

# SUPER MIND SOCIAL STUDIES ACTIVITIES.

## GRADE FIVE SCHEMES OF WORK TERM 3

School				Teacher's Name			Term	Year	
							Three		
Wk	Lsn	Strand/Theme	Sub strand	Specific learning outcomes	Key inquiry Questions	Learning experiences	Learning Resources	Assessment methods	Ref l
1	1	RESOURCE S AND ECONOMIC ACTIVITIES	Transport in Kenya: <b>Road signs in Kenya</b>	By the end of the lesson, the learner should be able to a. Identify the road signs used in Kenya b. draw the road signs in Kenya appreciate role of modern forms of transport in development	How can we use our roads safely?	• Discuss in groups ,causes of road accidents in Kenya and share in class • Draw the road signs in Kenya and display in class.	Maps, Laptops, Resource person, Trip  Super Minds SST Grade 5 Learners Bk. Pg. 120-121  Super minds SST Grade 5 TG Pg. 120	a) Oral Questions b) Teacher made tests c) Project Work	
	2		Transport in Kenya: <b>Ways of observing road safety in Kenya</b>	By the end of the lesson, the learner should be able to a. outline ways of reducing road accidents in Kenya b. discuss ways of observing road safety appreciate role of modern forms of transport in development	How can we use our roads safely?	• Find out ways of observing road safety in Kenya using digital resources/appropriate media and write a report. • Visit a nearby children's traffic park to learn more about road safety	Maps, Laptops, Resource person, Trip  Super Minds SST Grade 5 Learners Bk. Pg. 122-123  Super minds SST Grade 5 TG Pg. 121	a) Oral Questions b) Teacher made tests c) Project Work	

	3		<p>Communication in Kenya:  <b>modern means of communication</b></p>	<p>By the end of the lesson, the learner should be able to;</p> <p>a. identify modern means of communication in Kenya</p>	<p>How do we communicate to other people?</p>	<p>Learners to be guided to:</p> <ul style="list-style-type: none"> <li>Identify, in groups modern means of communication such as mobile phones, internet, television, radio and newspapers</li> </ul>	<p>Maps, Laptops, Resource person, Trip</p> <p>Super Minds SST Grade 5 Learners Bk. Pg. 123-129</p>	<p>a) Oral Questions</p> <p>b) Teacher made tests</p> <p>c) Observation</p> <p>d) Project Work</p>	
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				b. describe modern means of communication in Kenya c. appreciate the modern means of communication in Kenya		using appropriate media. • Describe in groups modern means of communication in Kenya using digital resources/ print media	<i>Super minds SST Grade 5 TG Pg. 123-125</i>	e) Checklist f) Portfolio.	
2	1		Communication in Kenya: <b>modern means of communication</b>	By the end of the lesson, the learner should be able to; a. identify modern means of communication in Kenya b. describe modern means of communication in Kenya c. appreciate the modern means of communication in Kenya	How do we communicate to other people?	Learners to be guided to: • Identify, in groups modern means of communication such as mobile phones, internet, television, radio and newspapers using appropriate media. • Describe in groups modern means of communication in Kenya using digital resources/ print media	Maps, Laptops, Resource person, Trip  <i>Super Minds SST Grade 5 Learners Bk. Pg. 123-129</i>  <i>Super minds SST Grade 5 TG Pg. 123-125</i>	a) Oral Questions b) Teacher made tests c) Observation d) Project Work e) Checklist f) Portfolio.	
	2		Communication in Kenya: <b>modern means of communication</b>	By the end of the lesson, the learner should be able to; a. draw different modern means of communication in Kenya b. role play use of various modern means of communication c. appreciate the modern means of communication in Kenya		• Draw different modern means of communication and display in class • Role-play use of various modern means of communication • Find out from parents/ guardians the various means of communication and share in class • Recite poems on modern means of	Maps, Laptops, Resource person, Trip  <i>Super Minds SST Grade 5 Learners Bk. Pg. 123-129</i>  <i>Super minds SST Grade 5 TG Pg. 123-125</i>	a) Oral Questions  b) Teacher made tests c) Observation d) Project Work e) Checklist f) Portfolio.	

