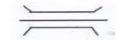
P.3 SOCIAL STUDIES SCHEME OF WORK FOR TERM 1

WK	PD	THEME	SUB-THEME	CONTENT	COMPETENCES	METHODS	ACTIVITIES	LIFE SKILLS	T/ AIDS	REF
1	1	OUR SUB COUNTY/DIVISION	The name and location of our sub-county	**The meaning of SST.** **SST** stands for Social Studies. This is the study of man and his environment. **Environment** is man and his surroundings. Another word for **environment** is **our surrounding.** **Components of the environment** These are things which make up the environment mainly; 1) Living things 2) Non-living things	The learner, 1) Defines SST, environment and components 2) Identifies the components of the environment.	• Guided discovery • Discussion • Explanation	• Defining SST in full. • Identifying the types of components of the environment.	• Creative thinking • Social awareness	• Chalk board illustrations	Teacher's composition.
	2			**A sub-county/division** is an area made up of any parishes. **A parish** is an area made up of many sub-counties. **Sub-counties** are called divisions. e.g. Goma division. **Important places found in our sub-county.** 1) Nantabulirirwa parish 2) Fairfield school 3) Namanve industrial park. **Examples of sub-counties in Mukono district.** Goma, Nama, Ntenjeru, Kyampisi, Mukono central. **Urban councils.**	The learner, 1) Defines a sub-county, a parish 2) Identifies the following; The village where our school is found, name of the sub-county, name of the district, the country where the district is found.	• Question and answer • Discussion • Explanation	• Naming and locating our division	• Creative thinking • Effective communication • Social awareness		Thematic curr literacy bk 3 pg 1

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1	3	OUR SUB COUNTY/DIVISION	The name and location of our sub-county	**A homestead** is a home and its surroundings. **Things found in a homestead.** People, animals, buildings, tree/plants. **A community** is a group of people living and working together. **Examples of communities.** Home, school, church, bank community	The learner, 1) Defines a homestead. 2) Identifies things found in a homestead. 3) Defines a community 4) States examples of community.	• Question and answer • Discussion	• Defining a home stead • Defining a community • Identifying examples of community.	• Observation • Creative thinking	• Chalk board illustrations	Thematic curr literacy bk 3 pg 1
	4			**Important people in our country** The president, the vice president, the speaker of parliament. **Important places in Uganda** The capital city, main air port.	The learner, 1) States the important people in our country 2) Names the important places in Uganda.		• Stating the important people in our country. • Naming the important places in Uganda.			
	5			**Markets** Places where we buy and sell goods. **Some of the things sold in markets are** fish, food, vegetables e.t.c.	The learner, 1) Defines a market 2) Names items sold in the market		• Defining a market • Naming items in the market.			
2	1			**Police posts and stations** Police officers work at a police station. **Main duty of police stations are;** 1) Mukono police station 2) Seeta police post 3) Sonde police post. e.t.c.	The learner, 1) Identifies the uses of hospitals and dispensaries. 2) Lists down the examples of hospitals found in our county.	• Guided discovery • Explanation	• Mentioning the importance of police in our sub county.	• Effective communication • Critical thinking		

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2	2	OUR SUB COUNTY/DIVISION	The name and location of our sub-county	**Hospitals and dispensaries** 1) Mukono health centre 2) Namirembe hospital **Hospitals in Kampala** 1) Mulago hospital 2) Nakasero hospital 3) Kampala international hospital	The learner, 1) Lists down the examples of hospitals found in our county and district.	• Guided discovery • Explanation	• Listing the hospitals found in our division and country.	• Effective communication • Critical thinking	• Chalk board illustrations	Thematic curr literacy bk 3 pg 1
				Maps and pictures **A map is** a drawing of an object as seen from above. **A picture is** a drawing of an object as seen from a side.	The learner, 1) Defines a map and picture 2) Draws maps of different objects 3) Draws pictures of different objects 4) States the difference between a map and an object.	• Question and answer	• Defining a map and picture • Drawing pictures and maps of objects.	• Observing and critical thinking	• A chart showing pictures and maps of objects.	
	3			**Importance of maps** 1) Maps are used for locating places or finding a way. 2) Maps store information 3) Maps represent objects and places on paper.	The learner, 1) Tells the importance of maps.		• Telling the importance of maps			
				Difference between a map and a picture. A map is the drawing of an object as seen from above while a picture is a drawing of an object as seen from a side. **Similarity between a map and a picture** Both are representation of objects.	The learner, 1) Identifies the difference between a map and a picture 2) Identifies the similarities between a map and a picture	• Effective communication	• Identifying the differences and similarities between a map and a picture.	• Critical thinking • Observation		

