orographic rainfall -It is formed whenever moist air is forced to ascend a mountain barrier -It is common in all regions -The side that receives rainfall is called Windward side or wayward side . -The side that does not receive rainfall is called Leeward side or rain shadow . b)Convectional rainfall -This is type is formed when the land is heated forcing evaporation of water from rivers, plants, lakes, seas or soil. -It usually occurs in the afternoon and is common in Equatorial and	<u>GROUP/CLASS DISCUSSION</u> The teacher initiate class discussion on Weather	Class discuss the weather

Conclusion (10 minutes)	Savannah regions -As the warm air rises, pressure decreases, the air expands and cools, condensation takes place and light showers called frontal or cyclonic rain occurs. c)Convergence rainfall -It is also known Cyclonic, frontal or depression rainfall -This type of rainfall occurs when large masses of air of different temperature meet forcing the warm moist air to rise over the cooler moist air to form clouds. -It is usually a very heavy rain that lasts for few hours -It is common in low pressure belts (doldrums) areas -As the warm air rises, pressure decreases, the air expands and cools, condensation takes place and light showers called frontal or cyclonic rain occurs. -The point where the air masses meet is called Frontal. SUMMARY OF LESSONS POINTS The lesson will be summarized using the following points 1.Relief Rainfall 2.Convectional Rainfall 3.Convegence Rainfall	TEACHER EXPOSITION The teacher pupils to explain what they have learnt today	Pupils participate by mentioning what they have learnt.
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TEACHER EVALUATION: _____

LEARNER EVALUATION: _____

HOMEWORK/CLASS EXERCISE

1. Why it is advisable to build tall buildings and growing of tall trees?

EXPECTED ANSWERS

2. In order to act as windbreakers in rainfall formulation

SOCIAL STUDIES III LESSON PLAN

TEACHERS' NAME:

DATE

SCHOOL:

TIME

SUBJECT: Social Studies

DURATION: 80 minutes

TOPIC: Man the Social Being

CLASS **No. PUPILS:**.....

SUB TOPIC: Origin and development of man

SEX: No. BOY:..... **No. GIRL:**.....

RATIONALE (To be written based on (i) Content (ii) Skills and Values (iii) Methodology (iv) Position)

(i) To teach pupils about man the social being

(ii) To teach pupils on the Late stone age

(iii) Methods to be employed are teacher exposition (**oral questions and answers**) and group/class discussion

(iv) This is lesson number 6 of 6 on man the social being

LEARNING OUTCOMES: (To be written based on (i) knowledge (ii) Skills (iii) Values of the lesson)

(i) To understand man as a social being

(ii) To describe the Late Stone Age

(iii) To appreciate the Late Stone Age

PREREQUIRE SKILLS AND KNOWLEDGE: the pupils already know the stages in the development of man

REFERENCE BOOKS: Our Sanele Social Studies Study Teaching and Learning notes on page 36-37

TEACHING/LEARNING MATERIALS/RESOURNCES: Chalkboard and the charts of late stone tools as well as pictures of San people.

STAGE	LEARNING POINTS/CONTENT	TEACHER'S ACTIVITY	PUPIL'S ACTIVITY
Introduction (10 minutes)	LEARNER EXPERIENCE The sample of pupils to explain why the early stone age. Mid stone age and late stone age are all referred as to stone age era?	TEACHER EXPOSITION The teacher point at any pupil to explain why the early stone age. Mid stone age and late stone age are all referred to as stone age era?	The pupil pointed at explains why the early stone age. Mid stone age and late stone age are all referred to as stone age era?
Lesson Development (60 minutes)	LATE STONE AGE a)Period The Late stone in Zambia developed about 10, 000 years ago. The San or Bushmen are the people who lived during the Late Stone Age in Zambia. b)Appearance The San were short people with fully grown male measuring about 1.5 meters. They had a yellowish complexion and spoke with a click sound . c)Sites	<u>GROUP/CLASS DISCUSSION</u> The teacher initiate class discuss on the late stone age	Class discuss on the Late stone age

