

P.6 SOCIAL STUDIES SCHEME TERM 1

Week	1
P/D	3
Topic	The East African Community
Sub Topic	Historical background of East African Community
Lang. Competences	<p>The learner;</p> <p>Reads, spells and pronounces the given theme words correctly:-</p> <ul style="list-style-type: none"> - Market - Common - Community e.t.c.
Subject Competences	<p>The learner;</p> <ul style="list-style-type: none"> - Tells what a Common Market, co-operation - Gives examples of Common Markets where East African Countries are members. - Describes the geographical location of East Africa.
Content	<ul style="list-style-type: none"> - Definition of a Common Market. - Examples of Common Markets in East Africa. - Geographical map of East Africa showing members of East African Community - Neighbouring countries of East Africa. - Islands that lie off the East African Coast.
Methods /Techniques	<ul style="list-style-type: none"> - Discussion - Guided discovery - Brain storming
Learning activities	<ul style="list-style-type: none"> - Describing the location of East Africa - Naming countries that make up East African Community
Life skills and values	<ul style="list-style-type: none"> - Co-operation - Decision making
Reference	<ul style="list-style-type: none"> - Primary six Social studies syllabus page 298 - New Fountain Pupils' book 6 pages 1 – 5 - MK. Pupils' book 6 pages 1 - 5
Week	The learner spells, reads, writes words and sentences related to EAC.
P/D	4 and 5
Topic	The East African Community

Sub Topic	Describing East Africa using Longitudes and Latitudes
Lang. Competences	
Subject Competences	<p>The learner;</p> <ul style="list-style-type: none"> - Names the major imaginary lines, - Gives the lines of latitude - Describes the location of East Africa using latitudes and longitudes.
Content	<ul style="list-style-type: none"> - Defining latitudes and longitudes - Stating the major lines of latitudes and longitudes - Describing East Africa using latitudes and longitudes - Countries crossed by the Equator - Countries in Southern and Northern Hemisphere - The Greenwich Meridian and International Date line - Countries crossed by Greenwich - Uses of longitudes and latitudes
Methods /Techniques	<ul style="list-style-type: none"> - Guided discussion - Guided discovery
Learning activities	<ul style="list-style-type: none"> - Locating East Africa using Longitudes and latitudes - Discussing the uses of longitudes and latitudes
Life skills and values	<ul style="list-style-type: none"> - Empathy - Friendship formation
Reference	<ul style="list-style-type: none"> - Cornerstone P.6 Lesson notes term 1 page 1 – 5 - New Fountain Pupils book 6 pages 3 – 7 - Mk. Pupils book 6 pages 1 – 5
Week	2
P/D	1
Topic	East African Community
Sub Topic	Telling time using longitudes (GMT)
Lang. Competences	The learner spells, pronounces, reads words and sentences related to telling time.
Subject Competences	<p>The learner;</p> <ul style="list-style-type: none"> - Tells time in East Africa using G.M.T - Calculates time using given longitudes - Converts time in East Africa to G.M.T time
Content	<ul style="list-style-type: none"> - Examples – It is 5:00pm GMT. What time will it be in East Africa which is 45° East Greenwich? <p>Working</p>

	$15^{\circ} \quad \underline{\quad} \quad 1\text{hr}$ $45^{\circ} \quad \underline{\quad} \quad \frac{45}{15}$ <p>= 3hrs</p> <p>Movement towards the East we gain time \therefore We add 3hrs to 5:00p.m 5 : 00pm + <u>3 : 00hrs</u> 8 : 00 \therefore It will be 8:00p.m in East Africa</p>
Methods /Techniques	<ul style="list-style-type: none"> - Guided discussion - Guided discovery
Learning activities	<ul style="list-style-type: none"> - Calculating time in GMT
Life skills and values	<ul style="list-style-type: none"> - Critical thinking - Problem solving
Reference	<ul style="list-style-type: none"> - MK SST book 6 page 1 – 2
Week	2
P/D	2 and 3
Topic	The East African Community
Sub Topic	Formation of East African Community
Lang. Competences	The learner; Gives the meaning of the following terms Transfer to subject competence on the next page.
Subject Competences	The learner; <ul style="list-style-type: none"> - Describes the historical background to the formation of East African Community before independence.
Content	<ul style="list-style-type: none"> - The idea of East African Federation - Formation of East African High Commission - The opposition of formation of East African Federation. - The Namirembe Agreement - Departments of East African High Commission <p>Lesson II</p> <ul style="list-style-type: none"> - Formation of EAC (former) - Founder members / personalities