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		OUR SUB COUNTY/DIVISION	The name and location of our sub-county		3) Mentions the objects that can be represented on maps.		• Mentioning the objects that are represented on a map.			
2	4			**Objects that can be represented on maps.** Forests/tree, mountains, river, lakes, swamps, valleys.		• Effective communication		• Critical thinking • Observation	• A chart showing pictures and maps of objects.	
	5			**Things which a good map should have.** **A key:** Is a collection of symbols used on a map. **A key** is used to interpret symbols used on a map. **Colours used on maps.** 1) Blue colour represents water bodies 2) Green colour represents plants/vegetation. **Map symbols** Are signs that represent things or places on maps. **Examples of map symbols.**  - Bridge  - Water falls  - Quarry	The learner, 1) Identifies the uses of a key 2) Identifies colours used on a map. 3) Identifies the colours usually used on maps. 4) Identifies examples of map symbols		• Identifying the use of a key and colours used on a map • Identifying the examples of map symbols.			

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3	1	OUR SUB COUNTY/DIVISION		**A scale:** Is for finding or calculating the real distance between places on maps. The commonest scale used on maps is **a linear scale.** 0 10 20 kms **A title or heading** **A title** tells a map reader what a map is about. **A frame:** Is helps to position the map. **Elements of a good map.** 1) Title or heading 2) Compass direction 3) A frame 4) Key 5) Scale	The learner, 1) Reads a map. 2) Identifies qualities of a good map. 3) Defines the following; scale, title/heading, a frame.	• Effective communication • Critical thinking	• Drawing as map of their classroom	• Critical thinking • Observation		Thematic curr lit bk 3 pg 12
	2		**Location and directions**	**There are certain things we use to locate places.** 1) The position of the sun. e.t.c. **Other methods of locating places:** 2) Using landmarks i.e. valleys, hills, lakes, forests. 3) Using a compass. A compass is an instrument used for finding direction. A compass has four major points. 1. __ 2. ___ 3. ___ 4. ___	The learner, 1) Identifies methods of locating places 2) Defines a compass 3) Identifies the uses of a compass 4) Names cardinal and semi cardinal points.	• Question and answer	• Defining a compass • Drawing a compass	• Appreciation • Observing	• Chalk board illustration	

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3	3	OUR SUB COUNTY/DIVISION		**A compass needle** always points to the North while at rest because it is made of a magnet. **People who use a compass.** Pilots, tourists, soldiers, captains of ships	The learner, 1) Mentions the people who use a compass 2) Identifies where the compass needle rests and why it rests at the North point.	• Discussion • Explanation • Discovery	• Mentioning the people who use a compass	• Responsibility • Identifying • Effective communication	• Chalk board illustration	
	4		Physical features in our sub-county	**Define physical features.** Are natural land forms on the surface of the earth. **Examples include:** Hills, valleys, lakes, e.t.c. **Physical features not in our division.** lakes, mountains, islands, e.t.c.	The learner, 1) Defines physical features 2) Gives examples of physical features.		• Defining physical features and giving examples			
				Hills in our sub-county. Goma, Ntawo, Joggo **Definition of a hill** A hill is a piece of land higher than the surrounding area. **Hills in Mukono district.** Besania hill where we find Dunamis fm and UCU, Goma hills where we find administrative offices of Goma sub-county, Namiryango hill where we find a church. **A plain** is a flat low land. **A valley** is a low land between hills **A plateau** is a raised flat topped piece of land.	The learner, 1) Defines a hill 2) Identifies hills found in the division. 3) Mentions important places found on these hills 4) Defines a plain, a valley, a plateau and a mountain. 5) Draws a diagram showing a mountain range.		• Defining a hill and giving examples in our district • Mentioning the important places found on the hills. • Defining a plateau, valley plain and mountain • Drawing mountain ranges.			