Conclusion (10 minutes)	The famous sites in Zambia were the san people lived are Caves in Chilanga, Leopard Hill Caves in Lusaka, Kalambo falls, Mumbwa Caves in Mumbwa, Mwela Caves in Kasama c)Hunting Tools The san people used the following tools for hunting -Bow and arrow -Bored stones as digging sticks -Arrow heads, scrapers for engravings polished axes, missile stones, spears and clubs. d)Methods of Hunting The following are the methods hunting used. -Traps – by digging traps to trap animals -Encircling- by surrounding the animal and kill it -Chasing the animal in the direction of hiding men -Dress up in animal skins and pretend to be animals SUMMARY OF LESSONS POINTS The lesson will be summarized using the following points 1. Middle Stone Age 2. Period 3. Sites 4. Appearance 5. Tools 6. Methods 7. Paintings	<u>TEACHER EXPOSITION</u> The teacher pupils to explain what they have learnt today	Pupils participate by mentioning what they have learnt.
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TEACHER EVALUATION: _____

LEARNER EVALUATION: _____

HOMEWORK/CLASS EXERCISE

1. Describe the major differences and similarities between early stone, middle stone age and late stone age

EXPECTED ANSWERS

2. Period, Appearance ,Food ,Environment and Tools

SOCIAL STUDIES III LESSON PLAN

TEACHERS' NAME:

DATE

SCHOOL:

TIME

SUBJECT: Social Studies

DURATION: 80 minutes

TOPIC: Governance

CLASS **No. PUPILS:**.....

SUB TOPIC: Citizenship

SEX: No. BOY:..... **No. GIRL:**.....

RATIONALE (To be written based on (i) Content (ii) Skills and Values (iii) Methodology (iv) Position)

(i) To teach pupils on Governance

(ii) To help pupils analyse and appreciate the Citizenship

(iii) Methods to be employed are teacher exposition (**oral questions and answers**) and group/class discussion

(iv) This is lesson number 3 of 8 on Governance

LEARNING OUTCOMES: (To be written based on (i) knowledge (ii) Skills (iii) Values of the lesson)

(i) To understand the Governance of Zambia

(ii) To describe the qualities, rights, duties and responsibility of a citizen

(iii) To appreciate the qualities, rights, duties and responsibility of a citizen

PREREQUIRE SKILLS AND KNOWLEDGE: the pupils already know governance and constitution

REFERENCE BOOKS: Our Sanele Social Studies Study Teaching and Learning notes on page

TEACHING/LEARNING MATERIALS/RESOURNCES: Chalkboard and sample of NRC, Birth Certificate

STAGE	LEARNING POINTS/CONTENT	TEACHER'S ACTIVITY	PUPIL'S ACTIVITY
Introduction (10minutes)	LEARNER EXPERIENCE The sample of pupils to describe who a Zambian citizen is?	TEACHER EXPOSITION The teacher point at any pupil at random to describe who the Zambian is?	The pupil pointed at attempt to describe the Zambian
Lesson Development (60 minutes)	1. What Are The Qualities of a Good Citizen? -He/she must be a trusted citizen. -He/she must be a honest citizen. -He/she must have a good character. 2. What Are The Rights Of A Citizen? What Is A Right? -It is a lawful claim or benefit a citizen gets from his/her community. -Right to life -Protect from torture: torture means to hurt someone badly. 3. What is a duty? -It is what you must do or ought to do. -Paying tax -Caring for public property 4.Name the responsibility of a	<u>GROUP/CLASS DISCUSSION</u> The teacher initiate class discuss on qualities, rights, duties and responsibility of a citizen	The class listens attentively to the discussion

(Conclusion 10 minutes)	citizen -What is responsibility? -It is what he/she is supposed to do for his/her personal family and community <u>Personal responsibility</u> -By keeping oneself clean all times -By going to school <u>Family responsibility</u> -By doing the work given -By taking care of your family e.g cooking, looking after your babies, grandmothers, father. <u>Community or country responsibility</u> -By participating in any community programs e.g collecting garbage in the area. -By taking part in choosing leaders e.g voting SUMMARY OF LESSONS POINTS The lesson will be summarized using the following points 1. qualities 2. Rights 3. duties and 4. responsibility of a citizen	<u>TEACHER EXPOSITION</u> The teacher pupils to explain what they have learnt today	Pupils participate by mentioning what they have learnt.
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TEACHER EVALUATION: _____

LEARNER EVALUATION: _____

HOMEWORK/CLASS EXERCISE

1. Write down the duties and responsibility of a pupil in a classroom

EXPECTED ANSWERS

1. Keep class clean all time
2. No making noise
3. No eating in class
4. Writing all school work given by teachers
5. No stealing in class

SOCIAL STUDIES LESSON PLAN

TEACHERS' NAME:

DATE

SCHOOL:

TIME

SUBJECT: Social Studies

DURATION: 80 minutes

TOPIC: Weather and Climate

CLASS No. PUPILS:.....

