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**WEEK 1: LESSON 1**

**Strand:** Personal Development

**Sub Strand:** Self-Exploration

**Specific Learning Outcomes:**

**- By the end of the lesson, students should be able to:**

1. Identify personal strengths and abilities for holistic development.

2. Create a list of personal strengths and abilities for holistic development.

3. Develop confidence in discussing individual abilities and strengths.

**Key Inquiry Questions:**

- What are your abilities?

- How can personal abilities and strengths influence career choices?

**Learning Resources:**

- Lesson notes

- Reflection sheets

- Social Studies & Life Skills Textbook

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson focusing on the importance of self-awareness.

- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts related to personal strengths and holistic development.

**Lesson Development (30 minutes):**

**Step 1:** Understanding Abilities

- Introduce the concepts of "abilities" and "holistic development."

- Allow students to discuss in pairs what they understand by these terms.

- Provide clarification and examples to ensure comprehension.

**Step 2:** Group Brainstorming

- In small groups, learners brainstorm and list various types of abilities (e.g., artistic, athletic, academic).

- Each group presents their list to the class. Record key points on the board.

**Step 3:** Self-Reflection and Journaling

- Students individually reflect on their personal abilities and strengths.

- Instruct them to write down their thoughts in their reflection sheets.

- Give students an opportunity to share one personal strength with a partner.

**Step 4:** Holistic Development Discussion and Presentation

- Lead a class discussion on how these personal abilities can contribute to overall development and inform future career choices.

- Invite a few students to share their findings from the reflection activity and discuss how they plan to use their strengths.

**Conclusion (5 minutes):**

- Summarize key points about abilities and their role in holistic development, and recap the learning objectives achieved during the lesson.

- Conduct a brief interactive activity (e.g., a "strengths circle" where students share one strength) to reinforce the main topics.

- Prepare learners for the next session by giving a preview of upcoming topics on career exploration and planning.

**Extended Activities:**

- Have students create a personal strengths poster that visually represents their abilities.

- Organize a "Career Day" where students research and present on different professions and how various strengths can be advantageous in those careers.

- Encourage students to interview a family member or guardian about how their personal strengths influenced their career choices and share the findings in class.

**Teacher Self-Evaluation:**

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**WEEK 1: LESSON 2**

**Strand:** Personal Development

**Sub Strand:** Self-Exploration

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. Define what personal interests are and give examples.

2. Journal their personal interests for holistic development.

3. Foster curiosity by exploring new personal interests.

**Key Inquiry Question:**

How can we use our personal interests for holistic development?

**Learning Resources:**

- Social Studies & Life Skills Textbook

- Lesson notes

- Journals

- Digital resources (e.g., videos, articles)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson: Ask students about key points discussed in the last session and how they relate to personal interests.

- Direct learners to read a short excerpt from the textbook that defines personal interests. Facilitate a brief class discussion about their initial thoughts on the reading.

**Lesson Development (30 minutes):**

**Step 1:** Define Personal Interests

- Activity: In pairs, students brainstorm the meaning of personal interests using their textbooks and lesson notes.

- Outcome: Each pair presents their definition and examples of personal interests to the class.

**Step 2:** Types of Personal Interests

- Guided Discussion: As a class, identify different types of personal interests (e.g., hobbies, sports, arts, academics).

- Activity: Students will make a list of different personal interests discussed and categorize them into groups.

**Step 3:** Personal Reflection

- Activity: Individually, students will take time to journal their own personal interests and how these interests make them feel.

- Outcome: Encourage sharing with a neighbor or small group to foster connection and discussion.

**Step 4:** Holistic Development Discussion

- Class Discussion: How can personal interests lead to holistic development? Guiding questions can include: How do interests contribute to our skills, confidence, and overall well-being?

- Activity: Students present how they could use their personal interests to support their growth in other areas (e.g., teamwork, creativity, self-discipline).

**Conclusion (5 minutes):**

- Summarize the key points: definitions of personal interests, types discussed, students' reflections, and how they relate to holistic development.

- Conduct a brief interactive activity where students raise their hands for each personal interest they have. This reinforces the diversity of interests in the classroom.

- Prepare learners for the next session by previewing upcoming topics, such as how collective personal interests can influence community development.

**Extended Activities:**

- Interest Inventory: Have students create an interest inventory where they list their current interests and identify new interests they want to explore.

- Guest Speaker: Invite someone from the community to speak on how following personal interests can lead them to career opportunities.

- Class Project: Create a "Passion Project" where students research and present on a personal interest, explaining its significance and potential impact on their life goals.

**Teacher Self – Evaluation:**

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**WEEK 1: LESSON 3**

**Strand:** Personal Development

**Sub Strand:** Self-Exploration

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. Identify values that are personally meaningful.

2. Use digital or print resources to search for ways to develop personal principles and values for a steady personality.

3. Develop personal values for a steady personality.

**Key Inquiry Question:**

- Which values help you to pull through as a steady person?

**Learning Resources:**

- Digital resources (e.g., educational websites, online articles).

- Social Studies Learner's Textbook.

- Lesson notes.

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review Previous Lesson:

- Briefly discuss the main points from the last lesson to connect with today's topic.

- Reading and Discussion:

- Guide learners to read relevant sections from the textbook and notes.

- Facilitate a discussion on the importance of values and principles.

**Lesson Development (30 minutes):**

**Step 1:** Understanding Values and Principles

- Explain the difference between personal values and principles.

- Ask students to think about their own values and what they stand for.

**Step 2:** Identifying Personal Values

- In pairs, have learners discuss and list personal values that help them remain steady during challenges.

- Encourage them to share their lists with the class.

**Step 3:** Researching Personal Development

- Guide learners to use digital or print resources to find strategies for developing personal principles.

- Provide some examples or keywords to help them in their search.

**Step 4:** Class Discussion on Development of Principles

- Bring the class back together and ask pairs to share insights from their research.

- Discuss practical ways to develop personal principles in everyday life.

**Conclusion (5 minutes):**

- Summarize Key Points:

- Review the definitions of values and principles and their significance for personal development.

- Interactive Activity:

- Conduct a quick activity where each student shares one personal value they want to focus on developing.

- Preview Next Session:

- Introduce the next topic, which will build on personal values by exploring how they affect decision-making.

**Extended Activities:**

- Personal Reflection Journal: Ask students to keep a journal for a week where they reflect on their daily choices and how their values influenced those choices.

- Values Poster Project: Students create a poster displaying their top three values and the principles they want to develop, with illustrations, quotes, or examples.

- Guest Speaker: Invite someone from the community to speak about the importance of values and principles in their professional life.

**Teacher Self-Evaluation:**

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**WEEK 1: LESSON 4**

**Strand:** Personal Development

**Sub Strand:** Self-Exploration

**Specific Learning Outcomes:**

**- By the end of the lesson, the learner should be able to:**

1. Identify the common emotions and their causes in our life.

2. Role-play different emotions in given scenarios in real life.

3. Build empathy for others' emotions and experiences.

**Key Inquiry Question(s):**

- What are emotions?

- Which common emotions do you know?

**Learning Resources:**

- Lesson notes

- Thriving Life Skills (pg 20-22)

- Digital resources

- Real-life scenarios

- Emojis

**Organisation of Learning:**

**Introduction (5 minutes):**

- Start with a quick review of the previous lesson to connect with prior knowledge.

- Guide learners to read and discuss relevant content from the learning resources, focusing on the definitions and types of emotions.

**Lesson Development (30 minutes):**

**Step 1:** Introduction to Emotions

- Explain the meaning of emotions using simple language.

- Ask students to share any emotions they can think of, writing them on the board.

- Discuss the causes of these emotions briefly.

**Step 2:** Types of Emotions

- Present a brief overview of different types of emotions (e.g., happiness, sadness, anger, fear, surprise).

- Use emojis to visually represent these emotions.

- Allow learners to express how each emotion feels to them (e.g., "What makes you feel happy?").

**Step 3:** Role-Playing Scenarios

- Divide the class into small groups.

- Provide each group with a real-life scenario where emotions play a key role (e.g., receiving good news, losing a pet).

- In their groups, students will discuss the scenario and role-play how the characters might feel and express these emotions.

**Step 4:** Reflection and Sharing

- Each group presents their scenario and role-play to the class.

- After each presentation, conduct a brief discussion on empathy and how understanding others' emotions can affect interactions.

- Encourage students to share experiences where they felt the same emotions.

**Conclusion (5 minutes):**

- Summarize the key points discussed in the lesson, reiterating the importance of understanding emotions.

- Conduct a brief interactive activity, such as a quick "Emotion Charades," where students take turns acting out emotions for their classmates to guess.

- Preview the next session topic by posing questions like, "How do our decisions influence our emotions?"

**Extended Activities:**

- Emotion Journal: Ask students to keep a journal for a week where they record daily emotions and the causes. They can reflect on how different situations affected their feelings.

- Creative Expression: Encourage students to create a poster or digital presentation about a specific emotion, including its causes, effects, and ways to express it.

- Empathy Project: Initiate a project where students can observe a family member or friend and note how they express emotions, followed by a discussion of their findings in class.

**Teacher Self-Evaluation:**

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**WEEK 2: LESSON 1**

**Strand:** Personal Development

**Sub Strand:** Self-Exploration

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. Identify strategies for managing emotions in our everyday life.

2. Use digital or print resources to search for information on ways to manage emotions.

3. Acknowledge effective methods for managing emotions.

**Key Inquiry Question:**

- How can we manage emotions in our everyday life?

**Learning Resources:**

- Thriving Life Skills, pg 22-23

- Lesson notes

- Posters

- Digital resources

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a review of the previous lesson focusing on emotional intelligence.

- Encourage learners to read aloud and discuss relevant sections from the learning resources that lay the foundation for managing emotions. Highlight key concepts that will be addressed in today's lesson.