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3	5	OUR SUB COUNTY/DIVISION	Physical features in our sub-county	**Importance of physical features.** **Lakes and rivers** 1) They are sources of water for home use. 2) We get sand from lakes. 3) They are sources of fish. **Mountains** 1) They attract tourists 2) They help in the formation of rainfall. 3) They act as natural boundaries. **Plateau** 1) It is a good place for growing crops. 2) It is a good place for grazing animals 3) It is a good place for settlement.	The learner, 1) Identifies the importance of physical features 2) Draws and names physical features.	• Explanation • Question and answer	• Drawing and names some physical features	• Social awareness.	• Chalk board illustration	pg 7
4	1			**How landforms/physical features affect man.** **a) Mountainous/hilly areas.** 1) They make transport difficult 2) There is soil erosion b) **Lakes and rivers** 1) There are vectors 2) It is difficult to construct roads. c) **Swampy areas.** 1) Can flood 2) Hiding places of dangerous animals. d) **Valleys** 1) Can flood 2) There are disease vectors.	The learner, 1) Identifies the effects of physical features 2) Identifies the ways man has tried to improve on the problems caused by physical features.		• Identifying the effects of physical features • Identifying the ways of improving the problems caused by physical features.			

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4		OUR SUB COUNTY/DIVISION	Physical features in our sub-county	**How man solves the problems above.** 1) Donkeys are used to transport in hilly areas. 2) People practice terracing.						
	2			**Defines environment.** Environment is our surrounding. **How man destroys the environment.** 1) By constructing industries 2) Draining swamps 3) Deforestation 4) Killing animals. **Why man cuts down trees.** 1) To create land for farming 2) Create land for settlement 3) Creates land for industries. **Ways of conserving the environment.** Conserving the environment means using environment without destroying.	The learner, 1) Defines environment, conserving environment 2) Identifies the ways man destroys environment. 3) Gives reasons why man destroys/cuts down trees.	• Explanation • Question and answer • Discovery	• Defining environment • Stating reasons why • Identifying ways man destroys the environment.	• Responsibility • Identifying • Effective communication	• Chalk board illustration	
	3		People in our sub-county/division	**People in our sub-county.** 1) They are different people who do different types of work. **Examples** doctors, teachers, nurses, farmers. **Ethnic groups in our sub-county.** Ethnic group is a group of people who come from the same place and speak related languages. **The five major ethnic groups e.g.** bantu, Nilotic, Hamites, Nilo hamites, highland nilotes	The learner, 1) Identifies the various jobs done by the people in their sub-county. 2) Defines ethnic groups 3) Mentions five major groups.		• Defining ethnic groups • Drawing a table showing different ethnic groups and languages.			

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4		OUR SUB COUNTY/DIVISION	People in our sub-county/division	**A table showing the tribes and languages in our sub-county.**						
	4			**A family** is a group of people staying together related by blood or marriage. **Types of families** 1) Nuclear family 2) Extended family **A lineage** is a group of families under one fore father. Role of each family member	The learner, 1) Defines a family 2) Identifies types of families 3) Defines a lineage 4) Suggests examples of clans among the Baganda. 5) Identifies different roles of family members.	• Explanation • Question and answer • Discovery	• Defining a family • Identifying types of families • Drawing family pictures.	• Responsibility • Identifying • Effective communication	• Chalk board illustration	Thematic curr lit bk 3 pg 61
	5		Legends	**Legends** Legends are true or unique story of long ago told by a tribe about their origin. **The story of Kintu** This story is told by the Baganda. Tests given to Kintu	The learner, 1) Defines the meaning of the word legends. 2) Narrates the story of Kintu and the tests he was given.					
5	1			**The naming of the three sons of Kintu.** 1) They had one name called Kano. 2) Ruhanga gave them names 3) Ruhanga gave them the tests 4) He named them after the tests.	The learner, 1) Identifies the names given to Kintu's sons and why they were called so.	• Question and answer	• Identifying the names given to them and their meanings.	• Creative thinking • Effective communication		