						communication			
	3	POLITICAL SYSTEMS AND GOVERNANCE	Leadership and Political Change: <b><i>Role of Traditional leaders in Kenya</i></b>	By the end of the sub strand, the learner should be able to; a. Name some of the traditional leaders in Kenya b. state the roles of traditional leaders	Why are traditional leaders important in our community?	Learners are guided to: <ul style="list-style-type: none"> <li>Brainstorm, in groups on who is a traditional leader</li> <li>Find out from parents/guardians the role of traditional leaders in the community and share</li> </ul> in class	Photos, television, resource person  Super Minds SST Grade 5 Learners Bk. <i>Pg. 132-133</i>	a) Oral Questions b) Teacher made tests c) Observation d) Project Work	

				c. appreciate the role of traditional leaders in the community		<ul style="list-style-type: none"> <li>Observe pictures of selected traditional leaders in Kenya using appropriate media (<i>Kivoi wa Mwendwa and Mekatilili wa Menza</i>)</li> </ul>	<i>Super minds SST Grade 5 TG Pg. 130</i>	e) Checklist f) Portfolio	
3	1		Leadership and Political Change: <b><i>Contributions of traditional leaders in Kenya</i></b>	By the end of the sub strand, the learner should be able to a. discuss the contributions of traditional leaders in Kenya b. Name some traditional leaders c. appreciate the role of traditional leaders in the community	Why are traditional leaders important in our community?	<ul style="list-style-type: none"> <li>Gather information in groups, and do a write up on the contributions of selected traditional leaders in Kenya</li> <li>Present their findings in class</li> <li>Illustrate the differences and similarities between the selected traditional leaders in Kenya using charts and display in class</li> </ul>	Photos, television, resource person  Super Minds SST Grade 5 Learners Bk. Pg. 134-136  <i>Super minds SST Grade 5 TG Pg. 130-131</i>	a) Oral Questions b) Teacher made tests c) Observation d) Project Work e) Checklist f) Portfolio	
	2		Leadership and Political Change: <b><i>differences and similarities between Kivoi wa Mwendwa and Mekatilili wa Menza</i></b>	By the end of the sub strand, the learner should be able to a. illustrate the differences and similarities between the selected traditional leaders in Kenya b. Name some traditional leaders c. appreciate the role of traditional leaders in the community	Why are traditional leaders important in our community?	<ul style="list-style-type: none"> <li>Collect and creatively display portraits/ pictures of the selected traditional leaders in Kenya</li> <li>Draw, colour and display in class pictures of selected traditional leaders</li> <li>Share with parents/guardians the contributions of traditional leaders in Kenya</li> </ul>	Photos, television, resource person  Super Minds SST Grade 5 Learners Bk. Pg. 136-137  <i>Super minds SST Grade 5 TG Pg. 131</i>	a) Oral Questions b) Teacher made tests c) Observation d) Project Work e) Checklist f) Portfolio	
	3		Early forms of	By the end of the sub strand, the learner should be able to;	How was your	Learners are guided to: <ul style="list-style-type: none"> <li>Brainstorm in</li> </ul>	Photos,	a) Oral	