**Lesson Development (30 minutes):**

**Step 1:** Understanding 'Manage'

- In pairs, students brainstorm and discuss what the term "manage" means in the context of emotions.

- Create a mind map on the board capturing their ideas and definitions to ensure comprehension.

**Step 2:** Story Analysis

- Read a short story from the learner's book that illustrates characters dealing with emotions.

- In groups, identify and discuss the various ways characters manage their emotions in different situations.

- Share insights with the class.

**Step 3:** Research Activity

- Using provided digital resources or print materials, each group finds and lists different strategies for managing emotions.

- Encourage groups to think creatively and include diverse approaches (e.g., breathing exercises, talking to someone, journaling, etc.).

**Step 4:** Creating Posters

- Each group prepares a poster showcasing their researched strategies for managing emotions.

- Posters should be colorful and engaging, using visual elements to convey their findings effectively.

**Conclusion (5 minutes):**

- Summarize the key points discussed in the lesson, linking back to the learning objectives.

- Conduct a quick interactive activity, like a 'emotion scenarios' game, where students share how they would manage a specific emotional situation discussed.

- Provide a brief preview of the next lesson, indicating themes related to emotional intelligence in leadership or community dynamics.

**Extended Activities:**

- Journaling Assignment: Encourage students to keep a daily journal for a week where they reflect on emotions they experienced and the strategies they used to manage them.

- Role-Playing Activity: Have students create and perform role-plays representing different emotional scenarios and demonstrate strategies for managing their responses effectively.

- Guest Speaker: Arrange for a school counselor to talk about the importance of managing emotions and practical tips for students.

**Teacher Self-Evaluation:**

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**WEEK 2: LESSON 2**

**Strand:** Personal Development

**Sub Strand:** Self-Exploration

**Specific Learning Outcomes:**

**- By the end of the lesson, students will be able to:**

1. State the importance of personal awareness in our lives.

2. Use digital resources to search for information on the significance of personal awareness in day-to-day life.

3. Appreciate personal awareness and its application in everyday scenarios.

**Key Inquiry Questions:**

- What is personal awareness?

- What are the benefits of personal awareness in our life?

**Learning Resources:**

- Digital resources (e.g., articles, videos)

- Lesson notes

- Social Studies Learner's Textbook

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review Previous Lesson: Ask students what they remember from the last lesson and briefly summarize key points.

- Discussion of Key Concepts: Guide learners to read and discuss relevant sections in the Social Studies Learner's Textbook, focusing on personal development.

**Lesson Development (30 minutes):**

**Step 1:** Brainstorming

- Activity: In pairs, students brainstorm what they think "personal awareness" means. Encourage them to share ideas with their partner and write down their thoughts.

- Purpose: This encourages critical thinking and sets the foundation for further exploration.

**Step 2:** Research

- Activity: Using digital tools or their textbooks, students research the importance of personal awareness in day-to-day life. They should look for specific examples and benefits.

- Outcome: Each pair will gather at least three key points about how personal awareness influences daily decisions and relationships.

**Step 3:** Group Discussion

- Activity: Pairs will come together to form small groups and discuss the information they found. They should synthesize their data and prepare to share with the class.

- Outcome: This will enhance collaborative skills and reinforce learning through peer interaction.

**Step 4:** Presentations

- Activity: Each group presents their findings on personal awareness, sharing insights they discovered during their research.

- Outcome: Foster public speaking skills and provide each learner an opportunity to share their perspective.

**Conclusion (5 minutes):**

- Summarize Key Points: Highlight the main points discussed regarding personal awareness.

- Interactive Activity: Conduct a quick quiz or fun game related to personal awareness concepts to reinforce learning.

- Preview Next Session: Briefly outline what will be covered in the next lesson, such as going deeper into how personal awareness affects decision-making.

**Extended Activities:**

- Reflection Journal: Have students keep a journal for a week where they reflect on times they used personal awareness in their decisions and interactions.

- Role-Play Scenarios: Assign pairs or small groups different scenarios where students must demonstrate personal awareness and share their actions and thoughts with the class.

**Teacher Self-Evaluation:**

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**WEEK 2: LESSON 3**

**Strand:** Personal Development

**Sub Strand:** Entrepreneurial Opportunities in Social Studies

**Specific Learning Outcomes:**

**- By the end of the lesson, the learner should be able to:**

1.Identify entrepreneurial opportunities in social studies.

2.Create posters of common entrepreneurial opportunities in social studies.

3.Acknowledge the entrepreneurial opportunities in social studies.

**Key Inquiry Question(s):**

- What is the meaning of entrepreneurship and entrepreneurial opportunities?

- Which entrepreneurial opportunities are related to social studies?

**Learning Resources:**

- Smart Minds Social Studies Pg 5-6

- Digital resources (such as educational websites and articles)

- Lesson notes

- Art supplies for poster making (paper, markers, etc.)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a quick review of the previous lesson to activate prior knowledge.

- Introduce the topic of entrepreneurship and guide learners to read relevant sections from the learning resources.

- Facilitate a brief discussion to clarify key concepts related to entrepreneurship and its opportunities.

**Lesson Development (30 minutes):**

**Step 1:** Brainstorming

- Divide the class into small groups or pairs.

- Instruct learners to brainstorm and discuss the meanings of "entrepreneurship" and "entrepreneurial opportunities."

- Groups will then share their definitions with the entire class.

**Step 2:** Researching Opportunities

- Provide access to digital or print resources where learners can find information about various entrepreneurial opportunities related to social studies.

- Encourage learners to take notes on at least three entrepreneurial opportunities they find particularly interesting.

**Step 3:** Identifying and Classifying

- In their groups, learners will categorize the opportunities they discovered into different types (e.g., community service projects, local business ideas, cultural preservation initiatives).

- Each group will prepare a brief explanation of their categories to share with the class.

**Step 4:** Creating Posters

- Using the information and classifications gathered, learners will collaborate to design and create posters that illustrate common entrepreneurial opportunities in social studies.

- Remind them that posters should be visually appealing and informative, ready to display in the classroom.

**Conclusion (5 minutes):**

- Summarize the key points covered in the lesson, emphasizing the definition of entrepreneurship and the entrepreneurial opportunities identified.

- Conduct a brief interactive activity, such as a quiz or thought-provoking question, to reinforce main topics.

- Preview the next session’s topics, encouraging learners to think about the role of entrepreneurs in society.

**Extended Activities:**

- Interview a Local Entrepreneur: Students can interview a local business owner or entrepreneur and present their findings to the class, focusing on the impact of their business on the community and how it relates to social studies.

- Create a Business Plan: As a longer-term project, have students create a simple business plan for an entrepreneurial idea based on a social studies theme, considering aspects like target audience and marketing.

- Community Exploration: Organize a field trip to a local market or business, where students can observe various entrepreneurial ventures in action and learn how they relate to social studies.

**Teacher Self-Evaluation:**

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**WEEK 2: LESSON 4**

**Strand:** Personal Development

**Sub Strand:** Entrepreneurial Opportunities in Social Studies

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. Identify the requirements for social studies entrepreneurial opportunities in the world of work.

2. Use digital or print resources to search for personality requirements associated with these opportunities in everyday life.

3. Acknowledge the importance of these requirements for social studies entrepreneurial opportunities in the workplace.

**Key Inquiry Question:**

- What are the requirements for social studies entrepreneurial opportunities?

**Learning Resources:**

- Social Studies Learner's Textbook

- Lesson notes

- Digital resources (e.g., educational websites, online articles)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review Previous Lesson: Begin with a quick recap of the previous lesson, asking students to share what they remember.

- Discussion: Highlight the importance of understanding entrepreneurial opportunities within social studies. Ask students to brainstorm what they believe entrepreneurial opportunities might look like in society.

**Lesson Development (30 minutes):**

**Step 1:** Introduction to Requirements

- Instruction: Introduce the concept of entrepreneurism, particularly in social studies. Discuss general qualities that make a successful entrepreneur (e.g., creativity, leadership, and risk-taking).

- Resource Exploration: Guide learners to find information in their textbooks regarding the personal skills and character traits required for social studies entrepreneurship.

**Step 2:** Group Research Activity

- Group Work: Divide the class into small groups or pairs. Each group will use either digital or print resources to research specific personality traits and skills necessary for social studies entrepreneurial opportunities.

- Focus: Ensure each group understands to look for traits such as adaptability, communication skills, and critical thinking.

**Step 3:** Gather Findings

- Completion of Research: Allow time for groups to compile their findings. They should identify at least three requirements and prepare to discuss them.

**Step 4:** Present Findings

- Presentation: Each group presents their findings to the class. Encourage other students to ask questions or provide input after each presentation to foster engagement.

**Conclusion (5 minutes):**

- Summarize Key Points: Recap the main requirements discussed for entrepreneurial opportunities in social studies.

- Interactive Activity: Conduct a brief game or quiz based on the requirements identified. This can be done through a show of hands or small prizes.

- Preview of Next Session: Brief students on what the next lesson will cover, perhaps hinting at different types of entrepreneurial ventures in specific historical contexts.

**Extended Activities:**

- Research Assignment: Ask students to choose one entrepreneur in a social studies-related field and write a short report on their journey, focusing on the skills and requirements they utilized.

- Guest Speaker: Arrange for a local entrepreneur or businessperson to visit the class or conduct a virtual session, sharing their experience in social studies-related business.

- Career Fair Project: Have students create a career fair display about different entrepreneurial opportunities in social studies, including key skills and points of interest.

**Teacher Self-Evaluation:**

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**WEEK 3: LESSON 1**

**Strand:** Personal Development

**Sub Strand:** Entrepreneurial Opportunities in Social Studies

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. Identify personal talents or abilities that align with different entrepreneurial opportunities in the country.

2. Use digital resources to search for information on personal talents or abilities that match various entrepreneurial opportunities.