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5	2	OUR SUB- COUNTY/DIVISION	Legends	**Mundu and Sera** 1) Were the first two people in Bugisu. 2) They had Kundu and Masaba as their children. 3) They lived in Mt. Wanale which is today Mt. Elgon.	The learner, 1) Identifies who the first Mugisu is. 2) Names the children of Mundu and Sera 3) Where they lived 4) The meaning of the word. (Ingisu)	• Question and answer	• Narrating the story of Mundu and Sera • Giving the meaning of Ingisu	• Creative thinking • Effective communication	• Chalk board illustration	
	3			**The story of the spear and the bead.** 1) Gipiir and Labong were sons of Olum. 2) They come from Southern Sudan to Northern Uganda and settled in Pubungu (Pakwach) 3) They separated after the quarrel among the two brothers. 4) Labongo remained and produced the Acholi and Alur crossed the river Nile with the help of the axe and produced the Acholi people.	The learner, 1) Identifies the origin of the Acholi people and Alur. 2) Narrates why they separated.		• Giving reasons why they separated • Identifying the tribes of people formed • Giving lessons we learn from this legend.	• Observation • Appreciation • Critical thinking		
	4			**The story of Isaza and the King of Hell.** 1)The first king of the kingdom of earth was Ndahura. 2) The last king was Wamala 3) Nyamiyonga was the king of underground. 4) Isaza was father to Ndahura who loved cows(Bihogo).	The learner, 1) Narrates the story of king Isaza and the king of hell. 2) Mentions reasons why king Isaza followed the cows.		• Narrating the story		• Text books and chalk board illustrations	

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5		OUR SUB COUNTY/DIVISION		These cows took Isaza to hell till now he has not come back. **Importance of legends.** 1) Teach us about culture	3) Mentions the wife of Isaza and son. 4) Mentions the last king of the Bachwezi. 5) Identifies the importance of legends.	• Question and answer		• Observation • Appreciation • Critical thinking		
	5		Administrative set up and types of leaders.	**Leaders** A leader is a person who is given power to head and guide others. **Examples** Kings, chiefs, head teachers, members of parliament **Types of leaders** Political, religious, civil, cultural leaders **Political leaders** They are voted and elected by the people. **Example** President, members of parliament, mayors/lord mayor, local council executive committee.	The learner, 1) Defines a leader. 2) Identifies the types of leader 3) Gives examples of leaders they know.		• Defining who a leader is • Mentioning the types of leaders • Describing how political leaders are elected • Giving the types of leaders		• Text books and chalk board illustrations	Thematic curr lit bk 3 pg 30
6	1			**The local council system** Writing L.C. in full. Local Council There are five levels of local council system; 1) Local Council I heads zone or village. 2) Local Council II heads a ward or parish	The learner, 1) Writes L.C in full 2) Identifies levels of Local Councils.		• Identifying levels of the Local Council.	• Observing • Spelling • Critical thinking		