	<ul style="list-style-type: none"> - Headquarters - Current secretary General (duties) - Objectives of former East Africa Community (1967) - Found member countries
Methods /Techniques	<ul style="list-style-type: none"> - Discussion - Brain storming - Story telling
Learning activities	<ul style="list-style-type: none"> - Discussing the process of formation of East African Community - Wall maps
Life skills and values	<ul style="list-style-type: none"> - Decision making - Friendship formation
Reference	- New Fountain SST book 6 page 1 – 6
Week	2
P/D	4 and 5
Topic	The East African Community
Sub Topic	Achievements, services and collapse of East African Community
Lang. Competences	The learner spells, reads, pronounces words and constructs sentences.
Subject Competences	<p>The learner;</p> <ul style="list-style-type: none"> - Gives the services offered by former East African Community and their headquarters. - Describes the achievements of former East African Community - States that factors that led to collapse - Discusses the effects of the collapse of East African Community
Content	<ul style="list-style-type: none"> - Towns and services offered by former East African Community - Achievements of former East African Community - Problems faced by former East African Community <p>Lesson II</p> <ul style="list-style-type: none"> - The collapse of East African Community. - Effects of the collapse of East African Community - Examples of departments which survived the collapse of East African Community.
Methods /Techniques	<ul style="list-style-type: none"> - Guided discovery - Question and answer - Technique
Learning activities	- Discussing the achievements and collapse of former East African Community

Life skills and values	<ul style="list-style-type: none"> - Conflict resolution - Problem solving - Decision making
Reference	- New Fountain SST book 6 page 5 – 6
Week	3
P/D	1 and 2
Topic	The East African Community
Sub Topic	The Revived East African Community
Lang. Competences	The learner; reads, spells, pronounces and writes new words and sentences
Subject Competences	<p>The learner;</p> <ul style="list-style-type: none"> - States the reasons for revival of East African Community - Names the personalities that revived the East African Community - Gives the new member states of East African Community - Discusses the benefits of East African Community(common markets) to member states. - Brain storms on the challenges faced by the revived East African Community - Suggests solutions to the problems faced by East African Community
Content	<ul style="list-style-type: none"> - Reasons for revival of East African Community - Heading personalities and the revival of East African Community - Member countries of the revived East African Community - Benefits of Common markets to member countries (East African Community) <p>Lesson II</p> <ul style="list-style-type: none"> - Challenges faced by revived of East African Community - Solutions to the problems - Future prospects of East African Community
Methods /Techniques	- Guided discovery, discussion, brain storming
Learning activities	- Discussing reasons for the revival of E. A.C.
Life skills and values	- Problem solving, Appreciation
Reference	- MK SST book 6 page 11
Week	3
P/D	3
Topic	The East African Community
Sub Topic	Organs of East African Community
Lang. Competences	The learner;

	Pronounces, reads and spells words correctly e.g. <ul style="list-style-type: none"> - Assembly - Organs - Symbols - Justice e.t.c.
Subject Competences	The learner; <ul style="list-style-type: none"> - Mentions the organs that makes up the East African Community - Describes the duties of each organ - Gives the current secretary general of East African Community - States the current speaker of E.A.L.A - Names the representatives of E.A.L.A from Uganda
Content	<p>Organs</p> <ul style="list-style-type: none"> - The summit of heads of State. - The councils of ministers - The secretariat - The East African Legislative Assembly - The East African Court of Justice <p>Symbols of East African Community</p> <ul style="list-style-type: none"> - East African Community flag - East African Community Anthem- East African Community Constitution - Current EALA speaker - Current secretary general of East African Community
Methods /Techniques	<ul style="list-style-type: none"> - Guided discovery - Brain storming
Learning activities	<ul style="list-style-type: none"> - Brain storming on the functions of organs of East African Community
Life skills and values	<ul style="list-style-type: none"> - Critical thinking - Effective communication
Reference	<ul style="list-style-type: none"> - New Fountain SST book 6 page 24 - 25
Week	3
P/D	4 and 5
Topic	The East African Community
Sub Topic	National symbols of East African Countries
Lang. Competences	The learner spells, pronounces, reads words and constructs sentences.
Subject Competences	The learner;