3. Acknowledge and reflect on how personal talents and abilities relate to available entrepreneurial opportunities.

**Key Inquiry Question:**

- Which entrepreneurial opportunities align with our personal abilities or talents?

**Learning Resources:**

- Social Studies Learner's Textbook

- Lesson notes

- Digital resources (tablets/laptops)

- Charts, metre rules, and marker pens

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review Previous Lesson: Ask students to recall what they learned about entrepreneurship and its significance in society.

- Discussion: Prompt students to read and discuss related sections in the textbook that cover personal talents and entrepreneurial opportunities, keeping the inquiry question in mind.

**Lesson Development (30 minutes):**

**Step 1:** Identifying Personal Talents

- In pairs, students will brainstorm a list of their personal talents or abilities.

- Encourage them to think about interests, hobbies, or skills they have developed.

**Step 2:** Researching Opportunities

- Students will then use digital resources (like educational websites or databases) to find information about entrepreneurial opportunities that align with their talents.

- Each pair will look for at least two different opportunities and explore what skills are beneficial for those careers.

**Step 3:** Discussing Findings

- Students will regroup to share their findings with the class, ensuring that each pair highlights one talent and the entrepreneurial opportunity they discovered.

**Step 4:** Creating Charts

- Using charts and markers, each pair will create a visual representation connecting their identified talents with the entrepreneurial opportunities.

- Once finished, they will display their charts around the room.

**Conclusion (5 minutes):**

- Summarize Key Points: Recap the learning outcomes achieved during the lesson, emphasizing the connection between personal talents and entrepreneurship.

- Interactive Activity: Engage students in a quick “talent auction” where they share their talents in a creative way, allowing classmates to bid ideas for entrepreneurial opportunities linked to those talents.

- Preview Next Session: Briefly introduce the next lesson’s topic on entrepreneurship’s role in the economy, encouraging students to think of local businesses they admire.

**Extended Activities:**

- Talent Showcase Project: Have students prepare a presentation or video showcasing their talents and how they could develop an entrepreneurial venture based on them.

- Entrepreneur Interviews: Students can interview local entrepreneurs or family members who have started their own businesses and discuss how they leveraged their skills and talents.

- Business Plan Creation: Challenge students to draft a simple business plan for a business related to a talent of theirs, considering costs, target market, and necessary skills.

**Teacher Self-Evaluation:**

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**WEEK 3: LESSON 2**

**Strand:** Personal Development

**Sub Strand:** Entrepreneurial Opportunities in Social Studies

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. State the importance of entrepreneurial opportunities in social studies in the community.

2. Discuss the importance of entrepreneurial opportunities in social studies in the community.

3. Appreciate entrepreneurial opportunities in social studies.

**Key Inquiry Question:**

- What are the benefits of entrepreneurial opportunities in the community?

**Learning Resources:**

- Lesson notes

- Social Studies Learner's Textbook

- Digital resources (e.g., articles, videos, infographics related to entrepreneurship in social contexts)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson by asking students about key points they learned.

- Introduce today’s topic by briefly explaining what entrepreneurial opportunities are and how they relate to our communities.

- Guide learners to read a relevant excerpt from the social studies textbook that highlights entrepreneurial opportunities.

**Lesson Development (30 minutes):**

**Step 1:** Brainstorming

- In pairs, learners brainstorm their ideas on why entrepreneurial opportunities are important to their community. They can jot these down.

- After brainstorming, each pair shares one idea with the class.

**Step 2:** Research

- Learners now use either digital or print resources to find specific examples of entrepreneurial opportunities within their communities.

- They should note down at least two examples and the benefits these opportunities provide.

**Step 3:** Discussion

- Once the research is complete, groups discuss their findings, focusing on how these entrepreneurial opportunities impact the community.

- Encourage students to think critically about how these opportunities help solve community problems or improve the economy.

**Step 4:** Presentation

- Invite each group to present their findings to the class.

- Encourage feedback and questions from peers to foster a deeper understanding of concepts discussed.

**Conclusion (5 minutes):**

- Summarize the key points discussed in the lesson: definition and importance of entrepreneurial opportunities.

- Conduct a brief interactive activity, such as a quick quiz or a Think-Pair-Share, to reinforce what they learned.

- Preview upcoming topics, such as "How entrepreneurship can lead to community development," and encourage students to think of examples to discuss in the next lesson.

**Extended Activities:**

- Community Exploration Project: Learners can interview a local entrepreneur or visit a local business to learn about the challenges and opportunities they face. They can present their findings to the class.

- Entrepreneurial Mind Map: Create a mind map of different entrepreneurial opportunities in the community, detailing their benefits and real-life applications.

- Research Paper: Write a short essay on how a specific entrepreneurial opportunity could help improve their community, using data and examples from their research.

**Teacher Self – Evaluation:**

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**WEEK 3: LESSON 3**

**Strand:** People and Relationships

**Sub Strand:** Human Origin

**Specific Learning Outcomes:**

**- By the end of the lesson, students should be able to:**

1. Define the term "Human Origin."

2. Explore traditional stories of human origin from African communities.

3. Acknowledge the different traditional stories of human origin.

**Key Inquiry Question:**

- What is the traditional story of human origin in your community?

**Learning Resources:**

- Smart Minds Social Studies textbook, pages 50-51

- Resource person (e.g., a local historian or elder)

- Digital resources (videos, articles, and podcasts about African human origins)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson: Quick recap on what was learned about early human societies.

- Guide students to read and discuss relevant content from the textbook about human origins, focusing on definitions and concepts.

**Lesson Development (30 minutes):**

**Step 1:** Define Human Origin

- In pairs, students brainstorm to come up with a definition of "Human Origin."

- Each pair shares their definitions with the class, leading to a group consensus on the most accurate definition.

**Step 2:** Explore Traditional Stories

- Introduce the resource person, if applicable, or show a digital resource discussing African creation myths.

- As a class, discuss the key elements of the stories. What do they reveal about the values and beliefs of the communities?

**Step 3:** Group Discussion

- Divide the class into small groups. Each group selects a different African community story of human origin to discuss and analyze.

- Each group should focus on how the story reflects the community's culture and identity.

**Step 4:** Collaborative Essay

- Groups collaboratively outline and share key points for a short essay on different traditional stories of human origin.

- Each group will assign roles (e.g., note-taker, presenter) for their collaborative work.

**Conclusion (5 minutes):**

- Summarize key points: Important definitions and the significance of varied human origin stories.

- Conduct a brief interactive quiz or question prompts to reinforce main topics.

- Preview the next session: Discuss how human origin stories influence cultural diversity.

**Extended Activities:**

- Interview Activity: Students can interview elders or family members about their own cultural origin stories and present their findings to the class.

- Creative Writing: Write a short story or poem that imagines a new human origin story reflecting modern values.

- Art Project: Illustrate key scenes from different traditional stories and create a gallery walk to share with peers.

**Teacher Self-Evaluation:**

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**WEEK 3: LESSON 4**

**Strand:** People and Relationships

**Sub Strand:** Human Origin

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1.Identify the common aspects found in traditional and religious stories of human origin.

2. Prepare a PowerPoint presentation or posters showcasing the similarities in the traditional and religious stories of human origin.

3. Acknowledge the common aspects found in traditional and religious stories of human origin.

**Key Inquiry Question(s):**

- What are the common aspects found in traditional and religious stories of human origin?

**Learning Resources:**

- Digital resources (e.g., articles, videos)

- Smart Minds Social Studies, pages 50-52

- Traditional and Religious stories of human origin

- Lesson notes

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson on cultural beliefs and values.

- Guide learners in reading the relevant sections from the provided resources, focusing on the importance of stories in understanding human origins.

**Lesson Development (30 minutes):**

**Step 1:** Group Research

- Divide the class into small groups (3-4 students each).

- Assign each group a traditional or religious story of human origin to read and analyze (e.g., Genesis from the Bible, various Indigenous creation stories).

- Each group will identify key themes, characters, and the overall message of their assigned story.

**Step 2:** Identify Common Aspects

- In their groups, learners will discuss findings and pinpoint common aspects they notice across the different stories (e.g., creation from chaos, existence of a creator, moral lessons).

- Encourage students to think critically about what these similarities say about human beliefs and values regarding origins.

**Step 3:** Prepare Presentations

- Groups will decide whether to create a PowerPoint presentation or a poster to represent their findings.

- Outline points to include: impacts of culture, roles of deities or spirits, and moral lessons.

**Step 4:** Present and Share

- Each group will present their PowerPoint or poster to the class.

- After each presentation, facilitate a brief discussion on what was learned and any additional common themes that emerged.

**Conclusion (5 minutes):**

- Summarize key points discussed during the lesson, emphasizing the importance of stories in understanding human origins.

- Conduct a quick interactive activity where students call out one thing they learned and one question they still have.

- Preview the next lesson’s topic related to how these stories shape culture and identity.

**Extended Activities:**

- Individual Reflection Assignment: Ask students to write a short narrative or poem about their personal beliefs or family stories related to human origin. This activity encourages them to think about how personal and cultural histories shape our understanding of the world.

- Story Exchange: Pair students from different backgrounds to share traditional stories from their families or cultures, promoting understanding and respect for different perspectives.

**Teacher Self-Evaluation:**

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**WEEK 4: LESSON 1**

**Strand:** People and Relationships

**Sub Strand:** Human Origin

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. Identify the implications of traditional and religious stories on human origin.

2. Use digital resources to search for implications of these stories.

3. Acknowledge the implications of these traditional and religious stories of human origin.

**Key Inquiry Question(s):**

- What are the implications of traditional and religious stories of human origin?

**Learning Resources:**

- Social Studies Learner's Textbook

- Digital resources (internet access)

- Lesson notes

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson about early human societies and their understanding of the world.

- Guide learners to read and discuss relevant content from the learning resources focusing on human origin stories.