SUB TOPIC: Weather

SEX: No. BOY:..... No. GIRL:.....

RATIONALE (To be written based on (i) Content (ii) Skills and Values (iii) Methodology (iv) Position)

- (i) To teach pupils on Weather and Climate
- (ii) To help pupils describe and differentiate measurement of rainfall and temperature
- (iii) Methods to be employed are teacher exposition (**oral questions and answers**) and group/class discussion
- (iv) This is lesson number 3 of 5 on Weather and Climate

LEARNING OUTCOMES: (To be written based on (i) knowledge (ii) Skills (iii) Values of the lesson)

- (i) To understand Weather and Climate
- (ii) To describe the elements of Weather
- (iii) To differentiate the measurement of rainfall and temperature

PREREQUITE SKILLS AND KNOWLEDGE: the pupils already know some of the elements of weather such as rainfall and temperature

REFERENCE BOOKS: Our Sanele Social Studies Study Teaching and Learning notes on page 40-43

TEACHING/LEARNING MATERIALS/RESOURCES: Chalkboard and the diagram on instruments of rainfall and temperature

STAGE	LEARNING POINTS/CONTENT	TEACHER'S ACTIVITY	PUPIL'S ACTIVITY
Introduction (10minutes)	LEARNER EXPERIENCE The class shall describe how the human body temperature is measured	TEACHER EXPOSITION The teacher asks pupils to describe how the human body temperature is measured	The pupils listen to the description on how the human body temperature is measured
Lesson Development (60 minutes)	A. Measurement of rainfall i. Rainfall is measured by an instrument called Rain gauge ii. Rainfall is usually measured in millimetres(mm) B. How to record rainfall measurements i. Daily rainfall- it is recorded in millimetres by reading it off the rain gauge. ii. Monthly rainfall- the daily	<u>GROUP/CLASS DISCUSSION</u> The teacher initiate class discussion on measurement of rainfall and temperature	Class discuss the measurement of rainfall and temperature

Conclusion (10 minutes)	records of rainfall are added at the end of the month to find total rainfall for the month. 10.Temperature It is the degree of hotness or coldness of a body or place. It is measured in Degrees Celsius or Centigrade (°C) or Degrees Fahrenheit (°F). a)How to measure temperature Temperature is measured using a thermometer. b) Six's thermometer It is also called the minimum and maximum thermometer. It is used to show both maximum and minimum temperatures c) How record temperature 1) Mean daily temperature is the average of maximum and minimum temperatures. The maximum and temperatures for one day are added together and then halved. SUMMARY OF LESSONS POINTS The lesson will be summarized using the following points 1.Measurement of rainfall 2.Measurement of temperature	<u>TEACHER EXPOSITION</u> The teacher pupils to explain what they have learnt today	Pupils participate by mentioning what they have learnt.
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TEACHER EVALUATION: _____

LEARNER EVALUATION: _____

HOMEWORK/CLASS EXERCISE

1. Why is it important to know the temperature of each day?

EXPECTED ANSWERS

2. To know what to wear, activities to carryout and so on.

SOCIAL STUDIES LESSON PLAN

TEACHERS' NAME:

DATE

SCHOOL:

TIME

SUBJECT: Social Studies

DURATION: 80 minutes

TOPIC: Man the Social Being

CLASS **No. PUPILS:**.....

SUB TOPIC: Origin and development of man

SEX: No. BOY:..... No. GIRL:.....

RATIONALE (To be written based on (i) Content (ii) Skills and Values (iii) Methodology (iv) Position)

(i) To teach pupils about man the social being

(ii) To teach pupils on the Iron Age

(iii) Methods to be employed are teacher exposition (**oral questions and answers**) and group/class discussion

(iv) This is lesson number 1 of 5 on man the social being

LEARNING OUTCOMES: (To be written based on (i) knowledge (ii) Skills (iii) Values of the lesson)

(i) To understand man as a social being

(ii) To describe the Iron Age

(iii) To appreciate the Iron Age

PREREQUITE SKILLS AND KNOWLEDGE: the pupils already know the stages in the development of man such as Early, Middle and Late Stone Age.