	<ul style="list-style-type: none"> - Tells what national symbols are - Identifies national symbols of members of East African Community - Describes the features of symbols of East African Community members - States the importance of national symbols
Content	<ul style="list-style-type: none"> - National symbols of Uganda. - National symbols of Kenya. - National symbols of Tanzania - Importance of National symbols <p style="text-align: center;">Lesson II</p> <ul style="list-style-type: none"> - National symbols of Rwanda - National symbols of Burundi
Methods /Techniques	<ul style="list-style-type: none"> - Brain storming, Discussion, Guided discovery
Learning activities	<ul style="list-style-type: none"> - Stating the symbols of E.A.C
Life skills and values	<ul style="list-style-type: none"> - Appreciation , decision making
Reference	<ul style="list-style-type: none"> - New fountain SST book 6 pages 24 - 25
Week	4
P/D	1 and 2
Topic	The East African Community
Sub Topic	The people of East Africa
Lang. Competences	<p>The learner;</p> <p>Pronounces, spells, reads and writes words correctly e.g.</p> <ul style="list-style-type: none"> - Anthropology - Archaeology - Legends - Excavation
Subject Competences	<p>The learner;</p> <ul style="list-style-type: none"> - Defines the terms History. Anthropology. Archaeology, legends e.t.c. - States the sources of history - Gives the advantages and disadvantages of oral traditions (history) - Describes the sources of information for written history and Archaeological findings
Content	<ul style="list-style-type: none"> - Anthropology

	<ul style="list-style-type: none"> - Sources of history, oral traditions, written history, oral traditions, written history, Archaeological findings - Advantages and disadvantages of sources of history <p>Lesson II</p> <ul style="list-style-type: none"> - Excavation - Stratigraphy - Archaeology and Archaeologists
Methods /Techniques	- Guided discovery, discussion e.t.c
Learning activities	- Defining history, legends, Archaeology
Life skills and values	- Critical thinking, appreciation
Reference	<ul style="list-style-type: none"> - New fountain SST book 6 pages 28 – 29 - MK SST book 6 pages 64 – 65
Week	4
P/D	3 and 4
Topic	The East African Community
Sub Topic	Stone Age period and Stone Age sites
Lang. Competences	The learner spells, reads words and sentences
Subject Competences	<p>The learner;</p> <ul style="list-style-type: none"> - Defines terms likes – Stone Age, Stone Age sites, Fossils e.t.c. - Gives examples of stone Age Sites in East Africa - Locates Stone Age sites on the map of E. Africa. - States the importance of Stone Age sites - Describes the stages of stone Age period.
Content	<ul style="list-style-type: none"> - Definition of terms, Stone Age, Stone Age site, Fossils e.t.c. - Stone Age sites in Uganda, Kenya and Tanzania - Importance of Stone Age period <p>Lesson II</p> <ul style="list-style-type: none"> - Stone age periods <ul style="list-style-type: none"> • Old stone Age (early stone age period) • Middle Stone Age (Metholithic period) • New Stone Age (Neolithic period) • Iron Age - Characteristics of each Stone Age period
Methods /Techniques	- Brain storming, guided discussion
Learning activities	- Stating the importance of stone age system

Life skills and values	- Critical thinking, decision making
Reference	- MK SST book 6 pages 66 – 69 - New fountain SST pages 30 - 31
Week	4
P/D	5
Topic	The East African Community
Sub Topic	Major Ethnic Groups in East Africa
Lang. Competences	The learner spells, reads words and sentences correctly.
Subject Competences	The learner; <ul style="list-style-type: none"> - Defines the term ethnic group - Names the major ethnic groups that come to E. Africa - Describes the origin, migration and settlement of the Bantu. - Gives examples of Bantu tribes in East Africa
Content	<ul style="list-style-type: none"> - Definition of Ethnic group - Major Ethnic groups i.e Bantu, Nilotes, cushites - Origin of the Bantu - Migration and settlement of the Bantu - Bantu tribes in Uganda, Kenya, Tanzania - Occupation of the Bantu - Interlacustrine region.
Methods /Techniques	- Brain storming, Question and answer
Learning activities	- Giving examples of Bantu tribes
Life skills and values	- Critical thinking, appreciation, care
Reference	- MK SST book 6 page 73 , - New Fountain SST book 6 page 35.
Week	5
P/D	1
Topic	The East African Community
Sub Topic	Causes and Effects of Bantu migration
Lang. Competences	The learner; Uses the given words correctly to construct sentences e.g. Kingdom, migration, monarchy e.t.c.
Subject Competences	The learner; <ul style="list-style-type: none"> - States the causes of Bantu migration - Brain storms on the positive and negative effects of Bantu migration

