Schemes of Work
Our Lives Today: Social Studies
Standard 1
<table>
<thead>
<tr>
<th>TOPIC</th>
<th>SUB-TOPIC</th>
<th>OBJECTIVES</th>
<th>TEACHING/Learning ACTIVITIES</th>
<th>LEARNING/TEACHING RESOURCES</th>
<th>REMARKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our home</td>
<td>A home</td>
<td>By the end of the lesson the learners should be able to state what a home is.</td>
<td>• Describe the pictures in the Pupil’s Book</td>
<td>Our Lives Today SST Book 1 page 2</td>
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<td></td>
<td></td>
<td></td>
<td>• Describe what a home is</td>
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<td></td>
<td>• Observe the pictures in the Pupil’s Book</td>
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<tr>
<td>Our home</td>
<td>Types of houses found in different places</td>
<td>By the end of the lesson the learners should be able to list different types of houses.</td>
<td>• Collect materials for modelling</td>
<td>Our Lives Today SST Book 1 page 4</td>
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<td></td>
<td></td>
<td></td>
<td>• Make models</td>
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<td></td>
<td></td>
<td>• Observe the pictures in the pupil’s book: Manyatta; storeyed houses; Grass-thatched etc.</td>
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<tr>
<td>Our home</td>
<td>Materials used in building houses</td>
<td>By the end of the lesson the learners should be able to name the materials needed in building houses.</td>
<td>• Identifying different materials used to build</td>
<td>Our Lives Today SST Book 1 page 4</td>
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<td></td>
<td></td>
<td></td>
<td>• Stone, mud, bricks, wood etc.</td>
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<td></td>
<td></td>
<td></td>
<td>• Model houses</td>
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<tr>
<td>Our home</td>
<td>Materials used in building houses</td>
<td>By the end of the lesson the learners should be able to describe the materials used to build houses and identify different types of houses other people live in.</td>
<td>• Describe the materials used to build houses, e.g. iron sheets, bricks etc.</td>
<td>Our Lives Today SST Book 1 Page 4</td>
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<td>• Identify houses other people live in</td>
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<td>• Ask oral questions</td>
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<td></td>
<td>• Draw houses</td>
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<td></td>
<td></td>
<td></td>
<td>• Visit to a school neighbourhood</td>
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<tr>
<td>Our home</td>
<td>Parts of a house and their uses</td>
<td>By the end of the lesson the learners should be able to:</td>
<td>• Name different parts of a house</td>
<td>Our Lives Today SST Book 1 page 5</td>
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<td></td>
<td></td>
<td>• identify different parts of a house</td>
<td>• Draw different parts of a house</td>
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<td></td>
<td></td>
<td>• state the uses of different parts of a house</td>
<td>• Name the uses of different parts of a house</td>
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<td></td>
<td>• Observe the pictures in the Pupil’s Book</td>
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<tr>
<td>Our home</td>
<td>Parts of a house and their uses</td>
<td>By the end of the lesson the learners should be able to list the things found in each part of a house.</td>
<td>• List the things found in each part of a house.</td>
<td>Our Lives Today SST Book 1 page 5</td>
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<td></td>
<td></td>
<td></td>
<td>• Observe the pictures in the pupils book</td>
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<tr>
<td>Our home</td>
<td>Importance of houses</td>
<td>By the end of the lesson the learners should be able to state the importance of houses.</td>
<td>• Explain the importance of houses</td>
<td>Our Lives Today SST Book 1 page 6</td>
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<td></td>
<td></td>
<td></td>
<td>• Stand outside to experience cold or hot weather</td>
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<td>Our home</td>
<td>Implements in the house</td>
<td>By the end of the lesson the learners should be able to name the tools used in the home.</td>
<td>• Identify the tools used in the home.</td>
<td>Our Lives Today SST Book 1 page 7</td>
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<td></td>
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<td></td>
<td>• Ask the pupils to uproot grass using their hands.</td>
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<tr>
<td>WEEK</td>
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| 5    | Our home       | Implements in the home | By the end of the lesson the learners should be able to state the uses of different types of implements in the home. | • Explain the uses of tools used at home  
• Answer oral questions on the tools used at home  
• Draw the tools used at home | *Our Lives Today SST Book 1 page 7*  
• Real objects e.g. jembes, pangas, spanners, axes  
• Pictures in the pupil’s book |                                                                                          |
| 6    | Our home       | Safety in the home | By the end of the lesson the learners should be able to name the dangerous things in the home. | • Name things that can harm us in our homes  
• Observe the pictures in the pupil's books  
• Demonstrate how fire can be caused in the house | *Our Lives Today SST Book 1 pages 8 and 9*  
• Pictures in the pupil’s book  
• Real things like fire, knives |                                                                                          |
| 7    | Our family     | Meaning of a family | By the end of the lesson the learners should be able to:  
• give the meaning of a family.  