REFERENCE BOOKS: Our Sanele Social Studies Study Teaching and Learning notes on page 43-45

TEACHING/LEARNING MATERIALS/RESOURNCES: Chalkboard and samples of tools made out of iron such as knives, hoe, and axe

STAGE	LEARNING POINTS/CONTENT	TEACHER'S ACTIVITY	PUPIL'S ACTIVITY
Introduction (10minutes)	LEARNER EXPERIENCE The sample of pupils to mention things they are using at home made out of metal	TEACHER EXPOSITION The teacher point at any pupil to mention things they are using at home made out of metal	The pupil pointed at mention things they are using at home made out of metal
Lesson Development (60 minutes)	THE BEGINNING OF WORLD CIVILISATION This is when the knowledge of iron working (Iron Age) and farming began in the world. 1). Iron Age This was the period when communities learnt how to smelt Iron ore and make various tools, utensils and weapons such as spearheads or points, spears, axes, pots, iron gongs and knives.	<u>GROUP/CLASS DISCUSSION</u> The teacher initiate class discuss on the Iron Age	Class discuss on the Iron Age

Conclusion (10 minutes)	2). Farming This was the period when man started rearing animals such as cattle, goats and sheep and growing of crops such as rice, wheat, barley and oats. 1). In the Middle East The knowledge of iron working and farming began in the Middle East about 10,000 years ago in Syria, Iraq and Iran. 2). In Europe 3). In Asia 4). In Africa a). North Africa in Egypt e). Central Southern Africa in Zambia The knowledge of iron smelting and farming reached Zambia about 2000 years ago through Tanzania and Congo DRC. SUMMARY OF LESSONS POINTS The lesson will be summarized using the following points 1. Iron Age 2. Farming 3. Origin and how it spread	<u>TEACHER EXPOSITION</u> The teacher pupils to explain what they have learnt today	Pupils participate by mentioning what they have learnt.
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TEACHER EVALUATION: _____

LEARNER EVALUATION: _____

HOMEWORK/CLASS EXERCISE

1. Describe the major differences between early stone, middle stone age, late stone age and Iron age?

EXPECTED ANSWERS

2. In stone age era people depended on stones, hunting and food gathering while in iron age era people depended iron tools and farming

SOCIAL STUDIES LESSON PLAN

TEACHERS' NAME:

DATE

SCHOOL:

TIME

SUBJECT: Social Studies

DURATION: 80 minutes

TOPIC: Governance

CLASS **No. PUPILS:**.....

SUB TOPIC: Political Organisation

SEX: No. BOY:..... **No. GIRL:**.....

RATIONALE (To be written based on (i) Content (ii) Skills and Values (iii) Methodology (iv) Position)

(i) To teach pupils on Governance

(ii) To help pupils analyse and appreciate the Political Organisation

(iii) Methods to be employed are teacher exposition (**oral questions and answers**) and group/class discussion

(iv) This is lesson number 4 of 8 on Governance

LEARNING OUTCOMES: (To be written based on (i) knowledge (ii) Skills (iii) Values of the lesson)

(i) To understand the Governance of Zambia

(ii) To describe political organisation

(iii) To appreciate political organisation

PREREQUIRE SKILLS AND KNOWLEDGE: the pupils already know governance, constitution and citizenship

REFERENCE BOOKS: Our Sanele Social Studies Study Teaching and Learning notes on page 46-48

TEACHING/LEARNING MATERIALS/RESOURNCES: Chalkboard and chart on famous political parties in Zambia

STAGE	LEARNING POINTS/CONTENT	TEACHER'S ACTIVITY	PUPIL'S ACTIVITY
Introduction (10minutes)	LEARNER EXPERIENCE The sample of pupils to narrate the experience of attending a political rally	TEACHER EXPOSITION The teacher point at any pupil at random to describe the experience of attending a political rally	The pupil pointed at attempt to describe the experience
Lesson Development (60 minutes)	A.What is a political party? It is a group of people who come together to promote their political agenda. B. What is a party manifesto? It is a document that contains the political party's ideas, plans, beliefs and programs for the country. C. Outline the structure of a political party In order for any political party to perform its roles and functions, D. What are party conferences or	<u>GROUP/CLASS DISCUSSION</u> The teacher initiate class discuss on political organisation	The class listens attentively to the discussion