	<ul style="list-style-type: none"> - Gives examples of cash crops introduced by the Bantu
Content	<ul style="list-style-type: none"> - Causes of Bantu migration - Positive effects of Bantu migration - Negative effects of Bantu migration - Cash crops introduced by the Bantu - Examples of Bantu kingdoms
Methods /Techniques	<ul style="list-style-type: none"> - Guided discovery, Discussion
Learning activities	<ul style="list-style-type: none"> - Stating the causes of Bantu migration
Life skills and values	<ul style="list-style-type: none"> - Care, appreciation, decision making
Reference	<ul style="list-style-type: none"> - New SST book 6 pages 36 – 37 - MK SST book 6 pages 74 - 75
Week	5
P/D	2 and 3
Topic	The East African Community
Sub Topic	The Nilotes
Lang. Competences	The learner spells, reads, pronounces words
Subject Competences	<p>The learner;</p> <ul style="list-style-type: none"> - Mentions the groups of Nilotes in E. Africa. - Describes the origin of Nilotes - States the major reasons for the migration and settlement of Nilotes - States their main occupation
Content	<ul style="list-style-type: none"> - Origin of Nilotes - Groups of Nilotes <ul style="list-style-type: none"> • River lake Nilotes • High land Nilotes • Plain Nilotes - Reasons for migration of Nilotes <p>Lesson II</p> <ul style="list-style-type: none"> - The River Lake Nilotes - Examples - Migration and settlement - Groups of Jalu tribes in Kenya - Reasons for their migration - Effects of migration of River Lake Nilotes - Their occupation

Methods /Techniques	- Guided discussion , Brain storming
Learning activities	- Mentioning the groups of Nilotes
Life skills and values	- Sympathy, decision making
Reference	- MK SST book 6 pages 76 – 77
Week	5
P/D	4 and 5
Topic	The East African Community
Sub Topic	The Plain Nilotes and High land Nilotes
Lang. Competences	The learner spells, reads, writes words and sentences
Subject Competences	<p>The learner;</p> <ul style="list-style-type: none"> - States the origin of the plain Nilotes - Describes the migration and settlement of Plain Nilotes and High land Nilotes. - Gives examples of tribes in East Africa that belong to the plain and High land Nilotes - Brain storms on the effects of their migration - States reasons for their migration
Content	<ul style="list-style-type: none"> - Origin of Plain Nilotes - Migration and settlement of plain Nilotes - Examples of plain Nilotes - Causes and effects of their migration <p>Lesson II</p> <ul style="list-style-type: none"> - Origin of Highland Nilotes - Migration and settlement - Examples, causes and effects of their migration - The occupation
Methods /Techniques	- Question and answer, Demonstration
Learning activities	- States the causes of the Nilotes migration
Life skills and values	- Critical thinking, appreciation
Reference	- MK SST book 6 page 77

Week 6 - Examination week (No teaching)

Week	7
P/D	1
Topic	The East African Community
Sub Topic	The Cushites / Hamites

Lang. Competences	The learner spells, reads, pronounces words and sentences
Subject Competences	<p>The learner</p> <ul style="list-style-type: none"> - States the origin of the cushites - Describes the migration and settlement of the cushites - Gives examples of cushites in E. Africa - States the causes and effects of the migration of cushites - Brain storms on the problems faced by pastoral tribes
Content	<ul style="list-style-type: none"> - Origin of the cushites - Migration and settlement - Examples - Causes and effects of their migration - Problems facing pastoral tribes in East Africa
Methods /Techniques	- Demonstration, discovery
Learning activities	- Stating the causes and effects of their migration
Life skills and values	- Appreciation, critical thinking
Reference	- MK SST book 6 page 80
Week	7
P/D	2 and 3
Topic	The East African Community
Sub Topic	Political Organization of Ethnic groups
Lang. Competences	The learner reads, spells, pronounces and writes words related to EAC.
Subject Competences	<p>The learner;</p> <ul style="list-style-type: none"> - Describes how major ethnic groups were politically organized. - Mentions examples of tribes that formed kingdoms and names the kingdoms - Explains why some tribes were able to form kingdoms while others did not. - Gives characteristics of kingdoms - Locates kingdoms on the map of East Africa.
Content	<p>Political organization of the Bantu</p> <ul style="list-style-type: none"> - Formation of kingdoms - Interlacustrine kingdoms (examples) - Reasons why some were able and others did not <p>Lesson II</p> <ul style="list-style-type: none"> - Characteristics of kingdoms - Importance of kingdoms - Disadvantages of kingdoms