• state the names of their brothers and sisters.  
• state the name of their mother. | • Give the meaning of a family  
• Name brothers and sisters  
• State the names of their mother and father | *Our Lives Today SST Book 1 page 10*  
• Pictures in the pupil’s books |                                                                                          |
| 8    | Our family     | Types of families | By the end of the lesson the learners should be able to state the different types of families. | • Name different types of families  
• Draw members of their families  
• Observe the pictures in the pupil’s book | *Our Lives Today SST book 1 page 11*  
• Pictures in the pupil’s book |                                                                                          |
|      | Our family     | Other members of the family | By the end of the lesson the learners should be able to name the members of each type of family. | • Name members of the extended family  
• Draw their grandmother and different members of the family | *Our Lives Today SST book 1 page 12*  
• Pictures in the pupil’s book |                                                                                          |
### TOPIC | SUB-TOPIC | OBJECTIVES | TEACHING/LEARNING ACTIVITIES | LEARNING/TEACHING RESOURCES | REMARKS
--- | --- | --- | --- | --- | ---
**Our family** | How family members relate to each other | By the end of the lesson the learners should be able state the names given to family members. | • State the names of family members  
• Draw grand-parents  
• Observe the pictures in the Pupil’s Book | *Our Lives Today SST Book 1* page 13  
• Pictures in the Pupil’s Book |  
**Our family** | How family members relate to each other | By the end of the lesson the learners should be able state how family members relate to each other. | • State how members of the family relate to each other  
• Observe the pictures in the Pupil’s Book | *Our Lives Today SST Book 1* page 13  
• Pictures in the Pupil’s Book |  
**Our family** | Roles and responsibilities of family members | By the end of the lesson the learners should be able to identify the roles and responsibilities of family members. | • Identify the roles and responsibilities of family members  
• Observe the pictures in the Pupil’s Book | *Our Lives Today SST Book 1* page 15  
• Pictures in the Pupil’s Book |  
**Our family** | Roles and responsibilities of family members | By the end of the lesson learners should be able to identify the role and responsibilities of family members. | • Dramatize the role of various members  
• Answer oral questions | *Our Lives Today SST Book 1* page 15  
• Drama costumes |  
**Our family** | Roles and responsibilities of family members | By the end of the lesson, the learners should be able to appreciate the contribution of family members in sharing out responsibilities. | • Explain how family members share out responsibilities | *Our Lives Today SST Book 1* page 15 |  
**Our family** | Family celebrations | By the end of the lesson the learners should be able to identify various celebrations in the family. | • Identify various celebrations in the family  
• Draw pictures of family celebrations, e.g. weddings | *Our Lives Today SST Book 1 Pages*  
16–17  
• Pictures in the Pupil’s Book  
• Pictures showing family celebrations |  
**Revision** | Work covered during the term | By the end of the lesson the learners should be able to revise the work covered. | • Answer oral questions based on the work covered | *Our Lives Today SST Book 1* pages  
2–17  
• Pupils drawing and making model |  
**Exam** | Work covered during the term | The learners should be able to answer questions based on the work covered during the term. | • Write the test  
• Revise the test | *Our Lives Today SST Book 1 Pages*  
2–17  
• Pupils drawing and making models |
# Our Lives Today: Social Studies Schemes of Work for Standard One: Term Two

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<tr>
<th>WEEK 1</th>
<th>TOPIC</th>
<th>SUB-TOPIC</th>
<th>OBJECTIVES</th>
<th>TEACHING/LEARNING ACTIVITIES</th>
<th>LEARNING/TEACHING RESOURCES</th>
<th>REMARKS</th>
</tr>
</thead>
</table>
|       | Our family needs and child rights | Family needs | By the end of the lesson the learners should be able to list basic family needs. | • Name basic family needs, e.g. food, clothes, house etc.  