<table>
<tr><th>WK</th><th>PD</th><th>THEME</th><th>SUB-THEME</th><th>CONTENT</th><th>COMPETENCES</th><th>METHODS</th><th>ACTIVITIES</th><th>LIFE SKILLS</th><th>T/ AIDS</th><th>REF</th></tr>
<tr><td rowspan="3">6</td><td>1</td><td rowspan="3">OUR SUB COUNTY/DIVISION</td><td rowspan="3">Administrative set up and types of leaders.</td><td>3) Local Council III heads a division or sub-county.
4) Local Council IV heads a county in rural areas but a municipality in urban areas.
5) Local Council V heads a district.</td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td>The members of the Local Council I executive committee.
There are ten members on this committee.
Name and duties
<table><tr><th>Members</th><th>Duties</th></tr><tr><td>1.Chairperson</td><td>Heads a local council</td></tr><tr><td>2.V.Chairperson</td><td>Assists in all duties</td></tr><tr><td>3. General secretary</td><td>Records minutes of Council meeting.</td></tr></table></td><td>The learner,
1) Identifies the members with their various duties.</td><td rowspan="2">• Question and answer</td><td>• Identifying the duties of the L.C.I executive committee.</td><td rowspan="2">• Observing
• Spelling
• Critical thinking</td><td rowspan="2">• Chalk board illustration</td><td></td></tr>
<tr><td>2</td><td>Importance of the Local Councils
1) Helps maintain law and order.
2) They make by laws
3) They advise parents to take children to school. e.t.c.
Civil servants
Are leaders appointed by the government.
Example
Ministers, soldiers, teachers, Resident District Commissioners</td><td>The learner,
1) Identifies importance of Local Council in their village.
2) How the civil servants are appointed</td><td>• Identifying the importance of Local Council
• Explaining how civil servants are appointed.</td><td></td></tr>
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<tr><td rowspan="2">6</td><td>3</td><td rowspan="2">OUR SUB COUNTY/DIVISION</td><td rowspan="2">Administrative set up and types of leaders.</td><td>Why a community should have leaders.
1) To settle disputes
2) To guide and counsel community members
3) To organise community meetings.
Cultural leaders.
These are leaders that head people in cultural activities.
Example
Family heads, tribal heads, kings, chiefs
Tribal leaders in Uganda
<table>
<tr><th>Tribe</th><th>Title</th><th>Present leader</th></tr>
<tr><td>Baganda</td><td>Kabaka</td><td>Ronald Muwenda</td></tr>
<tr><td>Basoga</td><td>Kyabazinga</td><td>William Gabula</td></tr>
<tr><td>Acholi</td><td>Rwot</td><td>David Onen</td></tr>
<tr><td>Bakonjo</td><td>Omusinga</td><td>Wesley Mumbere</td></tr>
</table></td><td>The learner,
1) Identifies the importance of leaders in our sub-county.
2) Lists the names of each cultural leader according to their tribes.</td><td rowspan="2">• Discovery
• Discussion
• Explanation</td><td>• Identifying the roles played by leaders.
• Naming by giving examples of cultural leaders.</td><td rowspan="2">• Creative thinking
• Critical thinking</td><td rowspan="2">• Chalk board illustration</td><td></td></tr>
<tr><td>4</td><td>LIVELIHOOD IN OUR SUB-COUNTY</td><td>Activities in our sub-county and their importance.</td><td>Define livelihood: Is the way people live in their communities to meet their needs.
Define occupation: Means the work people do to earn a living/ get money. e.g. trade, fishing, farming, tailoring e.t.c.
Fishing
Is the catching of fish from a water body.</td><td>The learner,
1) Defines livelihood, occupation, fishing
2) Identifies ways of fishing
3) States where fish can be caught.</td><td>• Defining the terms occupation, livelihood
• Stating with reasons why people catch fish.</td><td></td></tr>
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6		LIVELIHOOD IN OUR SUB-COUNTY	Activities in our sub-county and their importance.	**Why people fish.** 1) To sell and get money. 2) To eat as food. **Where fish is caught from.** Rivers, lakes, swamps or ponds. **Fishing tools** nets, spears, hooks						
	5			**Types of fish caught in Uganda.** Nile perch, mud fish, cat fish, silver fish, lung fish. **Ways of preserving fish.** smoking, salting, tinning, freezing, sun drying **Needs of fishermen.** Capital (money), boats, fishing tools, market, **Diagrams of fishing tools.**	The learner, 1) Identifies the types of fish caught in Uganda. 2) States the ways of preserving fish.	• Discovery • Discussion • Explanation	• Suggesting ways of preserving fish • Identifying the types of fish caught in our lakes.	• Creative thinking • Critical thinking	• Chalk board illustration	
7	1			**Hunting** Is the killing or catching of wild animals or birds from the bush or forest. **Why people hunt animals.** 1) To get meat 2) To get ivory 3) To get skins 4) To get teeth and horns. **Tools used for hunting** spear, bolas, guns, bow and arrows, pangas, hunting nets **Poaching:** Is the illegal hunting of animals in game parks. **Diagrams of hunting tools.**	The learner, 1) Defines hunting 2) States with reasons why hunting is important 3) Identifies tools used for hunting.		• Defining hunting • Identifying why hunting is important.			