			Government- <i>Early form of government among the Maasai</i>	a. describe early forms of government among selected communities in Kenya	community ruled in the past?	pairs on forms of leadership in their community and share in class <ul style="list-style-type: none"><li>● Use appropriate media to describe early forms of</li></ul>	television, resource person  Super Minds SST Grade 5 Learners Bk. <i>Pg. 138-139</i>	Questions b) Teacher made tests c) Observation d) Project Work	
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				b. state the source of early forms of government among the Maasai and Ameru c. appreciate the importance of early forms of governance in our country		government among the Maasai and Ameru • Find out from the library or relevant sources the early forms of government among the Maasai and Ameru • Present their findings in class	<i>Super minds SST Grade 5 TG Pg. 136</i>	e) Checklist f) Portfolio	
4	1		Early forms of Government - <b><i>Early form of government among the Ameru</i></b>	By the end of the sub strand, the learner should be able to; a. describe early forms of government among selected communities in Kenya b. state the source of early forms of government among the Maasai and Ameru c. appreciate the importance of early forms of governance in our country	How was your community ruled in the past?	Learners are guided to: • Brainstorm in pairs on forms of leadership in their community and share in class • Use appropriate media to describe early forms of government among the Maasai and Ameru • Find out from the library or relevant sources the early forms of government among the Maasai and Ameru • Present their findings in class	Photos, television, resource person  Super Minds SST Grade 5 Learners Bk. Pg. 140-141  <i>Super minds SST Grade 5 TG Pg. 136</i>	a) Oral Questions b) Teacher made tests c) Observation d) Project Work e) Checklist f) Portfolio	
	2		Similarities and differences in early forms of Government between the Maasai and Ameru	By the end of the sub strand, the learner should be able to; a. illustrate the differences and similarities in early forms of government between the Maasai and Ameru b. role play early forms of government among the Maasai	How was your community ruled in the past?	• Develop a chart to illustrate the differences and similarities in early forms of government among the Maasai and the Ameru • Create a simple journal on what they have learnt about early forms of government among the Maasai and the Ameru • Role play early forms	Photos, television, resource person  Super Minds SST Grade 5 Learners Bk. Pg. 142-144  <i>Super minds SST Grade 5 TG Pg.</i>	a) Oral Questions b) Teacher made tests c) Observation d) Project Work e) Checklist	

			c. and Ameru appreciate the importance of early forms of governance in our country		of government among the Maasai or the Ameru	136-137	f) Portfolio	
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	3		Citizenship in Kenya: Good citizenship- <b>ways of becoming a Kenya Citizen</b>	By the end of the sub strand, the learner should be able to:  a. state how one becomes a Kenyan citizen  b. explain ways in which one may lose Kenyan citizenship  c. citizenship in our country  d. demonstrate good citizenship in Kenya	Who is a Kenyan Citizen?	Learners are guided to;- <ul style="list-style-type: none"><li>● Find out ways of becoming a Kenyan citizen using digital resources</li><li>● Brainstorm in groups, ways of becoming a Kenyan citizen and share in class.</li><li>● Discuss in pairs, the requirements for dual citizenship in Kenya and share in class.</li></ul>	Photos, television, resource person  Super Minds SST Grade 5 Learners Bk. Pg. 145-150  <i>Super minds SST Grade 5 TG Pg. 141-143</i>	a) Oral Questions b) Teacher made tests c) Observation d) Project Work e) Checklist f) Portfolio	
5	1		Citizenship in Kenya: <b>Good citizenship</b>	By the end of the sub strand, the learner should be able to:  a. discuss the requirements for dual citizenship in Kenya  b. develop communication messages on good citizenship in our country  c. demonstrate good citizenship in Kenya	Who is a Kenyan Citizen?	<ul style="list-style-type: none"><li>● Discuss in groups, ways in which one may lose Kenyan citizenship and present in class.</li><li>● Write an essay on what may happen if one lost Kenyan citizenship</li><li>● Create and recite poems on Kenyan citizenship.</li><li>● Sing songs on good Kenyan Citizenship</li><li>● Develop communication messages on good citizenship and share with others in school</li></ul>	Photos, television, resource person  Super Minds SST Grade 5 Learners Bk. Pg. 151-153  <i>Super minds SST Grade 5 TG Pg. 142-143</i>	a) Oral Questions b) Teacher made tests c) Observation d) Project Work e) Checklist f) Portfolio	