**Lesson Development (30 minutes):**

**Step 1:** Explore the Meaning of Implications

- In pairs, students will use dictionaries or internet resources to define the term “implications”.

- Each pair presents their findings to the class, fostering a shared understanding.

**Step 2:** Research Traditional or Religious Stories

- Students will be divided into small groups. Each group will choose to focus on a specific traditional or religious story (e.g., Creation stories from various cultures).

- Using both digital and print resources, groups will research the chosen story and take notes on its implications regarding human origin.

**Step 3:** Group Discussion

- Groups come together to discuss their findings, encouraging each member to share what they learned about the implications of their story.

- Encourage critical thinking by asking questions like: “How do these implications reflect the values of the culture/religion?”

**Step 4:** Class Share-Out

- Each group will present a brief summary of their findings to the class.

- They should highlight any differing perspectives between stories and what those differences might indicate about human beliefs.

**Conclusion (5 minutes):**

- Summarize key points discussed during the lesson, reinforcing the learning objectives.

- Conduct a brief interactive activity where students write down one new thing they learned and one question they still have about human origin stories.

- Prepare learners for the next session with a preview of upcoming questions, such as: “How do these stories shape cultural identities?”

**Extended Activities:**

- Creative Writing Assignment: Students can write a short story or poem about a fictional creation story from a novel culture or perspective.

- Debate Activity: Organize a class debate on which type of origin story (traditional vs. religious) has the greater impact on society today.

- Research Project: Encourage students to investigate a specific culture’s human origin story more deeply and present their findings through a poster or digital presentation.

**Teacher Self-Evaluation:**

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**WEEK 4: LESSON 2**

**Strand:** People and Relationships

**Sub Strand:** Human Origin

**Specific Learning Outcomes:**

**- By the end of the lesson, the learner should be able to:**

1. Identify the different religions in society.

2. Use digital resources or holy books to research the religious stories on the origin of humankind.

3. Acknowledge religious stories of human origin.

**Key Inquiry Question(s):**

- How did human beings come to be according to different religions?

**Learning Resources:**

- Holy Books: Bible, Quran

- Digital resources (websites, articles, videos)

- Smart Minds Social Studies (pg 51-52)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson on the importance of culture and belief systems.

- Guide learners to read and discuss relevant content from their learning resources, focusing on identifying key concepts related to human origins in various religions.

**Lesson Development (30 minutes):**

**Step 1:** Group Discussion

- Divide the class into small groups and ask them to list the common religions in society (e.g., Christianity, Islam, Hinduism, Buddhism).

- Have each group share their lists and compile a master list on the board.

**Step 2:** Research

- In their groups, learners will use digital resources and holy books (Bible, Quran) to find stories related to the origin of humankind from at least two different religions.

- Each group should assign roles (researcher, recorder, presenter) to streamline the process.

**Step 3:** Summarization

- Groups will discuss their findings and create a summary of the religious stories they researched. They should focus on the key points—how each religion explains the origin of humankind.

**Step 4:** Presentation

- Groups will present their summaries to the class, focusing on either Christianity or Islamic stories of human origin. Encourage other learners to ask questions or share their thoughts after each presentation.

**Conclusion (5 minutes):**

- Summarize key points from the lesson: the common religions discussed, the essence of the stories shared, and the importance of diverse beliefs regarding human origin.

- Conduct a brief interactive activity such as a quick quiz or “thumbs up/down” to gauge understanding of the material covered.

- Preview the next session by informing learners they will explore how these beliefs have impacted societies historically and in modern times.

**Extended Activities:**

- Create a Chart: Have learners create a comparison chart that illustrates the main differences and similarities between the origin stories from different religions.

- Class Debate: Organize a class debate on the significance of religious stories in understanding human origins and how they shape moral values in society.

- Reflection Journal: Ask learners to write a reflection in their journals on how their own cultural beliefs might shape their view of human origins.

**Teacher Self-Evaluation:**

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**WEEK 4: LESSON 3**

**Strand:** People and Relationships

**Sub Strand:** Human Origin.

**Specific Learning Outcomes:**

**- By the end of the lesson, the learner should be able to:**

1. Identify the ways of recording traditional stories about the origin of humankind in society.

2. Use digital or print resources to search for ways used in recording traditional stories about the origin of humankind in society.

3. Appreciate the different ways of recording traditional stories about the origin of humankind in society.

**Key Inquiry Question:**

- How can we record traditional stories of human origin?

**Learning Resources:**

- Smart Minds Social Studies pg 56-57

- Lesson notes

- Digital resources (e.g., videos, articles, images)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson on the significance of mythology and storytelling in different cultures.

- Guide learners to read and discuss relevant content from Smart Minds (pg 56-57), emphasizing how stories about humankind's origin vary across societies.

**Lesson Development (30 minutes):**

**Step 1:** Brainstorming Session

- In small groups, brainstorm different methods of recording traditional stories (e.g., oral tradition, written texts, art, performance).

- Each group should list at least three methods on a shared poster.

**Step 2:** Research Activity

- Each group will choose one of the methods they brainstormed and use digital or print resources to find specific examples of how that method has been used to record human origin stories.

- Encourage groups to use Smart Minds and other available resources.

**Step 3:** Presentation and Discussion

- Groups will present their findings to the class, explaining their chosen method and the examples they discovered.

- Open the floor for a class discussion on the effectiveness of these methods.

**Step 4:** Collaborative Recording

- As a class, choose one method (e.g., storytelling) to collaboratively create a short, fictional story about the origin of humankind.

- Assign roles (e.g., narrator, character voices, illustrators) for students to participate actively.

**Conclusion (5 minutes):**

- Summarize key points: different methods of recording stories, their importance in culture, and what students learned about human origins.

- Conduct a quick interactive activity, like a "two-minute strategy share" where students mention one new thing they learned.

- Prepare learners for the next session about myths and modern storytelling by encouraging them to think about what stories they know personally.

**Extended Activities:**

- Story Creation Project: Students can write or illustrate their own traditional story of human origin, encouraging creativity and personal expression.

- Cultural Exploration: Research and present on the origin stories of different cultures around the world, highlighting the similarities and differences in their themes and methods of recording.

- Oral Presentation: Invite students to share a traditional story from their family or culture, discussing its importance and any unique features it may contain.

**Teacher Self-Evaluation:**

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**WEEK 4: LESSON 4**

**Strand:** People and Relationships

**Sub Strand:** Early Civilization

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. Identify the factors that led to the growth of Ancient Egypt in Africa.

2. Use print or digital resources to explore these factors.

3. Acknowledge the importance of these factors in the context of Ancient Egypt's development.

**Key Inquiry Question(s):**

- Which factors led to the growth of Ancient Egypt in Africa?

**Learning Resources:**

- Smart Minds Social Studies (pg. 58-60)

- Lesson notes

- Digital resources

- Pictures of Ancient Egypt and its geography

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a brief review of the previous lesson on early civilizations.

- Ask students to share what they remember about other ancient civilizations discussed.

- Guide learners to read and discuss relevant content from the learning resources focusing on Ancient Egypt, setting the stage for deeper exploration.

**Lesson Development (30 minutes):**

**Step 1:** Define Key Terms

- In pairs, learners will define the following terms: kingdom, state, empire, and civilization.

- Provide them with a printed glossary or access to digital dictionaries.

- Invite a few pairs to share their definitions with the class.

**Step 2:** Explore Resources

- Distribute or provide access to digital resources about Ancient Egypt.

- Students will work in groups to explore factors influencing the civilization's growth, such as geography, trade, agriculture, and political organization.

- Encourage note-taking and highlighting key points.

**Step 3:** Group Discussion

- Groups discuss the gathered information and identify the top three factors they believe were most critical to Ancient Egypt's growth.

- Each group prepares to share their findings with the class.

**Step 4:** Class Presentation and Sharing

- Each group presents their identified factors and explains why they chose them.

- Allow for class questions and commentary after each presentation to enhance understanding and encourage discussion.

**Conclusion (5 minutes):**

- Summarize the key points discussed during the lesson, emphasizing the identified factors leading to the growth of Ancient Egypt.

- Conduct a brief interactive activity, such as a Quick Quiz or Kahoot, to reinforce the main topics covered.

- Preview the next session focusing on the impact of Ancient Egypt on future civilizations, prompting learners to consider how geography influenced historical events.

**Extended Activities:**

- Research Project: Students can choose an aspect of Ancient Egyptian civilization (art, government, religion) and prepare a short presentation for the class.

- Creative Map: Learners can create a map of Ancient Egypt showing key geographical features and how these influenced settlement and growth.

- Timeline Creation: Students can develop a timeline outlining significant events in Ancient Egypt's history, highlighting the factors that contributed to its rise.

**Teacher Self-Evaluation:**

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**WEEK 5: LESSON 1**

**Strand:** People and Relationships

**Sub Strand:** Early Civilization

**Specific Learning Outcomes:**

**- By the end of this lesson, learners should be able to:**

1. Identify the factors that led to the growth of Great Zimbabwe in Africa.

2. Use digital and print resources to explore these factors.

3. Acknowledge and articulate the importance of these factors.

**Key Inquiry Question:**

- What factors led to the growth of Great Zimbabwe in Africa?

**Learning Resources:**

- Smart Minds Social Studies, pages 60-61.

- Digital resources (websites, online articles about Great Zimbabwe).

- Lesson notes (handouts covering the key concepts).

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson on early civilizations.

- Ask students questions to activate prior knowledge on the topic.

- Guide learners to read and discuss relevant content from the learning resources, encouraging them to highlight key concepts about Great Zimbabwe.

**Lesson Development (30 minutes):**

**Step 1:** Brainstorming Session

- In pairs, learners brainstorm and write down any factors they believe led to the growth of Great Zimbabwe based on their previous knowledge.

- Each pair shares one factor with the class, fostering discussion.