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7	2	LIVELIHOOD IN OUR SUB-COUNTY	Activities in our sub-county and their importance.	**Trade:** Is the buying and selling of goods. **Places for trade** Market, shops, kiosks, stalls e.t.c. **People who carry out trade** Shop keepers, market vendors, road side sellers **Importance of trade** 1) People sell things and get money 2) It is a source of employment	The learner, 1) Identifies places where trade can be carried out. 2) Identifies the importance of trade in our division/cub-county.	• Discovery • Discussion • Explanation	• Defining trade • Identifying the importance of trade and where it can be carried out.	• Creative thinking • Critical thinking	• Chalk board illustration	
	3			**Farming:** Is the growing of crops and keeping of animals. **Crops grown** Beans, maize, banana e.t.c. **Animals kept** goats, cows, sheep **Tools used for farming** hoes, pangas, axes **Importance of farming** 1) We get food from farming 2) We get meat from farming 3) We get skins from animals.	The learner, 1) Defines farming 2) Identifies types of farming 3) Identifies the importance of farming		• Defining farming • Naming different types of crops grown in their division • Mentioning the importance of farming	• Creative thinking • Observation • Appreciation		
	4			**Tourism:** Is a visit to an interesting place to learn. **Tourist sites.** 1. Uganda museum 2. The parliament. 3. Kasubi tombs. **Importance of tourism.** 1) Helps in learning 2) Creates jobs. 3) Develops a place 4) Government gets money from tourism.	The learner, 1) Defines tourism 2) Identifies the importance of tourism		• Defines the meaning of tourism • Identifies tourist sites in our division		• Pictures of Kasubi tombs.	

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7	5	LIVELIHOOD IN OUR SUB-COUNTY	Activities in our sub-county and their importance.	**Tailoring:** This is the process of sewing clothes. **Tools used in tailoring.** Needles, sewing machines, measuring tape. **Importance of tailoring** 1) Creates jobs. 2) People get money. 3) Clothes are repaired.	The learner, 1) States the meaning of tailoring 2) Mentions the tools used in tailoring 3) Mentions the importance of tailoring	• Explanation • Question and answer	• Defining tailoring • Identifying tools used in tailoring	• Social awareness • Creative thinking	• Pictures.	
8	1		Social services	**Social services** are things provided by the government to improve on their living. **Examples of social services are:** health, education, transport, water, **Other organisations that provide social services.** TASO, UWESO, World Vision e.t.c. **How social services are provided.** 1) By building schools 2) By building hospitals 3) By paying doctors 4) By building and repairing roads.	The learner, 1) Defines social services 2) Names different social services. 3) Identifies examples of health services 4) Mentions other services provided by the government 5) Mentions the uses of water and electricity.	• Discussion • Question and answer	• Defining social services • Naming different social services • Discussing the importance of social services • Identifying the organisations that provide social services		• Newspapers	

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8	2	LIVELIHOOD IN OUR SUB-COUNTY	Social services	**Problems affecting provision of health.** 1) Stealing of medicine. 2) Few health centres 3) Storage of drugs 4) Wars **Education:** Is the provision of knowledge and skills to people. **Types of education.** Informal education and formal education **Informal education:** Is the education got at home. **Importance of informal education** 1) Discipline 2) Work/skills 3) Our culture	The learner, 1) Identifies problems affecting health. 2) Defines education 3) Types of education	• Guided discovery	• Identifying problems affecting health services • Defining education • Listing the types of education and their importance	• Social awareness • Creative thinking		
	3			**Formal education:** Is education got from school. **Formal education is provided in** 1) Nursery schools 2) Primary schools 3) Secondary schools 4) Colleges and universities. **Why we need education** 1) To get knowledge 2) To get skills 3) To be able to read and write 4) To get jobs. **Problems affecting education** 1) Poverty 2) Few schools 3) Insecurity	The learner, 1) Defines formal education. 2) Identifying areas where formal education is provided. 3) Why education is important in our division.	• Explanation • Discussion	• Giving the meaning if formal education. • Identifying areas where formal education is provided.	• Critical thinking • Creativity		