(Conclusion 10 minutes)	conventions? These are meetings held to discuss party matters. These meetings are held at district, provincial or national levels. E. Name the roles or functions of political parties 1.To educate the public on national issues e.g constitution making process F. Name the three types of party political system What is a party political system? It is the classification of a country either a one party system, two party system or multi-party system SUMMARY OF LESSONS POINTS The lesson will be summarized using the following points 1. Definition 2. Manifesto 3. Structures 4. Functions 5. Systems	<u>TEACHER EXPOSITION</u> The teacher pupils to explain what they have learnt today	Pupils participate by mentioning what they have learnt.
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TEACHER EVALUATION: _____

LEARNER EVALUATION: _____

HOMEWORK/CLASS EXERCISE

1. Are pupils allowed to form Student Leadership Councils in schools to promote the agenda of pupils in?

EXPECTED ANSWERS

2. The pupils are allowed to form Student Council Leadership and fill up all positions from president to committee member. Encourage pupils to form these student councils to promote their matters

SOCIAL STUDIES LESSON PLAN

TEACHERS' NAME:

DATE

SCHOOL:

TIME

SUBJECT: Social Studies

DURATION: 80 minutes

TOPIC: Weather and Climate

CLASS **No. PUPILS:**.....

SUB TOPIC: Weather

SEX: No. BOY:..... No. GIRL:.....

RATIONALE (To be written based on (i) Content (ii) Skills and Values (iii) Methodology (iv) Position)

(i) To teach pupils on Weather and Climate

(ii) To help pupils describe and differentiate humidity

(iii) Methods to be employed are teacher exposition (**oral questions and answers**) and group/class discussion

(iv) This is lesson number 4 of 5 on Weather and Climate

LEARNING OUTCOMES: (To be written based on (i) knowledge (ii) Skills (iii) Values of the lesson)

(i) To understand Weather and Climate

(ii) To describe the elements of Weather

(iii) To differentiate the measurement of humidity

PREREQUIRE SKILLS AND KNOWLEDGE: the pupils already know some of the elements of weather such as rainfall and temperature

REFERENCE BOOKS: Our Sanele Social Studies Study Teaching and Learning notes on page 46-47

TEACHING/LEARNING MATERIALS/RESOURCES: Chalkboard and the diagram on Humidity

STAGE	LEARNING POINTS/CONTENT	TEACHER'S ACTIVITY	PUPIL'S ACTIVITY
Introduction (10minutes)	LEARNER EXPERIENCE The class shall describe the wetness on top of the grass, object like vehicles in the morning.	TEACHER EXPOSITION The teacher asks pupils to describe where the wetness seen on top of the grass, object like vehicles in the morning come from.	The pupils listen to the description of wetness on top of the grass, object like vehicles in the morning.
Lesson Development (60 minutes)	HUMIDITY It is the amount of water vapour in the air. Relationship between humidity and temperature. 1. As temperature rises, air holds more water vapour. 2. The higher the temperature the more water vapour in the air.	<u>GROUP/CLASS DISCUSSION</u> The teacher initiate class discussion on humidity	Class discuss humidity

Conclusion (10 minutes)	How to measure humidity 1.Humidity is measured by an instrument called Hygrometer 2. Hygrometer is made up of wet bulb and dry bulb thermometers. Storage of thermometers Stevenson screen 1.It is a wooden box that is suspended or supported by four legs found at the weather station. Stevenson screen is used to keep (4) four thermometers namely maximum, minimum, dry bulb and wet bulb thermometers. SUMMARY OF LESSONS POINTS The lesson will be summarized using the following points 1.Humidity 2.Relationship between humidity and temperature 3. How to measure humidity 4. Sixth Thermometer	<u>TEACHER EXPOSITION</u> The teacher pupils to explain what they have learnt today	Pupils participate by mentioning what they have learnt.
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TEACHER EVALUATION: _____

LEARNER EVALUATION: _____

HOMEWORK/CLASS EXERCISE

1. Which season has more amount of humidity and why?

EXPECTED ANSWERS

2. Summer and winter Season. Reason being the ground has a lot of water molecules.

SOCIAL STUDIES LESSON PLAN

TEACHERS' NAME:

DATE

SCHOOL:

TIME

SUBJECT: Social Studies

DURATION: 80 minutes

TOPIC: Governance

CLASS **No. PUPILS:**.....