• Ask oral questions on basic needs  
• List family needs | *Our Lives Today SST Book 1* pages 18-22  
• Real objects, e.g. food  
• Pictures in the Pupil's Book  
• The curiosity chart  
• Nature corner |         |
| Our family needs and child rights | How to meet family needs | By the end of the lesson the learners should be able to state ways of meeting family needs. | • Explain how family needs can be met  
• Observe the pictures in the Pupil's Book  
• Ask and answer questions. | *Our Lives Today SST Book 1* pages 18-22  
• Pictures in the Pupil's Book  
• Real objects |         |
| Our family needs and child rights | Problems in meeting family needs | By the end of the lesson the learners should be able to state the problems families encounter when trying to meet family needs. | • Identify problems encountered in meeting family needs  
• Ask and answer oral questions  
• Observe the pictures in the Pupil's Book | *Our Lives Today SST Book 1* pages 23-24  
• Pictures in the Pupil's Book  
• Curiosity chart |         |
| Our family needs and child rights | Solutions to meeting family needs | By the end of the lesson the learners should be able to suggest possible solutions to these problems and appreciate the efforts made by family members. | • Suggest possible solutions  
• Ask oral questions  
• Observe pictures | *Our Lives Today SST Book 1* pages 23-24  
• Drawing showing activities of meeting family needs |         |
| WEEK 2 | Our family needs and child rights | Importance of basic needs to a child | By the end of the lesson the learners should be able to state the importance of basic needs to a child. | • State the importance of basic needs to a child  
• Ask and answer oral questions | *Our Lives Today SST Book 1* page 28 |         |
| Our family needs and child rights | Importance of basic needs to a child | By the end of the lesson the learners should be able to explain the importance of being loved by family members and appreciate that love. | • Explain the importance of being loved by family members and appreciate that love  
• Ask and answer oral questions | *Our Lives Today SST Book 1* page 28  
• Picture cuttings  
• Toys  
• Balls |         |
| WEEK 3 | Our family needs and child rights | Good behaviour in the family | By the end of the lesson the pupils should be able to state the importance of good behaviour in the family. | • State the importance of good behaviour in a family.  
• Observe the pictures in the Pupil’s Book | *Our Lives Today SST Book 1* page 27  
• Pictures in the Pupil's Book  
• Pictures showing a child doing various activities in the home |         |
<table>
<thead>
<tr>
<th>WEEK 4</th>
<th>WEEK 5</th>
<th>WEEK 6</th>
<th>WEEK 7</th>
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<tr>
<td><strong>TOPIC</strong></td>
<td><strong>SUB-TOPIC</strong></td>
<td><strong>OBJECTIVES</strong></td>
<td><strong>TEACHING/LEARNING ACTIVITIES</strong></td>
</tr>
</tbody>
</table>
| **Our family needs and child rights** | Child rights | By the end of the lesson the learners should be able to list the rights of a child. | • Identify the rights of children  
• Observe pictures showing children’s rights | *Our Lives Today SST Book 1* pages 28–29  
• Pictures showing children’s rights  
• Curiosity chart | |
| **Our family needs and child rights** | Child rights | By the end of the lesson the learners should be able to list the rights of a child. | • Discuss children’s rights  
• Observe the pictures showing some children’s rights in the Pupil’s Book | *Our Lives Today SST Book 1* pages 28–29  
• Pictures in the Pupil’s Book  
• Curiosity chart | |
| **Our family possessions** | Animals we keep at home | By the end of the lesson the learners should be able to name the types of animals owned by the family.  
• Classify the animals (livestock and pets).  
• State the uses of the animals in their homes. | • Draw the animals kept at home  
• Name the animals kept at home  
• Classify animals  
• State the uses of animals  
• Sing a song about animals | *Our Lives Today SST Book 1* page 30  
• Local environment  
• Curiosity chart  
• Pictures of animals in the Pupil’s Book | |
| **Our family possessions** | Animals we keep at home | By the end of this lesson the learners should be able to name the animals owned by the family. | • Sing a song about animals  
• Name the animals kept at home  
• Draw the animals kept at home | *Our Lives Today SST Book 1* page 30  
• Pictures of animals in the Pupil’s Book  
• Curiosity chart  
• Local environment | |
| **Our family possessions** | Things found in the house | By the end of the lesson the learners should be able to:  
• List the things found in the house.  