**Step 2:** Research Activity

- Using digital and print resources, learners will explore the factors identified in the brainstorming session.

- Assist learners in navigating different resources, encouraging them to find specific evidence that supports their ideas.

**Step 3:** Group Discussion

- Each pair discusses their findings with another pair, combining their insights to form a more comprehensive understanding of the growth factors.

- Encourage students to ask each other questions about their findings to deepen understanding.

**Step 4:** Class Sharing

- Each group shares the key factors their discussions uncovered.

- As a class, list these factors on the board, and highlight any overlaps or interesting insights.

**Conclusion (5 minutes):**

- Summarize key points about the factors that led to the growth of Great Zimbabwe.

- Conduct a brief interactive quiz based on the factors discussed to reinforce the lesson.

- Prepare learners for the next session by giving a sneak peek at the following topic or posing questions to ponder.

**Extended Activities:**

- Create a Poster: Learners can design a poster that visually represents the factors that contributed to the growth of Great Zimbabwe, integrating images and facts from their research.

- Debate: Organize a debate on which factor was the most significant in the growth of Great Zimbabwe, encouraging critical thinking and articulation of ideas.

- Write a Short Essay: Students can write a short essay on one of the factors discussed, explaining its relevance and impact on the civilization's development.

**Teacher Self-Evaluation:**

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**WEEK 5: LESSON 2**

**Strand:** People and Relationships

**Sub Strand:** Early Civilization

**Specific Learning Outcomes:**

**- By the end of the lesson, the learner should be able to:**

1. Identify the factors that led to the growth of the Kingdom of Kongo.

2. Use digital and print resources to explore these factors.

3.Acknowledge the significance of these factors in the context of early civilization.

**Key Inquiry Question(s):**

- What factors led to the growth of the Kingdom of Kongo?

**Learning Resources:**

- Smart Minds Social Studies, pg 62.

- Lesson notes.

- Digital resources (e.g., online articles, educational videos).

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review previous lessons on early civilizations.

- Introduce the Kingdom of Kongo and highlight its significance in African history.

- Guide learners to read and discuss relevant content from the learning resources, focusing on key concepts related to the topic.

**Lesson Development (30 minutes):**

**Step 1:** Group Formation

- Divide the class into small groups or pairs to encourage collaborative learning.

**Step 2:** Research

- In their groups, learners use digital resources (internet articles, videos) and print resources (textbook) to research the various factors that contributed to the growth of the Kingdom of Kongo.

**Step 3:** Discussion

- Learners discuss their findings within their groups, highlighting key factors they discovered. Encourage them to ask questions and clarify concepts among themselves.

**Step 4:** Summary

- Each group summarizes their findings in exercise books, focusing on at least three key factors they learned about the growth of the Kingdom of Kongo.

**Conclusion (5 minutes):**

- Summarize the key points discussed in the lesson: focus on the importance of trade, agriculture, and social structure in the growth of the Kingdom of Kongo.

- Conduct a brief interactive activity, such as a group discussion or a short quiz, to reinforce the main topics.

- Prepare learners for the next session by giving a preview of upcoming topics or posing questions about the impact of Kongo on neighboring regions.

**Extended Activities:**

- Create a timeline of significant events in the history of the Kingdom of Kongo.

- Research and present on a notable figure from the Kingdom of Kongo, discussing their contributions to the civilization's growth.

- Explore the art and culture of the Kingdom of Kongo by creating a poster or digital presentation that showcases their unique heritage.

**Teacher Self-Evaluation:**

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**WEEK 5: LESSON 3**

**Strand:** People and Relationships

**Sub Strand:** Early Civilization

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. Identify the location of the ancient kingdoms in Africa.

2. Draw, locate, and label Ancient Egypt, Great Zimbabwe, and Kingdom of Kongo on a map.

3. Enjoy drawing and locating the selected ancient kingdoms in Africa on maps.

**Key Inquiry Question(s):**

- What is the location of the ancient kingdoms on the map of Africa?

**Learning Resources:**

- Map of Africa

- Smart Minds Social Studies textbook pg. 63

- Pencils and erasers

- Charts

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review previous lesson by quickly discussing any facts about Africa learned so far.

- Guide learners to read and discuss relevant content from the learning resources (Smart Minds Social Studies pg. 63), emphasizing key concepts about ancient kingdoms.

**Lesson Development (30 minutes):**

**Step 1:** Exploring Maps

- In groups or pairs, learners will use approved textbooks or digital devices to find maps showing the location of ancient kingdoms in Africa.

- Teacher will assist learners in examining the features of the maps and discussing their findings.

**Step 2:** Identifying Locations

- Learners will use physical and wall maps of Africa to pinpoint the ancient kingdoms.

- Encourage discussion about the characteristics of each kingdom and any historical significance they might have.

**Step 3:** Drawing the Map

- Learners will draw a basic outline of Africa on their charts or exercise books.

- Instruct them to visualize and sketch the three ancient kingdoms (Ancient Egypt, Great Zimbabwe, and Kingdom of Kongo) in their approximate locations on the drawn map.

**Step 4:** Labeling the Kingdoms

- Students will label the maps with the names of the ancient kingdoms in their charts and exercise books.

- As they work, circulate the room to provide support or answer questions.

**Conclusion (5 minutes):**

- Summarize key points regarding the locations of the ancient kingdoms discussed in class.

- Conduct a quick interactive activity, such as a game or quiz, to reinforce the learning.

- Preview the next session by posing questions about what ancient civilizations contributed to today’s society (e.g., architecture, governance).

**Extended Activities:**

- Create a timeline of significant events related to each ancient kingdom.

- Research a specific ancient kingdom in more detail and present interesting facts to the class.

- Design a brochure or poster that illustrates the culture or notable aspects of one of the kingdoms studied.

**Teacher Self-Evaluation:**

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**WEEK 5: LESSON 4**

**Strand:** People and Relationships

**Sub Strand:** Early Civilization

**Specific Learning Outcomes:**

**- By the end of the lesson, the learner should be able to:**

1. Identify the contributions of ancient kingdoms to modern world civilization.

2. Use digital and print resources to research the contributions of early African civilization to modern world civilization.

3. Appreciate the contributions of ancient kingdoms to the development of the modern world.

**Key Inquiry Question(s):**

- How has early African civilization influenced the world today?

**Learning Resources:**

- Smart Minds Social Studies, pg 64

- Digital resources (websites, e-books)

- Audio-visual documentary

- Lesson notes

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the content from the previous lesson, encouraging students to share their insights.

- Guide learners to read key excerpts from the learning resources while discussing relevant concepts, focusing on definitions and examples of early civilizations.

**Lesson Development (30 minutes):**

**Step 1:** Research Phase

- Divide students into groups or pairs.

- Assign each group a specific early African civilization (e.g., Ancient Egypt, Nubia, Mali Empire).

- Students will use digital and print resources to gather information on their assigned civilization's contributions to modern society.

**Step 2:** Discussion Phase

- Groups discuss their findings, focusing on how these contributions affect different aspects of modern life (e.g., government, science, technology, arts).

- Encourage learners to take notes to prepare for sharing their findings with the class.

**Step 3:** Critique and Reflect

- Play an audio-visual documentary that highlights the contributions of ancient kingdoms.

- After viewing, facilitate a class discussion on insights gained from the documentary. Prompt questions to stir critical thinking (e.g., “What surprised you the most about what you learned?”).

**Step 4:** Group Presentation

- Each group presents their researched contributions to the class.

- Encourage students to summarize their findings and highlight the significance of their civilization’s contributions.

**Conclusion (5 minutes):**

- Summarize the key points learned during the lesson, reiterating the contributions of ancient kingdoms to modern civilization.

- Conduct a brief interactive activity, such as a Q&A or a matching game related to the contributions discussed to reinforce understanding.

- Preview upcoming lessons on related topics or pose questions to consider, such as “What can we learn from these ancient civilizations for today’s world?”

**Extended Activities:**

- Creative Posters: Students can create posters showcasing a specific ancient civilization and its contributions, highlighting their significance with images and key facts.

- Timeline Project: Engage students in creating a timeline of significant events related to early African civilizations and their contributions to the modern world.

- Debate: Organize a debate on which ancient civilization had the most significant impact on the modern world, encouraging research, critical thinking, and public speaking skills.

**Teacher Self-Evaluation:**

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**WEEK 6: LESSON 1**

**Strand:** People and Relationships

**Sub Strand:** Slavery and Servitude

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. Identify the various forms of slavery and servitude in traditional African society and contemporary society.

2. Use digital or print resources to research the forms of slavery and servitude in traditional African and contemporary society.

3. Acknowledge the forms of slavery and servitude in traditional African and contemporary society.

**Key Inquiry Questions:**

- What is the difference between slavery and servitude?

- Why has slavery and servitude existed for thousands of years?

**Learning Resources:**

- Smart Minds Social Studies, pages 81-82

- Digital resources (online articles, videos)

- Lesson notes

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson’s content focusing on people and relationships.

- Guide learners to skim through the relevant sections of the provided learning resources, discussing key concepts related to slavery and servitude.

**Lesson Development (30 minutes):**

**Step 1:** Brainstorming

- In small groups, have students brainstorm the meanings of "slavery" and "servitude."

- Encourage them to write down their thoughts and prepare to share with the class.

**Step 2:** Research Activity

- Direct learners to use digital or print resources to find specific examples of slavery and servitude in traditional African societies and contemporary contexts.

- Have them focus on at least two different forms of servitude and document their findings.

**Step 3:** Class Discussion

- Have each group present their findings on the forms of slavery and servitude they researched.

- Encourage discussions about the similarities and differences in the context of traditional and contemporary societies.

**Step 4:** Reflection and Summation

- Facilitate a discussion around the impact of historical and contemporary forms of slavery and servitude.

- Ask guiding questions such as "What did you find surprising?" or "How do these forms affect society today?"