SUB TOPIC: Elections

SEX: No. BOY:..... No. GIRL:.....

RATIONALE (To be written based on (i) Content (ii) Skills and Values (iii) Methodology (iv) Position)

(i) To teach pupils on Governance

(ii) To help pupils analyse and appreciate elections

(iii) Methods to be employed are teacher exposition (**oral questions and answers**) and group/class discussion

(iv) This is lesson number 5 of 8 on Governance

LEARNING OUTCOMES: (To be written based on (i) knowledge (ii) Skills (iii) Values of the lesson)

(i) To understand the Governance of Zambia

(ii) To describe election in Zambia

(iii) To appreciate election in Zambia

PREREQUIRE SKILLS AND KNOWLEDGE: the pupils already know governance, constitution and citizenship

REFERENCE BOOKS: Our Sanele Social Studies Study Teaching and Learning notes on page 51-57

TEACHING/LEARNING MATERIALS/RESOURNCES: Chalkboard and chart on electoral process in Zambia

STAGE	LEARNING POINTS/CONTENT	TEACHER'S ACTIVITY	PUPIL'S ACTIVITY
Introduction (10minutes)	LEARNER EXPERIENCE The sample of pupils to narrate what they know about elections.	TEACHER EXPOSITION The teacher point at any pupil at random to describe what they know about elections.	The pupil pointed at attempt to describe what they know
Lesson Development (60 minutes)	ELECTIONS 1. What is to elect? It is to choose a leader of a community or country. 2. What is an election? It is the process of choosing a leader of a community or country. 3. What is franchise right? It is the right to vote. 4. Name the types of elections in Zambia i. Primary elections These are elections held by different political parties to	<u>GROUP/CLASS DISCUSSION</u> The teacher initiate class discuss on elections	The class listens attentively to the discussion

(Conclusion 10 minutes)	choose candidates to stand in presidential, parliamentary and local government elections. ii. Tripartite elections These are also known as general elections. These are elections held to choose the president, members of parliament, executive mayors and councilors every after every five years (5). By elections These are held to replace a president, member of parliament or councilor. These Elections should be held within (90) days of the occurrence of the vacancy. 5. Describe the electoral process in Zambia 1. Electoral process are stages or phases followed in electing leaders of our country such as the president, members of parliament, executive mayors and councillors. SUMMARY OF LESSONS POINTS The lesson will be summarized using the following points 1. Definition 2. Types of elections 3. Electoral System 4. Role of electoral commission 5. Electoral malpractice	<u>TEACHER EXPOSITION</u> The teacher pupils to explain what they have learnt today	Pupils participate by mentioning what they have learnt.
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TEACHER EVALUATION: _____

LEARNER EVALUATION: _____

HOMEWORK/CLASS EXERCISE

1. Why do people against rigging of elections? Give five reasons

EXPECTED ANSWERS

2. Defeats democracy, will of people defeated, unpopular leaders win and it a form stealing etc.

SOCIAL STUDIES LESSON PLAN

TEACHERS' NAME:

DATE

SCHOOL:

TIME

SUBJECT: Social Studies

DURATION: 80 minutes

TOPIC: Weather and Climate

CLASS **No. PUPILS:**.....

SUB TOPIC: Weather

SEX: No. BOY:..... No. GIRL:.....

RATIONALE (To be written based on (i) Content (ii) Skills and Values (iii) Methodology (iv) Position)

(i) To teach pupils on Weather and Climate

(ii) To help pupils describe and differentiate Air pressure

(iii) Methods to be employed are teacher exposition (**oral questions and answers**) and group/class discussion

(iv) This is lesson number 4 of 5 on Weather and Climate

LEARNING OUTCOMES: (To be written based on (i) knowledge (ii) Skills (iii) Values of the lesson)

(i) To understand Weather and Climate

(ii) To describe the elements of Weather

(iii) To differentiate the measurement of Air pressure

PREREQUITE SKILLS AND KNOWLEDGE: the pupils already know some of the elements of weather such as rainfall and temperature

REFERENCE BOOKS: Our Sanele Social Studies Study Teaching and Learning notes on page 58-59

TEACHING/LEARNING MATERIALS/RESOURNCES: Chalkboard and the diagram on instruments of air pressure