• Mention the uses of the things found in the house. | • Identify the things found in the house  
• Draw the things found in the house  
• Observe the pictures in the Pupil’s Book | *Our Lives Today SST Book 1* page 31  
• Pictures of the things found in the house  
• Real items found in the house, e.g. radio  
• Pictures in the Pupil’s Book | |
| **Our family possessions** | Other things found in our homes and their uses | By the end of this lesson the learners should be able to identify the family possessions in their homes and their uses. | • State the things owned by the family  
• Draw the things owned by the family | *Our Lives Today SST Book 1* page 32  
• Pictures in the Pupil’s Book  
• Curiosity chart | |
| **Our family possessions** | Care of family possessions | By the end of this lesson the learners should be able to state ways of caring for family possessions. | • Describe how to take care of things at home  
• Ask oral questions on how to take care of things at home | *Our Lives Today SST Book 1* page 33  
• Pictures in the Pupil’s Book  
• Items like buckets, soap, brooms etc. | |
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<thead>
<tr>
<th>WEEK 8</th>
<th>TOPIC</th>
<th>SUB-TOPIC</th>
<th>OBJECTIVES</th>
<th>TEACHING/LEARNING ACTIVITIES</th>
<th>LEARNING/TEACHING RESOURCES</th>
<th>REMARKS</th>
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</thead>
</table>
| Our family possessions | Keeping our home clean and safe | By the end of the lesson the learners should be able to identify ways of keeping their homes clean and safe and appreciate the importance of keeping their homes clean and safe. | • Identify the ways of keeping our homes clean and safe.  
• Observe the pictures in the Pupil's Book  
• Sweep the class.  
• Arrange items in the classroom | *Our Lives Today SST Book 1* pages 34-35  
• Pictures in the Pupil's Book  
• Implements used to keep our home clean, e.g. pangas, slashers, brooms |  |
| Our family possessions | Keeping our home clean and safe | By the end of the lesson the learners should be able to demonstrate how to keep their homes clean and safe. | • Group activities  
• Quiz | *Our Lives Today SST Book 1* pages 34-35 |  |
| Our family possessions | What the family members do to earn a living | By the end of the lesson the learners should be able to identify ways in which families earn their living. | • Identify various jobs that members of the family can do.  
• Observe the pictures in the Pupil's Book | *Our Lives Today SST Book 1* pages 36-37  
• Curiosity chart  
• Pictures in the Pupil's Book  
• Pictures/Drawings of people doing various jobs |  |
| Our family possessions | What the family members do to earn a living | By the end of the lesson the learners should be able to identify ways in which families earn their living. | • Identify various jobs that members of the family can do.  
• Observe pictures in the Pupil's Book  
• Draw family members doing various jobs | *Our Lives Today SST Book 1* pages 36-37  
• Curiosity chart  
• Pictures in the Pupil's Book  
• Pictures showing members of the family doing various jobs |  |
| WEEK 9 | Our school | Name and history of the school | By the end of the lesson the learners should be able to:  
• Give the name of their school.  
• State when the school was started.  
• Appreciate how the school has developed. | • Give the name of the school.  
• State when the school was started.  
• Listen to a resource person  
• Recite the history of the school | *Our Lives Today SST Book 1* page 38  
• School signpost  
• Resource person, e.g. an old boy or girl  
• Old photographs of the school |  |
| Our school | Symbols of the school and their importance | By the end of the lesson the learners should be able to identify at least three symbols of their school that make it different from the others. | • Identify the school symbols  
• Draw the school symbols  
• Observe the pictures in the Pupil's Book | *Our Lives Today SST Book 1* page 39  
• Pictures in the Pupil's Book  
• School uniforms from neighbouring schools |  |
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<th>WEEK</th>
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</table>
| 11   | Our school | Symbols of the school and their importance | By the end of the lesson the learners should be able to state the importance of the symbols of their school. | • State the importance of the school symbols  
• Observe the pictures in the Pupil's Book  
• Sing the school anthem/prayer | *Our Lives Today SST Book 1* page 39  
• Pictures in the Pupil's Book  
• School uniforms from neighbouring schools |         |
|      | Our school | Our school activities | By the end of the lesson the learners should be able to mention four activities they do at school each day. | • Mention the activities done in the school  
• Demonstrate some of the activities, e.g. sweeping | *Our Lives Today SST Book 1* pages 40-41  
• School environment  
• Pictures showing various activities  
• School timetable |         |
| 12   | Our school | Our school routine | By the end of the lesson the learners should be able to state the importance of doing each of the school activities at the right time. | • State the importance of doing each activity at the right time  
• Observe the pictures in the Pupil's Book. | *Our Lives Today SST Book 1* pages 40-41  
• Pictures drawn by the teacher |         |
|      | Our school | The people in our school and their roles | By the end of the lesson the learners should be able to identify the different groups of people who make the school community. | • Identify various groups of people in the school community  
• Observe the pictures in the Pupil's Book | *Our Lives Today SST Book 1* page 42  
• Pictures in the Pupil's Book  
• Local environment |         |
| 13   | Our school | The people in our school and their roles | By the end of the lesson the learners should be able to state the different roles of people who make up the school community. | • Identify various groups of people that make up the school community  
• Observe pictures in the Pupil's Book. | *Our Lives Today SST Book 1* page 42  
• Pictures in the Pupil's Book  
• The school |         |
|      | Our school | Revision | By the end of the term the learners should be able to revise the work covered during the term. | • Answer oral questions based on the work covered | *Our Lives Today SST Book 1* pages 18-42  
• Pupils' drawings |         |
| 14   | Exam | Revision | The learners should be able to answer questions based on the work covered during the term. | • Write the test.  
