Grade 11 History and Citizenship

Term 2 - 52 complete lesson plans

Ready to teach, in the KICD lesson-plan format | 40-minute lessons | PDF and editable Word

ABOUT THIS PACK

52 complete, ready-to-teach Grade 11 History and Citizenship lesson plans for Term 2, covering national security, human developments in Africa, civilisations in South and central Africa, colonial administration in Africa, political developments in independent Africa, internal conflicts in Africa and french revolutions.

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INSIDE EVERY LESSON PLAN

- The specific learning outcomes, key inquiry question, core competencies, values and PCIs, and the resources needed.
- A timed lesson flow: what the teacher does and what the learners do, from introduction to summary.
- The key content (a worked example, notes or a practical with its expected results), then four practice questions with the answers for the teacher.
- The common mistake to watch for, and ideas for learners who need support and for those ready for more.
- A four-level CBC assessment rubric (EE, ME, AE, BE), homework, and a blank reflection space to fill in after teaching.

You also receive this pack as an editable Word file, so you can change any lesson to suit your class before you print it. Lessons follow the order of the KICD curriculum design.

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National security and the National Police Service

Strand 1.0 Themes in Kenyan History and Citizenship > Sub-strand 1.7 National Security | Lesson 1 of 7 | 40 minutes

SCHOOL	TEACHER	DATE
CLASS / STREAM	TIME	ROLL (B / G)

SPECIFIC LEARNING OUTCOME(S)

By the end of the lesson, the learner should be able to: a) explain the meaning of national security; b) analyse the types, functions and structure of the National Police Service

KEY INQUIRY QUESTION(S)

- How can we promote security in society?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Citizenship**	Learners take turns, listen to others and link the work to life in their community.
COMPETENCY	**Learning to learn**	Learners say what they found easy or hard and decide their next step.
VALUE	**Respect**	Learners listen while others explain and accept correction politely.
VALUE	**Peace**	Learners settle differences calmly during group work.
PCI	**Equity and non-discrimination**	Developed through the activities in this lesson.

LEARNING RESOURCES

Extracts of the Constitution (Articles 238-245) | Charts and posters | News reports on security (age-appropriate)

ORGANISATION OF LEARNING

Whole class brainstorming; whole class for the traffic police officer or resource person; groups of four for charts and campaigns; individual or group songs and poems.

KEY WORDS

national security | National Police Service | Kenya Police Service | Administration Police Service | Directorate of Criminal Investigations | Inspector-General | IPOA | community policing | Nyumba Kumi | terrorism

THE LESSON AT A GLANCE

Introduction	Teacher models	Guided practice	On their own	Wrap-up
6 min	9 min	10 min	9 min	6 min

Inside this plan: the step-by-step lesson flow with what the teacher and learners do, the key content, practice questions with answers, a common mistake to watch for, an assessment rubric on the four CBC levels, support and extension ideas, homework and a reflection page.

LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	6	Greet the class and ask: "Brainstorm: which security officers do you see in your area, and what do they do?" Take two or three answers, link them to earlier work, then state today's outcome.	Answer the starter question, recall what they already know and read the outcome aloud.
Step 1: Teacher models	9	Take learners through "National security" (key ideas on the next page), explaining as you go. Use extracts of the Constitution (Articles 238-245), charts and posters, news reports on security (age-appropriate). Ask learners to predict what comes next before you show it.	Watch, predict the next step, ask questions and note the key steps in their exercise books.
Step 2: Guided practice	10	Give questions 1 and 2. Move round the groups, ask "How do you know?" and correct errors kindly on the spot.	Work in pairs or small groups, explain each step to a partner and check one another's answers.
Step 3: Independent practice	9	Set questions 3 and 4 for individual work. Mark as you walk round and note who needs help in the next lesson.	Work on their own, then swap books with a partner to check.
Summary and conclusion	6	Ask two or three learners to state the key idea in their own words. Give this exit question and check the answers: "Give three functions of the police."	Say the key idea in their own words and answer the exit question in the exercise book.

KEY IDEAS

National security

National security is the protection of a country's people, territory, sovereignty, resources and way of life against internal and external threats (Article 238). The national security organs are the Kenya Defence Forces, the National Intelligence Service and the National Police Service.

The National Police Service (Article 243) is headed by the Inspector-General and has:

Kenya Police Service (KPS): general policing, crime prevention, traffic control (traffic police), and specialised units; led by a Deputy Inspector-General.

Administration Police Service (APS): border security, protection of government property and VIPs, support to national government administration, rapid deployment; led by a Deputy Inspector-General.

Directorate of Criminal Investigations (DCI): investigating serious crimes, gathering criminal intelligence, forensic services; led by a Director.

Functions of the police: maintaining law and order, protecting life and property, preventing and investigating crime, arresting offenders, controlling traffic, assisting in disasters.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Name the three national security organs.	**Kenya Defence Forces, National Intelligence Service and National Police Service.**
2	Who heads the National Police Service?	**The Inspector-General.**
3	Name the three units of the National Police Service.	**Kenya Police Service, Administration Police Service, Directorate of Criminal Investigations.**
4	Give three functions of the police.	**For example: maintaining law and order, preventing and investigating crime, traffic control.**

WATCH OUT FOR

Learners think the Kenya Defence Forces handle ordinary crime. Policing is the role of the National Police Service.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

Level	What the learner can do
Exceeds expectations (EE)	Can explain the meaning of national security confidently and accurately, explain the method used, and apply the idea to new or unfamiliar problems.
Meets expectations (ME)	Can explain the meaning of national security accurately in familiar situations; notices and corrects slips without help.
Approaches expectations (AE)	Can partly explain the meaning of national security, or does so with prompts from the teacher or a partner; makes some errors.
Below expectations (BE)	Cannot yet explain the meaning of national security without direct help; needs the idea taught again with concrete objects.

SUPPORT AND EXTENSION

Learners who need support	Give a structure chart to complete.
Learners ready for more	Why should the police be independent of political control in their operations? (Answer: So they enforce the law fairly for everyone and are not used against opponents)
Inclusion	Seat learners with low vision near the board and read aloud whatever you write; use large, clear, tactile materials; allow extra time; pair with a patient partner; use gestures or Kenyan Sign Language for the key words.

HOMEWORK AND FOLLOW-UP

Redo questions 3 and 4 neatly in the exercise book. Then tell someone at home what you learned about "national security and the National Police Service" and bring one question of your own to ask next lesson.

TEACHER SELF-CHECK

- Did every learner get a turn to handle materials or explain their thinking?
- Did most learners meet the outcome? Write down the names of those who did not.
- Was the pace right — did any step take too long or too short a time?
- Which competency and value did I see learners showing?
- What will I change the next time I teach this lesson?

REFLECTION ON THE LESSON / SELF-REMARKS

Write this after teaching - what worked, what to change, which learners need follow-up.

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Importance of national security for stability and development

Strand 1.0 Themes in Kenyan History and Citizenship > Sub-strand 1.7 National Security | Lesson 2 of 7 | 40 minutes

SCHOOL	TEACHER	DATE
CLASS / STREAM	TIME	ROLL (B / G)

SPECIFIC LEARNING OUTCOME(S)

By the end of the lesson, the learner should be able to: a) discuss the importance of national security; b) link security to development

KEY INQUIRY QUESTION(S)

- How can we promote security in society?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Citizenship**	Learners take turns, listen to others and link the work to life in their community.
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