	- Location of kingdoms on the map of East Africa
Methods /Techniques	- Guided discovery, Discussion
Learning activities	- Giving the characteristics of kingdoms
Life skills and values	- Decision making, appreciation
Reference	- MK SST book 6 page 81
Week	7
P/D	4 and 5
Topic	The East African Community
Sub Topic	The Ancient kingdoms in East Africa
Lang. Competences	The learner spells, pronounces, reads and writes words and sentences
Subject Competences	<p>The learner;</p> <ul style="list-style-type: none"> - Describes the political, social and economic organization of the BunyoriKitara kingdom - Names the founders and rulers of BunyoroKitara kingdom - Discusses the rise, growth and down fall of BunyoroKitara kingdom.
Content	<ul style="list-style-type: none"> - Founders of BunyoroKitara kingdom - The Batembuzi / Tembuz dynasty - The Bachwezi - Rulers of the Bachwezi <p>Lesson II</p> <ul style="list-style-type: none"> - Political organization of the chwez - Social, Political and economic organization of the Bachwezi - The growth and collapse of Chwezi dynasty
Methods /Techniques	- Demonstration, role play, question and answer
Learning activities	- Describing the political and social organization of Bunyoro –Kitara kingdom
Life skills and values	- Decision making, appreciation
Reference	- MK SST book 6 page 84

Week	8
P/D	1 and 2
Topic	The East African Community
Sub Topic	Buganda, Wanga and Karagwe kingdom
Lang. Competences	The learner; Spells, reads and writes words and sentences
Subject Competences	The learner;

	<ul style="list-style-type: none"> - States the factors that led to the rise and growth of Buganda, Wnagas and Karagwe kingdom. - Mentions the rulers of these kingdoms - Describes the political, social and economic organization of people of these kingdom
Content	<ul style="list-style-type: none"> - Location of these kingdoms - Kings of Buganda, Wanga and Karagwe kingdom - Factors for the rise and growth of Buganda kingdom <p>Lesson II</p> <ul style="list-style-type: none"> - The Wanga and Karagwe kingdom - Founders of Wanga and Karagwe kingdom - The people of Wanga and Karagwe kingdom - The political, Social and economic organization of Wanga kingdom
Methods /Techniques	<ul style="list-style-type: none"> - Guided discovery, discussion
Learning activities	<ul style="list-style-type: none"> - Stating the factors that led to the rise of B.K
Life skills and values	<ul style="list-style-type: none"> - Critical thinking, Care, appreciation
Reference	<ul style="list-style-type: none"> - Mk SST book 6 page 85
Week	8
P/D	3
Topic	The East African Community
Sub Topic	Societies Organised in Chiefdoms
Lang. Competences	The learner spells, pronounces, reads words and sentences correctly.
Subject Competences	<p>The learner;</p> <ul style="list-style-type: none"> - States the societies that were organized in chiefdoms e.g. Nyamwezi - Describes the factors for the rise and growth of these societies - Mentions the rulers of Nyamwezi empire - Gives the characteristics of chiefdoms
Content	<ul style="list-style-type: none"> - The chiefdoms in East Africa e.g. Nyamwezi, Kituga, Busoga, Acholi, Itesoe.t.c. (The titles to the rulers) - Reasons for the rise of Mirambo empire - Rulers of Nyamwezi e.g. NyunguYamawe - Characteristics of chiefdoms - The special army of chief Mirambo (Ruga-Ruga)
Methods /Techniques	<ul style="list-style-type: none"> - Question and answer, Brain storming
Learning activities	<ul style="list-style-type: none"> - Stating the reasons for the rise of Mirambo empire