• Revise the test. | *Our Lives Today SST Book 1* pages 18-42 |         |
## Our Lives Today: Social Studies Schemes of Work for Standard One: Term Three

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<th>SUB-TOPIC</th>
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<th>REMARKS</th>
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</thead>
</table>
| 1    | Our school                | The people in our school and their roles | By the end of the lesson the learners should be able to identify different groups of people in the school. | • Identify different groups of people in the school  
• State different roles in the school  
• Observe the pictures in the Pupil's Book  
• Role-play | *Our Lives Today SST Book 1 page 42*  
• Pictures in the Pupil's Book  
• School environment |                                |
|      | Our school                | Our classroom                 | By the end of the lesson the learners should be able to identify the position of their classroom in relation to other classrooms. | • Identify the position of the classroom in relation to other classrooms  
• Observe the pictures in the Pupil's Book | *Our Lives Today SST Book 1 page 43*  
• Pictures in the Pupil's Book |                                |
|      | Our school                | Members of our class          | By the end of the lesson the learners should be able to identify different members of their class and call at least half the learners by their names. | • Identify different members of the class  
• Call at least half of the learners by name  
• Observe the pictures in the Pupil's Book | *Our Lives Today SST Book 1 page 44*  
• Pictures in the Pupil's Book  
• Classroom |                                |
|      | Our school                | Seating arrangement           | By the end of the lesson the learners should be able to name the pupils who sit in each group and draw pictures of the desk arrangement. | • Name the pupils who sit in each group  
• Draw desk arrangement  
• Observe the picture in the Pupil’s Book | *Our Lives Today SST Book 1 page 44*  
• Pictures in the Pupil's Book  
• Classroom |                                |
| 2    | Our school                | Our roles as members of our class | By the end of the lesson the learners should be able to identify the role of their class. | • State activities done by class members  
• Demonstrate some activities like sweeping  
• Arrange books | *Our Lives Today SST Book 1 page 45* |                                |
| 3    | Our school                | Our roles as members of our class | By the end of the lesson the learners should be able to:  
• identify the role of the class prefect.  
• state the role of their class teacher. | • Identify class leaders  
• State the role of class teachers | *Our Lives Today SST Book 1 page 45*  
• Class environment |                                |
| 4    | Our school                | Our class rules               | By the end of the lesson the learners should be able to state five rules that they observe in class | • Stating the rules that they observe in class  
• Writing and displaying the class rules | *Our Lives Today SST Book 1 page 46*  
• Chart showing class rules  
• Set of rules in the Pupil's Book |                                |
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</table>
| 4    | Our school | Our class rules | By the end of the lesson the learners should be able to state the importance of obeying class rules. | • State the reasons for obeying rules in class  
• Recite the class rules | Our Lives Today SST Book 1 page 46  
• Displayed rules | |
| 5    | Our school | Keeping our classroom clean | By the end of the lesson the learners should be able to:  
• State ways of keeping their class clean.  