STAGE	LEARNING POINTS/CONTENT	TEACHER'S ACTIVITY	PUPIL'S ACTIVITY
Introduction (10 minutes)	LEARNER EXPERIENCE The class shall describe how they can put and measure pressure they put in bicycles/soccer ball	TEACHER EXPOSITION The teacher asks pupils to describe how they can put and measure pressure they put in bicycles/soccer ball	The pupils listen to the description on how they can put and measure pressure they put in bicycles/soccer ball
Lesson Development (60 minutes)	Air Pressure It is also known as the atmospheric pressure . It the weight of the air which is exerted on the earth's surface. Relationship between altitude and air pressure 1. Pressure decreases with increase in altitude 2. So the higher the altitude the lower the air pressure. 3. So the higher the pressure the lower the altitude	<u>GROUP/CLASS DISCUSSION</u> The teacher initiate class discussion on humidity	Class discuss on humidity

Conclusion (10 minutes)	Relationship between temperature and air pressure 1.The higher the temperature the lower the pressure. 2.The higher the pressure the lower the temperature 3.High temperature areas are associated with low pressure (doldrums) How to measure air pressure 1.Air pressure is measured by an instrument called barometer 2.Air pressure is measured in units called millibars 3.Air pressure is measured using two types of barometers namely. Mercury Barometer and Aneroid Barometer Isobars -are lines drawn on the map joining places with equal amount of pressure? SUMMARY OF LESSONS POINTS The lesson will be summarized using the following points 1. definition of air pressure 2.Relationship with altitude 3. Relationship with temperature 4. How to measure Humidity 5. Isobars	TEACHER EXPOSITION The teacher pupils to explain what they have learnt today	Pupils participate by mentioning what they have learnt.
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TEACHER EVALUATION: _____

LEARNER EVALUATION: _____

HOMEWORK/CLASS EXERCISE

1. Mention the use of pressure in daily lives.

EXPECTED ANSWERS

3. Putting tyres for vehicles, bicycles, soccer ball, fridges etc.

SOCIAL STUDIES LESSON PLAN

TEACHERS' NAME:

DATE

SCHOOL:

TIME

SUBJECT: Social Studies

DURATION: 80 minutes

TOPIC: Man the Social Being

CLASS **No. PUPILS:**.....

SUB TOPIC: Origin and development of man

SEX: No. BOY:..... No. GIRL:.....

RATIONALE (To be written based on (i) Content (ii) Skills and Values (iii) Methodology (iv) Position)

(i) To teach pupils about man the social being

(ii) To teach pupils on The Early Traders In Zambia: Ing'ombe Ilede

(iii) Methods to be employed are teacher exposition (**oral questions and answers**) and group/class discussion

(iv) This is lesson number 3 of 5 on man the social being

LEARNING OUTCOMES: (To be written based on (i) knowledge (ii) Skills (iii) Values of the lesson)

(i) To understand man as a social being

(ii) To describe the The Early Traders In Zambia: Ing'ombe Ilede

(iii) To appreciate the The Early Traders In Zambia: Ing'ombe Ilede

PREREQUITE SKILLS AND KNOWLEDGE: the pupils already know the stages in the development of man such as Early, Middle, Late Stone and Iron Stage Age.

REFERENCE BOOKS: Our Sanele Social Studies Study Teaching and Learning notes on page 59-60

TEACHING/LEARNING MATERIALS/RESOURNCES: Chalkboard and chat on the Ing'ombe Ilede

STAGE	LEARNING POINTS/CONTENT	TEACHER'S ACTIVITY	PUPIL'S ACTIVITY
Introduction (10minutes)	LEARNER EXPERIENCE The sample of pupils to describe what Trade is	TEACHER EXPOSITION The teacher point at any pupil to describe Trade	The pupil pointed at describes Trade.
Lesson Development (60 minutes)	THE EARLY TRADERS IN ZAMBIA: ING'OMBE ILEDE A. Site Discovered Ing'ombe Ilede was discovered in 1960 by Government Workers during the construction of Kariba Dam. However, much of archaeological remains were excavated by J. H. Chaplin, of the National Monuments Commission. B. Site Location Ing'ombe Ilede is situated between the banks of the Zambezi and Lusitu rivers about 48 Kilometres from the dam walls of Kariba Dam in Gwembe District of Sourthern Province. C. Why the Site is called	<u>GROUP/CLASS DISCUSSION</u> The teacher initiate class discuss on the The Early Traders In Zambia: Ing'ombe Ilede	Class discuss on the The Early Traders In Zambia: Ing'ombe Ilede