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8	4	LIVELIHOOD IN OUR SUB-COUNTY	Social services	**Security: is safety of people and their property.** **People who provide security.** The army, the police, prisons, officers, private security organisations. **The police**: The duty of the police is to maintain law and order. **How the police maintain law and order.** 1) Arresting law breakers 2) Controlling traffic on roads 3) Stopping big fires 4) Escorting VIP's.	The learner, 1) Gives the meaning of security 2) Identifies the work done by security people. 3) Tells how the police maintain law and order.	• Explanation • Question and answer	• Defining the word security • Identifying how police maintains law and order.	• Creativity • Observation		
	5			**Tools used by police officers.** batons, guns, vehicles, whistles **The army** The duty of the army is to protect a country. **Prison officers/wardens.** 1) They look after law breakers in prison. 2) They try to make prisoners good people by training them in skills like carpentry. **Problems affecting provision of security.** 1) Security workers are few. 2) Shortage of funds 3) High crime rate.	The learner, 1) Identifies tools used by police officers. 2) The role played by the prison officers.		• Identifying different types of tools used by security officers in enforcing peace and security.			

WK	PD	THEME	SUB-THEME	CONTENT	COMPETENCES	METHODS	ACTIVITIES	LIFE SKILLS	T/ AIDS	REF
9	1	LIVELIHOOD IN OUR SUB-COUNTY	Social services	**Transport** Transport is the movement of people and goods from one place to another. **Types of transport** Road, water, air, railway and pipeline transport. **Road transport:** This is the movement of passengers and goods from one place to another by road. **Means used in road** buses, lorries, cars, motor cycles **Advantages of road transport.** 1) Cheap for short distances 2) It provides door services 3) Roads are common	The learner, 1) Defines transport 2) Identifies the types of transport	• Explanation • question and answers	• Defining transport • Identifying types of transport.	• Creativity • Observation		
	2			**Disadvantages of road transport.** 1) Traffic jam 2) Accidents are very common. 3) It can be affected by bad weather. **Water transport.** This is the movement of people and goods from one place to another by water. **Advantages of water transport** 1) It is the cheapest type of transport 2) It is good for carrying fragile goods. **Disadvantages.** 1) It is slowest type of transport 2) It can be affected by weather.	The learner, 1) Identifies the disadvantages and advantages of water transport		• Identifying the advantages and disadvantages of water transport.			

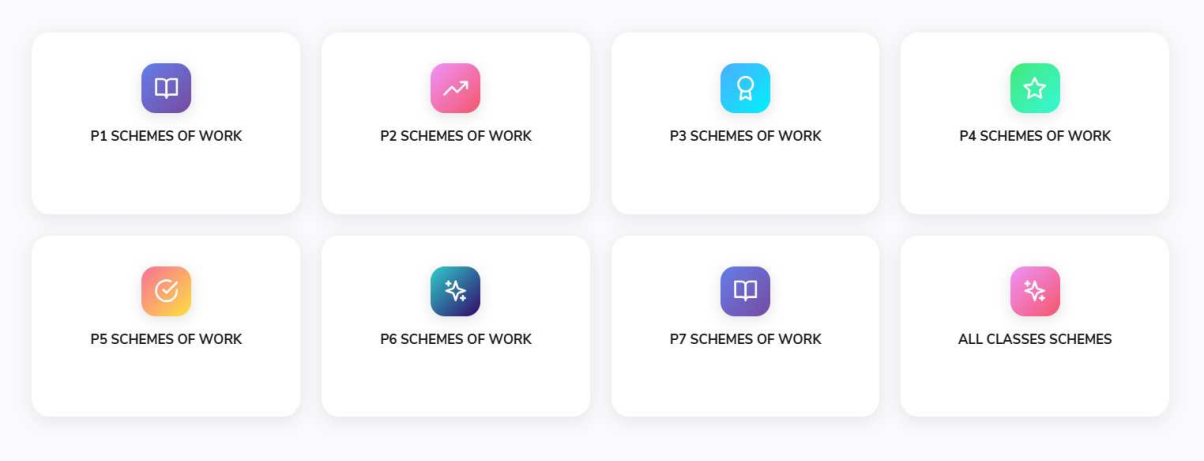
WK	PD	THEME	SUB-THEME	CONTENT	COMPETENCES	METHODS	ACTIVITIES	LIFE SKILLS	T/ AIDS	REF
9	3	LIVELIHOOD IN OUR SUB-COUNTY	Social services	**Air transport:** This is the movement of people and goods from one place to another by air. **Advantages of air.** 1) It is the fastest type of transport 2) It is most comfortable type of transport. **Disadvantages** 1) It is most expensive 2) Aeroplanes move on timetables.	The learner, 1) Identifies the advantages and disadvantages of air transport.	• Explanation • question and answers	• Defining air transport • Identifying advantages and disadvantages of air transport.	• Creativity • Observation		
	4			**Railway transport:** This is the movement of people and goods from one place to another by rail. **Types of transport.** The passenger train, the goods or cargo train **Advantages** 1) It is cheap for long distances.	The learner, 1) Defines railway transport 2) Gives the advantages and disadvantages of railway transport		• Defining railway transport • Identifying the advantages and disadvantages of railway transport • Giving examples of railway transport.			
	5			**Communication:** Is the sending and receiving of messages. **Types of communication** verbal communication, non-verbal communication **Verbal communication:** is when messages are passed on by the use of a mouth.	The learner, 1) Defines communication 2) Identifies types of communication 3) Defines verbal and non-verbal communication		• Defining verbal and non-verbal communication • Defining communication			