• Appreciate the importance of keeping their class clean. | • State ways of keeping their class clean  
• Demonstrate how to keep the class clean  
• Observe the pictures in the Pupil’s Book | Our Lives Today SST Book 1 page 47  
• Classroom  
• Pictures in the Pupil’s Book | |
| 6    | Our school | Taking care of things in our classroom | By the end of the lesson the learners should be able mention five ways in which they can help take care of things in class. | • State ways of keeping their class clean  
• Demonstrate how to keep the class clean  
• Observe the pictures in the Pupil's Book  
• Identify different items in the classroom | Our Lives Today SST Book 1 page 48  
• Classroom and items in it. | |
| 7    | Our school | The class timetable | By the end of the lesson the learners should be able to:  
• Identify parts of the timetable.  
• State the importance of the class timetable. | • Identify parts of the timetable.  
• State the importance of the class timetable | Our Lives Today SST Book 1 page 49  
• Class timetable | |
|      | Safety on the way to and from school | Different ways of going to school | By the end of the lesson the learners should be able to:  
• Mention ways of going to school and back.  
• Tell the means used by most learners to get to the school. | • Draw the means used to go to school.  
• Mention different ways of going to school.  
• Observe the pictures in the Pupil’s Book. | Our Lives Today SST Book 1 page 50  
• Pictures in the Pupil’s Book  
• Pupils’ own experiences | |
|      | Safety on the way to and from school | How to use the road safely | By the end of the lesson the learners should be able to demonstrate how to use the road safely. | • Demonstrate how to use the road safely  
• Dramatize safe use of roads and scenes of accidents. | Our Lives Today SST Book 1 Pages 51-53  
• Zebra crossing | |
<table>
<thead>
<tr>
<th>TOPIC</th>
<th>SUB-TOPIC</th>
<th>OBJECTIVES</th>
<th>TEACHING/LEARNING ACTIVITIES</th>
<th>LEARNING/TEACHING RESOURCES</th>
<th>REMARKS</th>
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<tbody>
<tr>
<td>WEEK 8</td>
<td>Safety on the way to and from school</td>
<td>How to use the road safely</td>
<td>By the end of the lesson the learners should be able to state some basic rules that should be use by pedestrians.</td>
<td>• State the rules that should be followed by pedestrians</td>
<td>Our Lives Today SST Book 1 pages 51-53</td>
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<tr>
<td></td>
<td>Safety on the way to and from school</td>
<td>Danger of talking to and accompanying strangers</td>
<td>By the end of the lesson the learners should be able to state the dangers of talking to strangers.</td>
<td>• Narrate a story • Observe the pictures in the Pupil’s Book</td>
<td>Our Lives Today SST Book 1 page 54 • Pictures in the Pupil’s Book</td>
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<tr>
<td>WEEK 9</td>
<td>Safety on the way to and from school</td>
<td>Danger of talking to and accompanying strangers</td>
<td>By the end of the lesson the learners should be able to: • identify the dangers of accompanying strangers. • list what to do when confronted by a stranger.</td>
<td>• Identify the dangers of accompanying strangers • List what to do when confronted by a stranger</td>
<td>Our Lives Today SST Book 1 page 55</td>
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<tr>
<td></td>
<td>Important features on the way to school</td>
<td>Features seen along the way</td>
<td>By the end of the lesson the learners should be able to identify important features on the way to school.</td>
<td>• List and identify the important features on the way to school • Observe the picture in the Pupils’ Book</td>
<td>Our Lives Today SST Book 1 page 56 • Picture in the Pupil’s Book</td>
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<tr>
<td>WEEK 10</td>
<td>Important features on the way to school</td>
<td>Importance of the things we see on our way to school</td>
<td>By the end of the lesson the learners should be able to state the importance of the things they see on their way to school to the people living near them.</td>
<td>• State the importance of the things</td>
<td>Our Lives Today SST Book 1 page 57 • Pictures in the Pupil’s Book</td>
</tr>
<tr>
<td></td>
<td>Important features on the way to school</td>
<td>Importance of the things we see on our way to school</td>
<td>By the end of the lesson the learners should be able to list the features identified on the way to and from school.</td>
<td>• List the features identified on the way to and from school</td>
<td>Our Lives Today SST Book 1 page 57</td>
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<tr>
<td>WEEK 12</td>
<td>Exam</td>
<td>Work covered during the term</td>
<td>The learners should be able to answer questions based on the work covered.</td>
<td>• Write the test • Revise the test</td>
<td>Our Lives Today SST Book 1 pages 42-57 • Pupils’ drawings and models</td>
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</tbody>
</table>