	2		<p>Symbols of Nationals Unity- <b><i>National symbols in Kenya</i></b></p>	<p>By the end of the sub strand, the learner should be able to;</p> <ol style="list-style-type: none"> <li>identify national symbols in Kenya</li> <li>draw and colour the national symbols using locally available materials</li> <li>desire to promote national unity in the country</li> </ol>	<p>How can we promote National unity in our country?</p>	<p>Learner are guided to;-</p> <ul style="list-style-type: none"> <li>Think pair and share national symbols in Kenya. (<i>The Coat of arms. The national flag ,the national anthem and the Public Seal</i>)</li> <li>Use appropriate media to identify the national symbols in Kenya and share with others in</li> </ul>	<p>Photos, television, resource person</p> <p>Super Minds SST Grade 5 Learners Bk. Pg. 153-157</p> <p><i>Super minds SST Grade 5 TG Pg. 147-148</i></p>	<p>a) Oral Questions</p> <p>b) Teacher made tests</p> <p>c) Observation</p> <p>d) Project Work</p> <p>e) Checklist</p> <p>f) Portfolio</p>	
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						<p>class.</p> <ul style="list-style-type: none"> <li>● Draw and colour the national symbols in Kenya using the locally available materials. <i>(The Coat of arms. The national flag and the Public Seal)</i></li> </ul>			
	3		<p>Factors that promote National Unity</p>	<p>By the end of the sub strand, the learner should be able to;</p> <ol style="list-style-type: none"> <li>discuss factors which promote national unity in the country</li> <li>sing and write the three stanzas of the National anthem</li> <li>desire to promote national unity in the country</li> </ol>	<p>How can we promote National unity in our country?</p>	<ul style="list-style-type: none"> <li>● Sing and write down in groups, the three stanzas of the National anthem of Kenya</li> <li>● Brainstorm in groups factors which promote national unity in Kenya <i>(National Symbols, National Days and National languages)</i></li> <li>● Use appropriate media to establish factors which promote national unity in Kenya</li> </ul>	<p>Photos, television, resource person</p> <p>Super Minds SST Grade 5 Learners Bk. Pg. 157-159</p> <p>Super minds SST Grade 5 TG Pg. 148</p>	<p>a) Oral Questions</p> <p>b) Teacher made tests</p> <p>c) Observation</p> <p>d) Project Work</p> <p>e) Checklist</p> <p>f) Portfolio</p>	
6	1		<p>Factors that promote National Unity</p>	<p>By the end of the sub strand, the learner should be able to;</p> <ol style="list-style-type: none"> <li>discuss factors which promote national unity in the country</li> <li>sing and write the three stanzas of the National anthem</li> <li>desire to promote national unity in the country</li> </ol>	<p>How can we promote National unity</p>	<ul style="list-style-type: none"> <li>● Find out from parents/ guardians or elders about the National days in</li> </ul>	<p>Photos, television, resource person</p>	<p>a) Oral Questions</p> <p>b) Teacher</p>	

					in our country?	Kenya <ul style="list-style-type: none"> <li>• Write a report and share in class about national days in Kenya</li> <li>• Share experiences on national days in Kenya</li> <li>• Sing songs on national unity</li> <li>• Participate in celebration of national days in Kenya</li> </ul>	Super Minds SST Grade 5 Learners Bk. <i>Pg. 157-159</i>  <i>Super minds</i> <i>SST Grade 5</i> <i>TG Pg. 148</i>	made tests c) Observation d) Project Work e) Checklist f) Portfolio	
	2		The Basic Human rights in Kenya	By the end of the sub-strand, the learner should be able to; a. Identify the basic human rights in Kenya	Why is it important to respect human rights?	Learners are guided to: <ul style="list-style-type: none"> <li>• Brainstorm in groups on the meaning of Human Rights and share</li> </ul>	Photos, television, resource person	a) Oral Questions b) Teacher made tests	

