Grade 4 Social Studies - Term 1 Lesson Plans

LESSON PLAN 1
SCHOOL: _____
NAME OF TEACHER: _____
DATE: _____
CLASS: GRADE 4
DURATION: 40 MINUTES
TIME: _____
TOTAL NO. OF PUPILS: _____
SUBJECT: Social Studies
TOPIC: 4.1 FAMILY
SUB-TOPIC: 4.1.1 Members of the Family
GENERAL COMPETENCE(S): Analytical Thinking, Citizenship, Collaboration, Emotional Intelligence
LESSON GOAL: By the end of the lesson, learners will be able to identify different family members and understand family relationships.
SPECIFIC COMPETENCES: 4.1.1.1 Demonstrate understanding of relationships in families
RATIONALE: In this lesson, learners will learn about family relationships using discussion, brainstorming, and role-play methods. It is expected that they will use this understanding to appreciate their own family structures and develop stronger family bonds. This is the first lesson in the series of six lessons on the Family topic.
PRIOR KNOWLEDGE: Learners know their own family members and have basic understanding of family structure.
REFERENCES: Social Studies Syllabus Grade 4-6, Pages 3-4
LEARNING ENVIRONMENT

- **Natural environment:** Classroom setting with space for group activities
- **Artificial environment:** Arranged seating for group discussions and role-play area
- **Technological environment:** None required

TEACHING AND LEARNING MATERIALS/RESOURCES:

- Family tree charts
- Picture cards of different family structures
- Chart paper and markers
- Story books about families

EXPECTED STANDARD: Understanding of relationships in families demonstrated accordingly
LESSON PROGRESSION:

STAGES	TEACHER'S ROLE	LEARNERS' ROLE	ASSESSMENT CRITERIA
INTRODUCTION (5 mins)	- Greets learners and asks them to mention people they live with at home - Guides brief sharing session - Introduces the topic: Members of the Family	- Respond to greetings - Share names of family members they live with - Listen attentively to topic introduction	- Participation in sharing - Ability to name family members

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STAGES	TEACHER'S ROLE	LEARNERS' ROLE	ASSESSMENT CRITERIA
LESSON DEVELOPMENT (25 mins)	**Activity 1: Identifying Family Members (10 mins)** - Displays picture cards showing different family members - Explains relationships: father, mother, brothers, sisters, uncles, aunties, cousins - Asks learners to identify family members in pictures - Facilitates discussion on how family members are related	- Observe picture cards carefully - Listen to explanations - Identify and name family members shown - Participate in discussion about relationships	- Correct identification of family members - Understanding of relationships demonstrated
	Activity 2: Types of Families (8 mins) - Presents different family types using charts: nuclear, extended, single-parent, child-headed, guardian-headed - Explains characteristics of each family type - Asks learners to identify which type their family belongs to	- Listen attentively to explanations - Study family type charts - Think about their own family structure - Share family type (if comfortable)	- Recognition of different family types - Ability to categorize family structures
	Activity 3: Role-Play (7 mins) - Divides class into small groups - Assigns each group to role-play a family scenario showing love, kindness, and support - Observes and guides groups - Facilitates brief presentations	- Form groups as directed - Plan and perform role-play showing positive family interactions - Present to class - Observe other groups' presentations	- Quality of role-play performance - Demonstration of positive family relationships
EXERCISE/ ASSESSMENT (7 mins)	- Asks oral questions: 1. Name three members of your family 2. What type of family do you have? 3. How can you show love to your family	- Answer oral questions individually - Listen to peers' responses - Receive feedback positively	- Accuracy of responses - Understanding of family relationships - Expression of ways to

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STAGES	TEACHER'S ROLE	LEARNERS' ROLE	ASSESSMENT CRITERIA
	members? - Provides feedback on responses		strengthen family bonds
HOMEWORK (1 min)	- Instructs learners to draw their family tree showing at least 5 family members and label their relationships	- Write down homework instructions - Ask clarifying questions if needed	- Understanding of assignment
CONCLUSION (2 mins)	- Summarizes key points: family members, types of families, importance of love and support - Appreciates learners' participation - Previews next lesson on family values and roles	- Listen to summary - Ask final questions if any - Prepare for next lesson	- Attention during summary

LESSON EVALUATION:

Challenges: .....
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Teacher's response: .....
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LESSON PLAN 2
SCHOOL: _____
NAME OF TEACHER: _____
DATE: _____
CLASS: GRADE 4
DURATION: 40 MINUTES
TIME: _____
TOTAL NO. OF PUPILS: _____
SUBJECT: Social Studies
TOPIC: 4.1 FAMILY
SUB-TOPIC: 4.1.1 Members of the Family
GENERAL COMPETENCE(S): Analytical Thinking, Citizenship, Collaboration, Emotional Intelligence
LESSON GOAL: By the end of the lesson, learners will be able to express sympathy and empathy towards others in family situations.
SPECIFIC COMPETENCES: 4.1.1.2 Express sympathy and empathy to others
RATIONALE: In this lesson, learners will learn about sympathy and empathy using storytelling, case studies, and dramatization methods. It is expected that they will use these skills to develop better relationships with family members and show compassion in their daily interactions. This is the second lesson in the series of six lessons on the Family topic.
PRIOR KNOWLEDGE: Learners understand family relationships and have experienced emotions in family contexts.
REFERENCES: Social Studies Syllabus Grade 4-6, Pages 3-4
LEARNING ENVIRONMENT

- **Natural environment:** Classroom with space for dramatization activities
- **Artificial environment:** Comfortable seating arrangement for storytelling and group discussions
- **Technological environment:** None required

TEACHING AND LEARNING MATERIALS/RESOURCES:

- Story books about families facing challenges
- Role-play scenario cards
- Chart paper and markers
- Case study materials

EXPECTED STANDARD: Sympathy and empathy to others expressed correctly
LESSON PROGRESSION:

STAGES	TEACHER'S ROLE	LEARNERS' ROLE	ASSESSMENT CRITERIA
INTRODUCTION (5 mins)	- Reviews previous lesson on family members - Asks: "How do you feel when a family member is sad or hurt?" - Introduces concepts of sympathy and empathy - Explains difference between sympathy and empathy	- Recall family members learned - Share feelings and experiences - Listen to definitions - Ask questions for clarification	- Participation in discussion - Initial understanding of emotions
LESSON DEVELOPMENT	**Activity 1: Storytelling (8 mins)**	- Listen attentively to	- Active listening - Ability to

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STAGES	TEACHER'S ROLE	LEARNERS' ROLE	ASSESSMENT CRITERIA
(27 mins)	- Reads a story about a child whose family member is sick - Pauses at key points to ask how characters might feel - Discusses appropriate responses showing empathy - Highlights empathetic behaviors in the story	story - Respond to questions about characters' feelings - Suggest empathetic responses - Identify empathetic behaviors	recognize emotions - Suggesting appropriate empathetic responses
	Activity 2: Case Studies (10 mins) - Divides class into groups - Gives each group a case study card (e.g., sibling lost a toy, parent tired from work, grandparent feeling lonely) - Asks groups to discuss how they would show sympathy and empathy - Facilitates group presentations	- Form groups - Read and discuss case study - Brainstorm empathetic responses - Present group's ideas - Listen to other groups	- Quality of group discussion - Appropriateness of suggested responses - Peer assessment of empathy expression
	Activity 3: Role-Play and Dramatization (9 mins) - Selects volunteers for role-play scenarios - Provides scenario: consoling a crying sibling, helping an tired parent, etc. - Guides dramatization - Leads class discussion on what was done well	- Volunteer for role-play - Act out scenarios showing empathy - Observe peers' dramatizations - Provide constructive feedback - Discuss empathetic actions observed	- Demonstration of empathy in role-play - Use of appropriate words and actions - Peer assessment rubric completed
EXERCISE/ ASSESSMENT (6 mins)	- Presents scenarios orally and asks learners to write or say empathetic responses: 1. Your brother failed a test 2. Your mother is feeling unwell 3. Your sister's friend moved away	- Think about each scenario - Write or verbally express empathetic responses - Share responses with class	- Appropriateness of responses - Use of empathetic language - Understanding of sympathy vs empathy

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STAGES	TEACHER'S ROLE	LEARNERS' ROLE	ASSESSMENT CRITERIA
	- Evaluates responses		
HOMEWORK (1 min)	- Instructs learners to observe and write about one situation at home where they showed empathy to a family member	- Note down homework - Ask for clarification if needed	- Understanding of assignment
CONCLUSION (1 min)	- Summarizes: sympathy means feeling sorry for someone, empathy means understanding and sharing their feelings - Encourages practicing empathy daily - Previews next lesson on family values	- Listen to summary - Reflect on lesson learned - Prepare for next lesson	- Attention and reflection

LESSON EVALUATION:

Challenges: .....
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Teacher's response: .....
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LESSON PLAN 3
SCHOOL: _____
NAME OF TEACHER: _____
DATE: _____
CLASS: GRADE 4
DURATION: 40 MINUTES
TIME: _____
TOTAL NO. OF PUPILS: _____
SUBJECT: Social Studies
TOPIC: 4.1 FAMILY
SUB-TOPIC: 4.1.2 Roles of Family Members
GENERAL COMPETENCE(S): Collaboration, Emotional Intelligence, Citizenship
LESSON GOAL: By the end of the lesson, learners will understand and appreciate family values and demonstrate their understanding through practice.
SPECIFIC COMPETENCES: 4.1.1.3 Show understanding of family values
RATIONALE: In this lesson, learners will learn about family values using demonstration, group discussions, and value clarification exercises. It is expected that they will use these values to guide their behavior and strengthen family relationships. This is the third lesson in the series of six lessons on the Family topic.
PRIOR KNOWLEDGE: Learners understand family relationships and have experienced family interactions involving values.
REFERENCES: Social Studies Syllabus Grade 4-6, Pages 3-4
LEARNING ENVIRONMENT

- **Natural environment:** Classroom conducive for group discussions
- **Artificial environment:** Display area for family values posters
- **Technological environment:** None required

TEACHING AND LEARNING MATERIALS/RESOURCES:

- Family values poster
- Chart paper and markers
- Role cards for different scenarios
- Value clarification worksheets

EXPECTED STANDARD: Understanding of family values shown accordingly
LESSON PROGRESSION:

STAGES	TEACHER'S ROLE	LEARNERS' ROLE	ASSESSMENT CRITERIA
INTRODUCTION (5 mins)	- Reviews previous lesson on empathy - Asks: "What makes a family strong and happy?" - Lists responses on board - Introduces topic: Family Values	- Recall previous lesson - Share ideas about strong families - Listen to peers' ideas - Pay attention to topic introduction	- Participation in brainstorming - Prior understanding of values
LESSON DEVELOPMENT (27 mins)	**Activity 1: Identifying Family Values (10 mins)** - Displays family values	- Listen to explanations attentively - Observe poster	- Identification of family values - Ability to provide relevant

STAGES	TEACHER'S ROLE	LEARNERS' ROLE	ASSESSMENT CRITERIA
	poster - Explains each value with examples: • Respect: listening to elders, using polite words • Honesty: telling the truth • Responsibility: completing tasks • Loyalty: supporting family • Hard work: doing chores willingly • Fairness: sharing equally • Selflessness: putting others first - Asks learners to give their own examples	- Think of personal examples - Share examples of each value - Ask questions for clarity	examples - Understanding demonstrated through examples
	Activity 2: Group Discussion (8 mins) - Divides class into groups - Assigns each group 2-3 family values - Asks groups to discuss why these values are important and how to practice them - Facilitates group presentations	- Form groups as directed - Discuss assigned values - Identify importance and practical ways to demonstrate values - Present findings - Listen to other groups	- Quality of group discussions - Depth of understanding - Practical applications identified - Observation checklist for value practice
	Activity 3: Value Clarification Exercise (9 mins) - Presents scenarios where values are tested (e.g., found money, friend wants to copy homework, parent asks for help when playing) - Asks learners to identify which value applies - Discusses the right course of action	- Listen to scenarios - Think critically about situations - Identify relevant values - Suggest appropriate actions - Practice making value-based decisions	- Correct identification of values in scenarios - Sound reasoning for decisions - Observation of value practice

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STAGES	TEACHER'S ROLE	LEARNERS' ROLE	ASSESSMENT CRITERIA
	- Models appropriate responses		
EXERCISE/ ASSESSMENT (6 mins)	- Distributes scenario cards - Asks learners to write which value is shown and whether the action is right or wrong: 1. Kunda shares her lunch with her sister 2. Mwila lies about breaking a plate 3. Chanda completes household chores without being reminded - Reviews answers	- Read scenarios carefully - Identify values demonstrated - Determine if action is appropriate - Write answers - Participate in review	- Correct identification of values - Sound judgment of actions - Written assessment accuracy
HOMEWORK (1 min)	- Instructs learners to practice one family value at home and write a short paragraph about their experience	- Write down homework - Ask questions if unclear	- Understanding of assignment
CONCLUSION (1 min)	- Summarizes key family values - Emphasizes importance of practicing values daily - Previews next lesson on roles of family members	- Listen to summary - Reflect on values to practice - Note next lesson topic	- Attention during summary

LESSON EVALUATION:

Challenges: .....
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Teacher's response: .....
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