**Conclusion (5 minutes):**

- Summarize the key points discussed in the lesson, highlighting the differences between slavery and servitude.

- Conduct a brief interactive activity, such as a quiz or a 'think-pair-share' to reinforce the main concepts.

- Preview the upcoming topics related to societal impacts and personal stories regarding slavery.

**Extended Activities:**

- Research Project: Assign students to write a short paper or create a presentation on a specific figure or event in history related to slavery or servitude.

- Debate Activity: Organize a debate on the ethical implications of servitude in modern society.

- Creative Writing: Encourage students to write a fictional diary entry from the perspective of someone affected by slavery or servitude, fostering empathy and deeper understanding of the topic.

**Teacher Self-Evaluation:**

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**WEEK 6: LESSON 2**

**Strand:** People and Relationships

**Sub Strand:** Slavery and Servitude

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1.Identify the factors that led to the development of the Indian Ocean slave trade.

2. Use digital and print resources to find data supporting their understanding of these factors.

3. Acknowledge and summarize the various elements contributing to the Indian Ocean slave trade.

**Key Inquiry Question(s):**

- What factors led to the development of the Indian Ocean slave trade?

**Learning Resources:**

- Textbook: Smart Minds Social Studies (Pages 82-83)

- Lesson notes

- Digital resources (videos, articles, etc.)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin by reviewing the previous lesson on the general concept of slavery and servitude.

- Engage students in a brief discussion about what they remember and guide them to read from the learning resources, focusing on key concepts related to the Indian Ocean slave trade.

**Lesson Development (30 minutes):**

**Step 1:** Introduction to Digital and Print Research

- Explain how to use both digital and print resources effectively. Demonstrate how to access online articles or educational videos related to the Indian Ocean slave trade.

- Provide examples of credible websites and encourage students to be mindful of information sources.

**Step 2:** Group Research Activity

- Divide students into pairs or small groups.

- Assign each group a specific factor (economic, social, historical, etc.) that contributed to the development of the Indian Ocean slave trade.

- Groups will use their resources to search for information related to their assigned factor.

**Step 3:** Discussion and Summarization

- After conducting their research, each group will discuss their findings.

- Instruct learners to summarize their discussions in their exercise books, ensuring they note key points related to their factor.

**Step 4:** Group Presentations

- Each group presents their findings to the class, highlighting the key factors they discovered. Encourage peer questions and discussion to clarify any doubts or expand on ideas.

**Conclusion (5 minutes):**

- Summarize the key points discussed during the lesson, reiterating the factors that led to the development of the Indian Ocean slave trade.

- Conduct a brief interactive activity, such as a quick quiz or a 'think-pair-share' exercise, where students reflect on which factor they believe was most significant and why.

- Preview the next session by introducing the topic of resistance to slavery, encouraging students to think about the responses to slavery and servitude.

**Extended Activities:**

- Research Project: Students will choose one specific factor (e.g., economic motivations, cultural impacts) and conduct a more in-depth research project on how this factor influenced the Indian Ocean slave trade. They will prepare a visual presentation (poster or digital) to share with the class in the next session.

- Creative Writing: Ask students to write a short diary entry from the perspective of someone affected by the Indian Ocean slave trade, either a person being enslaved or a participant in the trade. This will help them explore the human experience behind historical events and develop empathy.

**Teacher Self-Evaluation:**

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**WEEK 6: LESSON 3**

**Strand:** People and Relationships

**Sub Strand:** Slavery and Servitude

**Specific Learning Outcomes:**

**- By the end of the lesson, the learner should be able to:**

1. Identify the regions covered by the Indian Ocean slave trade in Africa.

2. Sketch the geographical extent of the regions covered by the Indian Ocean slave trade in Africa.

3.Enjoy drawing and indicating the geographical regions and routes covered by the Indian Ocean slave trade in Africa.

**Key Inquiry Question(s):**

- What was the geographical extent of the regions covered by the Indian Ocean slave trade in Africa?

**Learning Resources:**

- Smart Minds Social Studies pg 84

- Lesson notes

- Digital resources (e.g., online maps, articles)

- Blank maps or drawing materials

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review Previous Lesson: Begin with a brief recap of the last lesson on slavery and servitude. Ask students what they remember about the topic.

- Reading & Discussion: Guide learners to read relevant content from Smart Minds Social Studies and discuss the key concepts, particularly focusing on the geographical aspects of the Indian Ocean slave trade.

**Lesson Development (30 minutes):**

**Step 1:** Group Formation

- Organize students into pairs or small groups and explain the goal of the activity: to explore the geographical regions of the Indian Ocean slave trade.

**Step 2:** Digital Research

- Direct students to use digital resources to research the specific areas involved in the Indian Ocean slave trade. They should search for maps and historical information that detail these regions.

**Step 3:** Drawing Activity

- After gathering information, each group will create a sketch or map that illustrates the regions and routes covered by the slave trade. Provide them with blank maps and necessary materials to complete their drawings.

**Step 4:** Present and Assess

- Groups will display their drawings or maps in the classroom. Encourage students to explain what they included in their sketches and the significance of those regions, allowing the class to ask questions and provide feedback.

**Conclusion (5 minutes):**

- Summarize Key Points: Recap the geographical extent of the Indian Ocean slave trade, based on the presentations. Reinforce the learning objectives and what students were able to identify and create during the lesson.

- Interactive Activity: Conduct a brief quiz or a quick thumbs-up/thumbs-down activity to check understanding of the regions covered.

- Prepare for Next Session: Give learners a preview of the next session’s topic, such as the impact of the slave trade on African societies and economies, with thought-provoking questions to consider.

**Extended Activities:**

- Mapping Project: Have students create a detailed map project at home, marking significant ports involved in the trade and researching their historical context.

- Research Assignment: Ask students to choose a specific region affected by the Indian Ocean slave trade and prepare a short presentation for the class, focusing on its history and current implications.

- Art Project: Students can create an artistic representation (e.g., collage, mural) that depicts the legacy of the Indian Ocean slave trade.

**Teacher Self-Evaluation:**

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**WEEK 6: LESSON 4**

**Strand:** People and Relationships

**Sub Strand:** Slavery and Servitude

**Specific Learning Outcomes:**

**- By the end of the lesson, the learner should be able to:**

1. Identify ways of promoting human dignity for a just and peaceful world.

2. Develop slogans on ways of promoting human dignity for a just and peaceful world.

3. Express a desire to promote human dignity for a just and peaceful world.

**Key Inquiry Questions:**

- What is human dignity?

- How can we promote human dignity for a just and peaceful world?

**Learning Resources:**

- Digital resources (educational videos, articles)

- Lesson notes

- Charts

- Flashcards

- Marker pens

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson by asking students what they remember about dignity and related topics.

- Guide learners to read and discuss relevant content from the provided resources to emphasize understanding of key concepts like human dignity.

**Lesson Development (30 minutes):**

**Step 1:** Brainstorming Session

- In pairs, learners will brainstorm the meaning of "human dignity."

- Each pair will write down their definitions on a flashcard.

**Step 2:** Group Discussion

- Groups will share their definitions with the class.

- Facilitate a discussion on what values and rights relate to human dignity and how it affects individuals and communities.

**Step 3:** Identifying Promotion Strategies

- Groups will collaborate to identify ways to promote human dignity, focusing on actions that can create a just and peaceful world.

- Encourage each group to list at least three strategies.

**Step 4:** Slogan Development

- Using digital resources or flashcards, each group will create a catchy slogan that summarizes their proposed strategies.

- Invite groups to share their slogans with the class.

**Conclusion (5 minutes):**

- Summarize the key points discussed: definition of human dignity, its importance, and ways to promote it.

- Conduct a brief interactive activity where students can vote on the best slogan or strategy (e.g., a secret ballot).

- Prepare learners for the next session by giving them questions to ponder about the impact of dignity in their communities.

**Extended Activities:**

- Have students write a short essay or create a poster about how they can promote human dignity in their everyday lives.

- Set up a class project where learners can volunteer for a local charity focused on helping those whose dignity may be compromised.

- Create a class display with the slogans and strategies developed to raise awareness about the importance of human dignity.

**Teacher Self-Evaluation:**

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**WEEK 7: LESSON 1**

**Strand:** People and Relationships

**Sub Strand:** Development of Medium of Trade

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. Differentiate between barter trade and currency trade in Africa.

2. Compare barter trade and currency trade in Africa using a visual chart.

3. Acknowledge the challenges and benefits of each trade method.

**Key Inquiry Question:**

- What is the difference between barter trade and currency trade?

**Learning Resources:**

- Social Studies Learner's Textbook

- Lesson notes

- Digital resources (internet access/tablets/computers)

- Charts for visual aids

**Organisation of Learning:**

**Introduction (5 minutes):**

- Start with a quick review of the previous lesson.

- Discuss and guide learners to read and engage with the relevant sections of the textbook that introduce barter and currency trade.

**Lesson Development (30 minutes):**

**Step 1:** Brainstorming Session

- In pairs, have learners brainstorm and list the key differences they already know about barter and currency trade.

- Ask groups to share their ideas with the class and record their responses on the board.

**Step 2:** Research Activity

- Utilize digital resources to research specific examples of barter trade and currency trade in Africa.

- Encourage learners to look for case studies or historical examples that illustrate each trade method.

**Step 3:** Comparison Chart Creation

- Learners will create a visual chart comparing barter trade and currency trade, including aspects like advantages, disadvantages, and specific examples.

- Groups will present their charts to the class, offering an opportunity for peer feedback.

**Step 4:** Role Play Activity

- In groups, learners will role-play a barter trade scenario and a currency trade scenario.

- After the role play, the class will discuss observations and critique the effectiveness of each trade method as portrayed in the activity.

**Conclusion (5 minutes):**

- Summarize the key points discussed during the lesson, reinforcing the learning objectives achieved.