WK	PD	THEME	SUB-THEME	CONTENT	COMPETENCES	METHODS	ACTIVITIES	LIFE SKILLS	T/ AIDS	REF
		LIVELIHOOD IN OUR SUB-COUNTY	Social services	**Non verbal communication:** is when messages are sent without saying a word. **Traditional means of communication** **Examples** Drum, horns, smoke whistling.		• Explanation • question and answers • Guided discovery				
10	1			**Modern means of communication** These are means used by most people to deliver messages today. **Examples** radios, newspaper, television, computer **Advantages** 1) They are very fast 2) The message doesn't change **Disadvantages**	The learner, 1) Defines modern means of communication and gives examples 2) Gives the advantages and disadvantages		• Defining modern means of communication and giving examples • Giving the advantages and disadvantage	• Creativity • Observation		
	2			**Water supply:** This is the provision of water by the government and NGO's to people. **Ways of providing water** 1) By digging wells and dams 2) By providing piped water 3) By digging boreholes. **Problems affecting water supply.** 1) Broken pipes 2) Drought 3) Few water sources **Solutions for the above problems** 1) Discouraging people from settling in swamps 2) Avoid dumping wastes in water bodies. 3) Treating water.	The learner, 1) Identifies ways of providing water. 2) Mentions the problems affecting water supply.	• Explanation • Question and answer	• Identifying ways of providing water.	• Observation • Critical thinking		

WK	PD	THEME	SUB-THEME	CONTENT	COMPETENCES	METHODS	ACTIVITIES	LIFE SKILLS	T/ AIDS	REF
10	3	LIVELIHOOD IN OUR SUB-COUNTY	Social services	**Importance of social services** 1) Provide employment 2) They promote literacy 3) They provide skills 4) They promote health. Why some people fail to get social services. 1) Corruption 2) Poverty 3) Too many people 4) Bad road network. Solutions to some of the above problems. 1) By encouraging people to practice family planning. 2) By giving soft loans to people 3) By punishing corrupt workers.	The learner, 1) Identifies the importance of social services. 2) Identifies why people fail to get social services.	• Explanation • Question and answer	• Identifying the importance of social services	• Observation • Critical thinking		
	4		Managing resources in our division.	**Resources** are things people use to meet their needs. **Examples of resources.** Land, plants and animals, time, roads, fuel e.t.c. **The needs we meet with resources.** 1) Food 2) Shelter 3) Clothes **Spending resources:** refers to how resources are used. **Land:** is a major resource because most of the activities of man take place on land.	The learner, 1) Defines resources 2) Identifies examples of resources.		• Defining the term resources • Explaining how resources are used • Defining land.			

WK	PD	THEME	SUB-THEME	CONTENT	COMPETENCES	METHODS	ACTIVITIES	LIFE SKILLS	T/ AIDS	REF
10	5	LIVELIHOOD IN OUR SUB-COUNTY	Managing resources in our division.	**How to protect land** 1) Through good farming methods 2) Through rubbish management How to misuse land 1) Through poor farming methods 2) By not covering holes after mining	The learner, 1) Identifies the way of protecting land. 2) Suggests ways through which people misuse land.	• Explanation • Question and answer	• Identifying the way of protecting land • Suggesting ways through which people misuse land.	• Observation • Critical thinking		

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