				b. explain the importance of human rights in society c. desire to promote respect for human rights in society		in class • Identify the basic human rights in Kenya using appropriate media and share in class • Discuss in groups the importance of human rights in society and do class presentations.	Super Minds SST Grade 5 Learners Bk. Pg. 160-163  <i>Super minds SST Grade 5 TG Pg. 152-153</i>	c) Observation d) Project Work e) Checklist f) Portfolio	
	3		Importance of Human rights in society	By the end of the sub-strand, the learner should be able to; a. explain the importance of human rights in society b. create awareness on the importance of respecting human rights in society c. desire to promote respect for human rights in society	Why is it important to respect human rights?	• Engage with a resource person on the importance of human rights and write a report • Recite poems and sing songs on importance of human rights in society. • Develop posters to create awareness on the importance of respecting human rights in society	Photos, television, resource person  Super Minds SST Grade 5 Learners Bk. Pg. 163-165  <i>Super minds SST Grade 5 TG Pg. 153</i>	a) Oral Questions b) Teacher made tests c) Observation d) Project Work e) Checklist f) Portfolio	
7	1	Governance in Kenya	Democracy in society: <b>Types of Democracy Kenya</b>	By the end of the sub strand the learner should be able to; a. identify types of democracy in Kenya b. define the term democracy c. desire to promote democracy in society	How can we practice democracy in our society?	Learners are guided to: • Brainstorm, in pairs to understand the meaning of democracy. • Find out types of democracy in Kenya using appropriate media and write short notes ( <i>Direct and in direct Democracy</i> )	Photos, television, resource person  Super Minds SST Grade 5 Learners Bk. Pg. 166-168  <i>Super minds SST Grade 5 TG Pg. 156-157</i>	a) Oral Questions b) Teacher made tests c) Observation d) Project Work e) Checklist f) Portfolio	

	2		Benefits of Democracy	<p>By the end of the sub strand the learner should be able to;</p> <ol style="list-style-type: none"> <li>discuss benefits of democracy in society</li> <li>develop posters on benefits of democracy in society</li> <li>desire to promote democracy in society</li> </ol>	How can we practice democracy in our society?	<ul style="list-style-type: none"> <li>Discuss in groups and list the benefits of democracy in society</li> <li>Engage with a resource person on the benefits of democracy in society</li> <li>Find out more about benefits of democracy in society using digital</li> </ul>	<p>Photos, television, resource person</p> <p>Super Minds SST Grade 5 Learners Bk. Pg. 168-171</p>	<ol style="list-style-type: none"> <li>Oral Questions</li> <li>Teacher made tests</li> <li>Observation</li> <li>Project Work</li> <li>Checklist</li> <li>Portfolio</li> </ol>	
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						resources/appropriate media <ul style="list-style-type: none"> <li>Recite poems /sing songs on the importance of democracy in society</li> <li>Participate in democratic processes in society</li> </ul>	<i>Super minds SST Grade 5 TG Pg. 157-158</i>		
	3		Electoral Process In Kenya – <b><i>importance of voting in Kenya</i></b>	By the end of the sub strand, the learner should be able to; <ol style="list-style-type: none"> <li>explain the importance of voting in Kenya</li> <li>define the term voting</li> <li>desire to participate in free and fair elections</li> </ol>	Why should we vote?	Learners are guided to: <ul style="list-style-type: none"> <li>Think pair and share on the meaning of voting</li> <li>Brainstorm in pairs, the importance of voting and share in class.</li> <li>Use digital resources to identify elective political positions in Kenya</li> <li>Engage with a resource person on the voting steps in Kenya and write a report</li> </ul>	Photos, television, resource person, posters  <i>Super Minds SST Grade 5 Learners Bk. Pg. 171-172</i>  <i>Super minds SST Grade 5 TG Pg. 161</i>	<ol style="list-style-type: none"> <li>Oral Questions</li> <li>Teacher made tests</li> <li>Observation</li> <li>Project Work</li> <li>Checklist</li> <li>Portfolio</li> </ol>	
8	1		Electoral Process In Kenya- <b><i>Elective political Positions in Kenya</i></b>	By the end of the sub strand, the learner should be able to; <ol style="list-style-type: none"> <li>explain the importance of voting in Kenya</li> <li>identify the elective political positions in Kenya</li> <li>desire to participate in free and fair elections</li> </ol>	Why should we vote?	Learners are guided to: <ul style="list-style-type: none"> <li>Think pair and share on the meaning of voting</li> <li>Brainstorm in pairs, the importance of voting and share in class.</li> <li>Use digital resources to identify elective</li> </ul>	Photos, television, resource person, posters  <i>Super Minds SST Grade 5 Learners Bk. Pg. 173-174</i>	<ol style="list-style-type: none"> <li>Oral Questions</li> <li>Teacher made tests</li> <li>Observation</li> <li>Project Work</li> <li>Checklist</li> <li>Portfolio</li> </ol>	