- Conduct a quick interactive quiz or a game to reinforce the main topics covered—this could involve questions based on the visual charts created.

- Provide a brief preview of what will be covered in the next session, sparking curiosity by posing questions for them to think about.

**Extended Activities:**

- Research Project: Assign a project where students choose one African country to explore its historical methods of trade, including examples of barter and currency trades, and their impacts on the economy.

- Create a Trade Simulation: Have learners design a classroom economy where they can practice barter and currency trades with tokens or items to further understand the dynamics of trade practices.

- Art Creation: Encourage students to create a visual poster or infographic that showcases the benefits and challenges of both trade systems.

**Teacher Self-Evaluation:**

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**WEEK 7: LESSON 2**

**Strand:** People and Relationships

**Sub Strand:** Developments in Medium of Trade

**Specific Learning Outcomes:**

**- By the end of the lesson, the learner should be able to:**

1.Identify the factors that led to the introduction of money in Africa.

2. Use digital or print media to find out factors that led to the introduction of money in Africa.

3. Acknowledge the factors that led to the introduction of money in Africa.

**Key Inquiry Question(s):**

- What factors led to the introduction of money in Africa?

**Learning Resources:**

- Lesson notes

- Digital resources

- Social Studies Learner's Textbook

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin the lesson by reviewing key points from the previous lesson on trade and bartering.

- Introduce the day's topic by asking students if they know what money is and why it might be important.

- Encourage learners to read and discuss relevant content from the textbook related to the introduction of money in Africa.

**Lesson Development (30 minutes):**

**Step 1:** Brainstorming Session

- Divide the class into small groups or pairs.

- Ask each group to brainstorm the reasons they think money was introduced in Africa, writing their ideas on a piece of paper.

- Have each group share their initial thoughts with the class.

**Step 2:** Research

- Instruct students to use digital or print resources (such as tablets or books from the library) to find more concrete information about the factors that led to the introduction of money in Africa.

- Provide guided questions to help them focus their research, such as:

- What needs did trade create that money could fulfill?

- How did the lack of a common medium of exchange affect trade?

**Step 3:** Group Discussion

- After the research phase, gather the students back as a whole class.

- Ask each group to summarize the factors they discovered during their research.

- Facilitate a discussion on the various factors presented, ensuring to address any misconceptions and highlight key points.

**Step 4:** Presentation and Reflection

- Allow each group to prepare a brief presentation (1-2 minutes) on their findings.

- Encourage learners to reflect on the importance of money in trade and commerce.

**Conclusion (5 minutes):**

- Summarize the key points discussed during the lesson, ensuring to reference the factors identified regarding the introduction of money in Africa.

- Conduct a brief interactive activity, such as a "quick quiz" using a polling method, to reinforce the main topics covered.

- Preview the next session’s topic on modern banking and trade practices, posing questions such as, "How is money used today compared to how it was used in the past?"

**Extended Activities:**

- Research Project: Assign learners to research a specific currency used in Africa today and how its value is affected by trade.

- Role Play: Have students engage in a role-play activity where they simulate trade in an ancient African marketplace, first using bartering and then introducing money to see which method is more efficient.

- Creative Writing: Ask students to write a short story about a trade encounter that leads to the invention of money in a fictitious African community.

**Teacher Self-Evaluation:**

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**WEEK 7: LESSON 3**

**Strand:** People and Relationships

**Sub Strand:** Developments in Medium of Trade

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. State the impact of the introduction of money in Africa.

2. Use digital or print resources to research the impact of the introduction of money in Africa.

3. Acknowledge the broader impacts of money in African trade and society.

**Key Inquiry Questions:**

- How has money transformed trade in Africa?

- What was the impact of the introduction of money in Africa?

**Learning Resources:**

- Digital resources (internet, databases)

- Resource person (guest speaker, librarian)

- Social Studies Learner's Textbook

- Lesson notes

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the Previous Lesson: Briefly revisit what was learned in the last session to contextualize today’s lesson on money and trade.

- Reading and Discussion: Direct learners to read a selected passage from their Social Studies textbook focusing on early trade practices in Africa. Have them discuss with a partner what they understand about trade before the introduction of money.

**Lesson Development (30 minutes):**

**Step 1:** Brainstorming

- Group Activity: Divide students into small groups. Each group will brainstorm and list down ideas on how trade was conducted before money existed. They should discuss barter systems and the challenges faced.

**Step 2:** Research

- Utilization of Resources: Groups will then utilize digital resources or consult a resource person to research the introduction of money in Africa and its effects on trade and society. Encourage them to take notes highlighting key findings.

**Step 3:** Case Studies Analysis

- Analyzing Case Studies: Provide each group with a simple case study illustrating a specific region in Africa and the impact of money on its trade. Have them identify and discuss the changes in trade practices due to the introduction of money.

**Step 4:** Group Discussion

- Group Sharing: Each group will share their findings with the class. Facilitate a discussion on common themes and differences between groups' findings to foster critical thinking and dialogue.

**Conclusion (5 minutes):**

- Summary: Recap the key points discussed about the introduction of money and its impacts on trading activities. Emphasize how money simplified exchanges and contributed to economic growth.

- Interactive Activity: Conduct a quick true or false quiz related to the lesson's content to reinforce learning.

- Preview: Introduce the next topic (e.g., "The Evolution of Money in Modern Africa") and ask students to consider what forms of money exist today.

**Extended Activities:**

- Research Assignment: Have learners choose a specific country in Africa and write a short report on how the introduction of money transformed trade practices there.

- Creative Project: Encourage students to create a presentation or visual infographic illustrating the evolution of trade in Africa from barter to the use of money and its current implications.

**Teacher Self-Evaluation:**

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**WEEK 7: LESSON 4**

**Strand:** People and Relationships

**Sub Strand:** Developments in Medium of Trade

**Specific Learning Outcomes:**

**- By the end of the lesson, the learner should be able to:**

1. Identify the modern trade mediums.

2. Discuss the sustainability of the modern trade mediums in society.

3. Appreciate the medium of trade for sustainability.

**Key Inquiry Question:**

- Which current mediums of trade do you know?

**Learning Resources:**

- Digital resources (tablets/computers with internet access)

- Lesson notes

- Social Studies Learner's Textbook

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a review of the previous lesson on trade and its importance.

- Encourage learners to share any mediums of trade they observed since the last lesson.

- Guide learners to read and discuss relevant content from the textbook, focusing on modern trade mediums.

**Lesson Development (30 minutes):**

**Step 1:** Brainstorming Activity

- Organize students into pairs or small groups.

- Prompt them to brainstorm and list current mediums of trade (e.g., online shopping, barter systems, cash-based trade).

- Groups present their lists to the class for a collective compilation.

**Step 2:** Research on Sustainability

- In their groups, learners will use digital devices to search for information regarding the sustainability of various modern trade forms (e.g., e-commerce, local markets).

- They should focus on environmental, social, and economic aspects of sustainability.

**Step 3:** Group Discussion

- Using the information gathered, groups will discuss ways to enhance the sustainability of the identified mediums of trade.

- Encourage them to consider innovative solutions or practices that could be implemented in their community.

**Step 4:** Sharing Insights

- Each group will share their discussions and ideas with the class.

- Facilitate a discussion on common themes and ideas that emerged from each group.

**Conclusion (5 minutes):**

- Summarize key points from the lesson, including the types of modern trade mediums identified and their sustainability considerations.

- Conduct a brief interactive quiz or activity (such as a think-pair-share) to reinforce the main topics.

- Prepare learners for the next session by previewing upcoming topics on the impacts of trade on local communities.

**Extended Activities:**

- Research Project: Assign learners to investigate a specific modern trade medium and how it operates sustainably in a particular country. They could create a presentation or a poster about their findings.

- Debate: Organize a class debate on the pros and cons of a specific medium of trade (e.g., online versus local shopping) focusing on sustainability aspects.

- Field Study: Plan a visit to a local market or business (if possible) to observe trade practices in action and engage with local traders about their perspectives on sustainability.

**Teacher Self-Evaluation:**

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**WEEK 9: LESSON 1**

**Strand:** People and Relationships

**Sub Strand:** Diversity and Interpersonal Relationships

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. Identify the factors that determine human diversity in society.

2. Use digital or print resources to search for factors that determine human diversity in society.

3. Acknowledge and discuss the factors that determine human diversity in society.

**Key Inquiry Question(s):**

- What is human diversity?

**Learning Resources:**

- Social Studies Learner's Textbook

- Lesson Notes

- Digital Resources (e.g., articles, videos)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin by reviewing key concepts from the previous lesson on communities and relationships.

- Ask leading questions to engage learners, such as "Can anyone tell me what makes our community unique?"

- Guide learners to read a section of the Social Studies Learner's Textbook that introduces human diversity and highlight key terms.

**Lesson Development (30 minutes):**

**Step 1:** Brainstorming

- Have students work in pairs to brainstorm their understanding of "human diversity."

- Provide them with prompts such as "What does diversity mean to you?" and "Can you think of different types of diversity we see in people?"

- Encourage them to share their ideas with the class.

**Step 2:** Research

- Introduce the use of digital and print resources. Show learners how to find relevant information on factors that determine human diversity (e.g., culture, race, ethnicity, language, religion).

- Ask each pair to select one resource (either a book or online article) to gather more detail on their chosen factor.

**Step 3:** Discussion

- After conducting their research, bring the class back together.

- Facilitate a discussion where each pair shares the factor they investigated and what they learned about it. Encourage questions from other students to deepen understanding.

**Step 4:** Consolidation

- Summarize the key factors mentioned during the discussion, perhaps writing them on the board.

- Ask students to reflect on how these factors contribute to the richness of their own community and society.

**Conclusion (5 minutes):**

- Recap the main points covered during the lesson, including the definition of human diversity and the key factors that affect it.