Life skills and values	- Appreciation, decision making
Reference	- MK SST book 6 page 90
Week	8
P/D	4
Topic	The East African Community
Sub Topic	The Long Distance Trade
Lang. Competences	The learner spells, reads and writes words and sentences
Subject Competences	<p>The learner;</p> <ul style="list-style-type: none"> - Defines the term long distance trade - Gives examples of tribes that participated in long distance trade - Mentions the items of trade from the interior and those brought by the Arabs - Discusses the positive and negative effects of long distance trade
Content	<ul style="list-style-type: none"> - The long distance trade (definition) - Participants - Most active tribes - Items of trade - Trade markets (interior and at the coast) - The caravans - Positive and negative effects
Methods /Techniques	- Question and answer, Brain storming
Learning activities	- Stating the effects of long distance trade
Life skills and values	- Decision making, appreciation
Reference	- MK SST book 6 page 92
Week	8
P/D	5
Topic	The East African Community
Sub Topic	Population
Lang. Competences	The learner spells, pronounces, reads words and sentences correctly.
Subject Competences	<p>The learner;</p> <ul style="list-style-type: none"> - Defines the term population and other terms that describe the number of people in an area. - States the reasons for carrying out population census. - Gives information gained during population census discusses the challenges
Content	<ul style="list-style-type: none"> - Population and its related terms - Reasons for carrying out population census - Information gained during population census - Challenges faced while carrying out population census

	- The enumerators and census height
Methods /Techniques	- Guided discovery, demonstration
Learning activities	- Defining population, question structure
Life skills and values	- Critical thinking, appreciation
Reference	- MK SST book 6 pages 95 – 96
Week	9
P/D	1 and 2
Topic	The East African Community
Sub Topic	Population structure, distribution and growth
Lang. Competences	The learner spells, reads, writes words and sentences correctly.
Subject Competences	<p>The learner spells, reads, writes words and sentences</p> <ul style="list-style-type: none"> - Defines the terms population structure, distribution and growth - States the causes of population explosion, change and growth - Mentions the factors that contribute to population size e.g. natural hazards that check on population.
Content	<ul style="list-style-type: none"> - Population distribution, structure and growth (definition) - Population change and explosion - Factors that cause population change, size and explosion <p>Lesson II</p> <ul style="list-style-type: none"> - Factors for population growth - Sparse and dense population (factors) - Natural hazards that check on population
Methods /Techniques	- Discussion, question and answer
Learning activities	- Stating factors that cause population size
Life skills and values	- Critical thinking, appreciation
Reference	- MK SST book 6 page 96
Week	9
P/D	3 and 4
Topic	The East African Community
Sub Topic	Population Density
Lang. Competences	The learner spells, pronounces, reads and writes words correctly
Subject Competences	<p>The learner;</p> <ul style="list-style-type: none"> - Defines the term population density - States the merits and demerits of low and high population size. - Calculates the population density of different areas - Discusses the factors for population distribution

Content	<ul style="list-style-type: none"> - Population density - Advantages and disadvantages of low and high population - Calculating population density Lesson II <ul style="list-style-type: none"> - Factors affecting population distribution - Natural hazards that checks on population and manmade hazards
Methods /Techniques	<ul style="list-style-type: none"> - Demonstration, guided discovery
Learning activities	<ul style="list-style-type: none"> - Stating advantages and disadvantages of low and high population
Life skills and values	<ul style="list-style-type: none"> - Care , appreciation
Reference	<ul style="list-style-type: none"> - MK SST book 6 page 98
Week	9
P/D	5
Topic	The East African Community
Sub Topic	Migration
Lang. Competences	The learner; spells, reads, writes words and sentences
Subject Competences	<p>The learner;</p> <ul style="list-style-type: none"> - Defines the term migration, immigration, Emigration, Migrant, Immigration, Emigrant e.t.c. - States the types of migration - Gives reasons why people migrate - Mentions the problems faced during migration
Content	<ul style="list-style-type: none"> - Migration, Immigration, Emigration, Immigration - Rural –Urban migration - Urban-rural migration - Reasons why people migrated long age and today - Problems faced - Effects of migration
Methods /Techniques	<ul style="list-style-type: none"> - Guided discussion, questions and answer
Learning activities	<ul style="list-style-type: none"> - Stating the reasons for migration
Life skills and values	<ul style="list-style-type: none"> - Decision making, critical thinking
Reference	<ul style="list-style-type: none"> - MK SST book 6 page 101