						<p>political positions in Kenya</p> <ul style="list-style-type: none"> <li>Engage with a resource person on the voting steps in Kenya and write a report</li> </ul>	<p><i>Super minds SST Grade 5 TG Pg. 161-162</i></p>		
	2		<p>Electoral Process In Kenya- <b><i>Elective political Positions in Kenya</i></b></p>	<p>By the end of the sub strand, the learner should be able to;</p> <p>a. explain the importance of voting in Kenya</p>	<p>Why should we vote?</p>	<p>Learners are guided to:</p> <ul style="list-style-type: none"> <li>Think pair and share on the meaning of voting</li> <li>Brainstorm in pairs, the importance of voting</li> </ul>	<p>Photos, television, resource person, posters</p>	<p>a) Oral Questions b) Teacher made tests c) Observation</p>	



				b. identify the elective political positions in Kenya c. desire to participate in free and fair elections		and share in class. • Use digital resources to identify elective political positions in Kenya • Engage with a resource person on the voting steps in Kenya and write a report	Super Minds SST Grade 5 Learners Bk. Pg. 173-174  <i>Super minds SST Grade 5 TG Pg. 161-162</i>	d) Project e) Checklist f) Portfolio	
	3		Electoral Process In Kenya- <b><i>voting steps in Kenya</i></b>	By the end of the sub strand, the learner should be able to; a. illustrate the steps of voting in the country b. identify the elective political positions in Kenya c. desire to participate in free and fair elections	Why should we vote?	• Discuss in groups the voting steps in Kenya • Develop a poster on voting steps in Kenya and display in school • Role play the voting process in Kenya/elected leaders in Kenya • Share with members of the community the voting steps in Kenya • Share experiences in class on the elections in Kenya	Photos, television, resource person, posters  Super Minds SST Grade 5 Learners Bk. Pg. 174-176  <i>Super minds</i>  <i>SST Grade 5 TG Pg. 162</i>	a) Oral Questions b) Teacher made tests c) Observation d) Project Work e) Checklist f) Portfolio	