Conclusion (10 minutes)	Ing'ombe Ilede? At this site, there was a big tree which looked like a sleeping cow; hence, the Tonga gave this site the name 'Ing'ombe Ilede' which is a Tonga phrase for a 'sleeping cow' D. Site Trade activities 1.The trade was conducted along river Zambezi 2.The most common important local trading item was salt E. Site burial arrangement The poor or slaves were buried outside the market and no valuables were found on their graves F. Why was Ing'ombe Ilede important / preferred by many traders? Its nearer location to the Zambezi river made trade possible. SUMMARY OF LESSONS POINTS The lesson will be summarized using the following points 1. Site discovered 2. Site location 3. Ing'ombe meaning 4. Site trade activities 5. Site burial arrangement 6. Importance	TEACHER EXPOSITION The teacher pupils to explain what they have learnt today	Pupils participate by mentioning what they have learnt.
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TEACHER EVALUATION:

LEARNER EVALUATION:

HOMEWORK/CLASS EXERCISE

1. Why did the trade Activities stop at Ing'ombe Ilede.

EXPECTED ANSWERS

2. It is believed that the Arabs from East coast chased away Ing'ombe Ilede traders
3. It is believed that the coast began to trade with the Shona in Zimbabwe.

SOCIAL STUDIES LESSON PLAN

TEACHERS' NAME:

DATE

SCHOOL:

TIME

SUBJECT: Social Studies

DURATION: 80 minutes

TOPIC: Governance

CLASS **No. PUPILS:**.....

SUB TOPIC: Central Government

SEX: No. BOY:..... **No. GIRL:**.....

RATIONALE (To be written based on (i) Content (ii) Skills and Values (iii) Methodology (iv) Position)

(i) To teach pupils on Governance

(ii) To help pupils analyse and appreciate the Central Government

(iii) Methods to be employed are teacher exposition (**oral questions and answers**) and group/class discussion

(iv) This is lesson number 5 of 8 on Governance

LEARNING OUTCOMES: (To be written based on (i) knowledge (ii) Skills (iii) Values of the lesson)

(i) To understand the Governance of Zambia

(ii) To describe Central Government

(iii) To appreciate Central Government

PREREQUIRE SKILLS AND KNOWLEDGE: the pupils already know governance, constitution, citizenship and political organisation

REFERENCE BOOKS: Our Sanele Social Studies Study Teaching and Learning notes on page 61-62

TEACHING/LEARNING MATERIALS/RESOURNCES: Chalkboard and chart on Central Government

STAGE	LEARNING POINTS/CONTENT	TEACHER'S ACTIVITY	PUPIL'S ACTIVITY
Introduction (10minutes)	LEARNER EXPERIENCE The sample of pupils to explain who and how there are governed in class	TEACHER EXPOSITION The teacher point at any pupil at random to describe who and how there are governed in class.	The pupil pointed at attempt to describe who and how there are governed in class
Lesson Development (60 minutes)	CENTRAL GOVERNMENT A. What is to govern? It is to rule B. What is Government? It is a rule by a group of people on behalf of others in a country. C. What is a Central Government? It is a group of people chosen to run the affairs of the country on behalf of its citizens. D. What are the main functions of the central government? i. To defend the country	GROUP/CLASS DISCUSSION The teacher initiate class discuss on Central Government	The class listens attentively to the discussion

(Conclusion 10 minutes)	ii. To provide public services iii. To make executive and enforce law iv. To develop the country v. To establish international relations with other countries vi. To raise money E. Name the three arms or organs of central government 1. Executive 2. Legislature 3. Judiciary 1. THE EXECUTIVE This is the arm or organ of government that carry out decisions. It is made up of the president, vice president, cabinet ministers, provincial ministers and civil servants (government workers). SUMMARY OF LESSONS POINTS The lesson will be summarized using the following points 1. Definition Central Government 2. Roles of the Central Government 3. The Executive	<u>TEACHER EXPOSITION</u> The teacher pupils to explain what they have learnt today	Pupils participate by mentioning what they have learnt.
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TEACHER EVALUATION: _____

LEARNER EVALUATION: _____

HOMEWORK/CLASS EXERCISE

1. What would happen there is no central Government in a country?

EXPECTED ANSWERS

2. The country will become ungovernable
3. They will be no provision of goods and services