9	1		<p>The National Government In Kenya: <b><i>arms of National government</i></b></p>	<p>By the end of the sub strand the learner should be able to;</p> <ol style="list-style-type: none"> <li>discuss in brief the three arms of national government</li> <li>Identify the three arms of Government</li> <li>Appreciate the importance of Government</li> </ol>	<p>What is the work of Government in our country?</p>	<p>Learners are guided to:</p> <ul style="list-style-type: none"> <li>Brain storm in groups the three arms of National Government in Kenya and share in class (<i>The Executive, The Legislature and The Judiciary</i>)</li> <li>Identify the three arms of government using appropriate media and list them down.</li> <li>Brainstorm in pairs the composition of the National Government in Kenya and share in class</li> </ul>	<p>Photos, television, resource person, posters</p> <p>Super Minds SST Grade 5 Learners Bk. Pg. 176-178</p> <p><i>Super minds SST Grade 5 TG Pg. 166</i></p>	<ol style="list-style-type: none"> <li>Oral Questions</li> <li>Teacher made tests</li> <li>Observation</li> <li>Project Work</li> <li>Checklist</li> <li>Portfolio</li> </ol>	
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2		<p>The National Government In Kenya:</p> <p><b><i>composition of the three arms of National government</i></b></p>	<p>By the end of the sub strand the learner should be able to;</p> <ol style="list-style-type: none"> <li>Describe the composition of the three arms of National Government in Kenya</li> <li>Identify the three arms of Government</li> <li>Appreciate the importance of Government</li> </ol>	<p>What is the work of Government in our country?</p>	<p>Learners are guided to:</p> <ul style="list-style-type: none"> <li>Brain storm in groups the three arms of National Government in Kenya and share in class (<i>The Executive, The Legislature and The Judiciary</i>)</li> <li>Identify the three arms of government using appropriate media and list them down.</li> <li>Brainstorm in pairs the composition of the National Government in Kenya and share in class</li> </ul>	<p>Photos, television, resource person, posters</p> <p>Super Minds SST Grade 5 Learners Bk. Pg. 178-180</p> <p><i>Super minds SST Grade 5 TG Pg. 167</i></p>	<ol style="list-style-type: none"> <li>Oral Questions</li> <li>Teacher made tests</li> <li>Observation</li> <li>Project Work</li> <li>Checklist</li> <li>Portfolio</li> </ol>	
3		<p>The National Government In Kenya:</p> <p><b><i>functions of the three arms of national Government</i></b></p>	<p>By the end of the sub strand the learner should be able to;</p> <ol style="list-style-type: none"> <li>illustrate the composition of the three arms of National Government in Kenya</li> <li>explain the functions of the three arms of National Government in Kenya</li> <li>Appreciate the importance of Government</li> </ol>	<p>What is the work of Government in our country?</p>	<ul style="list-style-type: none"> <li>Find out in groups, the composition of the three arms of government in Kenya using relevant sources</li> <li>Illustrate and display in class the composition of the three arms of National Government in Kenya</li> <li>Discuss, in groups functions of the three arms of National Government in Kenya</li> </ul>	<p>Photos, television, resource person, posters</p> <p>Super Minds SST Grade 5 Learners Bk. Pg. 180-181</p> <p><i>Super minds SST Grade 5 TG Pg. 167-168</i></p>	<ol style="list-style-type: none"> <li>Oral Questions</li> <li>Teacher made tests</li> <li>Observation</li> <li>Project Work</li> <li>Checklist</li> <li>Portfolio</li> </ol>	

10	1		<p>The National Government In Kenya:</p> <p><b><i>Participating in national governance</i></b></p>	<p>By the end of the sub strand the learner should be able to;</p> <p>a. Mention ways of participating in national governance</p> <p>b. explain the functions of the three arms of National Government in Kenya</p>	<p>What is the work of Government in our country?</p>	<ul style="list-style-type: none"> <li>Engage with a resource person on the functions of the three arms of National Government</li> <li>Respond to a worksheet on the functions of the three arms of National</li> </ul>	<p>Photos, television, resource person, posters</p> <p>Super Minds SST Grade 5 Learners Bk. Pg. 182-184</p>	<p>a) Oral Questions</p> <p>b) Teacher made tests</p> <p>c) Observation</p> <p>d) Project Work</p> <p>e) Checklist</p> <p>f) Portfolio</p>	
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				c. desire to participate in national governance in the country		Government and share experiences.	<i>Super minds SST Grade 5 TG PG 100-109</i>		
	2-3	ASSESSMENT							