- Conduct an interactive activity: a "think-pair-share" where students can think of one new thing they learned, discuss it with a partner, and then share with the class.

- Preview the next session’s focus on the impact of diversity on relationships and community cohesion.

**Extended Activities:**

- Diversity Collage: Have students create a collage that represents different aspects of diversity in their own lives or communities, using images from magazines or digital resources.

- Interview Project: Encourage students to conduct interviews with family members or community members about their experiences with diversity and report back in class.

- Diversity Day Presentation: Organize a presentation day where students can showcase their findings about different aspects of diversity in various cultures around the world.

**Teacher Self-Evaluation:**

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**WEEK 9: LESSON 2**

**Strand:** People and Relationships

**Sub Strand:** Diversity and Interpersonal Relationships

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. State the meaning of interpersonal skills.

2. Discuss the interpersonal skills that enhance healthy interactions in a multicultural society.

3. Appreciate the interpersonal skills that promote positive interactions in a diverse environment.

**Key Inquiry Question(s):**

- What are interpersonal skills?

**Learning Resources:**

- Digital resources (videos, articles)

- Flashcards (definitions and examples)

- Social Studies & Life Skills Textbook

- Lesson notes (prepared by the teacher)

**Organization of Learning:**

**Introduction (5 minutes):**

- Review Previous Lesson: Briefly discuss what was learned in the last class related to the topic of relationships and diversity.

- Guide Reading: In small groups, learners will read from the Social Studies & Life Skills Textbook about interpersonal skills, discussing key concepts with the teacher's guidance.

**Lesson Development (30 minutes):**

**Step 1:** Define Interpersonal Skills

- Activity: In pairs, learners brainstorm what they think interpersonal skills are.

- Sharing: Each pair will share their definitions with the class.

- Teacher Input: Present a clear definition of interpersonal skills and provide examples.

**Step 2:** Identify Interpersonal Skills

- Group Work: In small groups, learners will use digital resources to research specific interpersonal skills (e.g., effective communication, empathy, active listening).

- Class Discussion: Groups share their findings with the class, writing them on the board.

**Step 3:** Discuss the Importance

- Class Discussion: Lead a conversation about how these interpersonal skills enhance healthy interactions in a multicultural society, emphasizing respect and understanding.

**Step 4:** Role-Play

- Activity: Learners will role-play scenarios that demonstrate effective interpersonal skills in multicultural contexts.

- Feedback: After each role-play, peers will provide constructive feedback.

**Conclusion (5 minutes):**

- Summary: Recap key points discussed during the lesson, reiterating the definition and importance of interpersonal skills.

- Interactive Activity: Conduct a quick quiz or game using flashcards to reinforce the lesson’s main topics.

- Preview Next Session: Introduce the next lesson topic related to effective communication in diverse environments.

**Extended Activities:**

- Reflective Journal: Students write a journal entry reflecting on a personal experience where they used interpersonal skills successfully or witnessed healthy interactions in diverse situations.

- Group Project: Create a presentation on different interpersonal skills and how they can be applied in real-life multicultural interactions. This can include video scenarios, role-plays, or discussions.

- Peer Interviews: Pair up with a classmate from a different background and conduct an interview about their experiences with interpersonal skills and diversity.

**Teacher Self-Evaluation:**

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**WEEK 9: LESSON 3**

**Strand:** People and Relationships

**Sub Strand:** Diversity and Interpersonal Relationships

**Specific Learning Outcomes**

**- By the end of the lesson, learners should be able to:**

1. Identify the different desirable and undesirable personality attributes in people.

2. Classify the desirable and undesirable personality attributes in individuals.

3. Acknowledge the different personality attributes in individuals.

**Key Inquiry Question(s)**

- What are personality attributes?

- How do varied personalities shape society?

**Learning Resources:**

- Social Studies & Life Skills Textbook

- Lesson notes

- Charts and flashcards

- Digital resources (e.g., educational videos, articles)

**Organization of Learning:**

**Introduction (5 minutes):**

- Review: Start with a brief review of the previous lesson to activate prior knowledge.

- Discussion: Engage learners in reading a section of the textbook that introduces personality attributes. Facilitate a discussion around the key concepts to ensure comprehension.

**Lesson Development (30 minutes):**

**Step 1:** Define Personality Attributes

- Activity: In small groups, learners brainstorm what personality attributes are. They can write their definitions on a whiteboard or flipchart.

- Share: Each group presents their definition to the class. The teacher synthesizes these ideas into a clear class definition.

**Step 2:** Research

- Activity: Using digital or print resources, learners work in pairs to find examples of different personality attributes (e.g., kindness, arrogance, empathy).

- Document: They will create a list and categorize these attributes into desirable and undesirable in their notes.

**Step 3:** Debate and Classification

- Activity: Groups will engage in a friendly debate about which attributes are more valuable in a community. Each group will classify their researched attributes into two columns: "Desirable" and "Undesirable."

**Step 4:** Role Play

- Activity: In pairs, learners role play scenarios illustrating a desirable and undesirable personality attribute to enhance self-awareness. Encourage them to reflect on how each attribute affects interactions with others.

**Conclusion (5 minutes):**

- Recap: Summarize key points discussed in the lesson, ensuring to revisit the learning objectives.

- Interactive Activity: Conduct a quick "round robin" where students state one thing they learned about personality attributes.

- Preview: Introduce the next session, hinting at topics related to emotional intelligence and personal growth.

**Extended Activities:**

- Personality Attribute Journal: Have learners keep a journal for a week, reflecting on interactions they observe regarding personality attributes in themselves and others.

- Create a Personality Poster: Students can select a personality attribute to create a poster that illustrates its importance and effects on relationships.

- Interview a Mentor: Encourage students to interview a family member or mentor about the personality attributes they find most valuable and the impact it has on their relationships.

**Teacher Self-Evaluation:**

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**WEEK 9: LESSON 4**

**Strand:** People and Relationships

**Sub Strand:** Diversity and Interpersonal Relationships

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. Identify the life skills that promote healthy interactions in a multicultural society.

2.Use digital or print resources to search for life skills that promote healthy interactions.

3.Acknowledge and discuss the importance of these life skills in promoting healthy interactions.

**Key Inquiry Question:**

- Which life skills would promote healthy interactions in a multicultural society?

**Learning Resources:**

- Digital resources (computers/tablets)

- Resource person (guest speaker)

- Lesson notes

- Social Studies & Life Skills Textbook

- Flashcards

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson by asking students to share what they learned about diversity.

- Introduce the main topic of the lesson, asking students if they know what "life skills" are and how they can help in our interactions with others.

**Lesson Development (30 minutes):**

**Step 1:** Brainstorming Session

- Divide the class into small groups.

- Each group will brainstorm a list of life skills that they think help people get along in diverse communities. Encourage them to think of skills like empathy, communication, respect, and conflict resolution.

**Step 2:** Guest Speaker Interaction

- Invite a resource person, such as a community member or a counselor, to talk about life skills that promote healthy interactions in a multicultural society.

- After their presentation, allow students to ask questions and share their thoughts.

**Step 3:** Research Activity

- Provide students with access to digital or print resources (like textbooks or the internet).

- Each group will look up additional life skills, documenting at least three new skills they find and how these skills can help in multicultural interactions.

**Step 4:** Class Presentations

- Groups will present their findings to the class.

- Encourage other students to engage with questions or comments after each group presents.

**Conclusion (5 minutes):**

- Summarize the key points from the lesson, reinforcing the significance of life skills in promoting healthy interactions.

- Conduct a quick interactive activity, such as a "skills match" where students pair skills with scenarios.

- Preview the next topic: "How can we practice these skills in our daily lives?"

**Extended Activities:**

- Journal Reflection: Have students keep a journal for one week where they reflect on their interactions with others and identify which life skills they used or could have used to improve those interactions.

- Life Skills Poster: Students create a poster illustrating and explaining one life skill they believe is important for multicultural interactions. They can present their poster to the class.

**Teacher Self-Evaluation:**

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**WEEK 10: LESSON 1**

**Strand:** People and Relationships

**Sub Strand:** Peaceful Coexistence

**Specific Learning Outcomes:**

**- By the end of the lesson, the learner should be able to:**

1. Identify the components of human identity in a multicultural society.

2. Use print or digital resources to research the components of human identity in a multicultural society.

3. Acknowledge the components of human identity in a multicultural society.

**Key Inquiry Question(s):**

- What are the components of human identity in a multicultural society?

**Learning Resources:**

- Lesson notes

- Print resources

- Digital resources

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson by asking learners to share what they learned about identity.

- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

**Lesson Development (30 minutes):**

**Step 1:** What is Human Identity?

- In pairs, learners brainstorm and create a mind map on what they believe makes up human identity.

- Encourage students to think about aspects such as culture, language, religion, and traditions.

**Step 2:** Research the Components

- In their groups, learners will utilize digital or print resources to research the components of human identity in a multicultural society.

- Each group will fill out a worksheet that highlights their findings, focusing on 3-4 key components.

**Step 3:** Group Discussion

- Groups will discuss their findings among themselves, comparing the different components they identified and how they relate to living in a multicultural society.

- Facilitate the discussion by asking guiding questions, such as, “How does culture influence our identity?” or “What role does religion play in identity formation?”

**Step 4:** Presentations

- Each group presents their findings to the class.

- Encourage students to actively listen and ask questions to clarify or expand on the information shared.

**Conclusion (5 minutes):**

- Summarize key points and review the learning objectives achieved during the lesson.

- Conduct a brief interactive activity, such as a quick round of "Identity Charades," where students use actions or images to represent the components discussed.

- Prepare learners for the next session by providing a sneak peek into upcoming topics, such as “How do these components influence our everyday interactions?”

**Extended Activities:**

- Cultural Showcase: Have learners create a poster or presentation exploring their cultural background and its significance to their identity.

- Interview Project: Students can interview family members or community members from different cultures to understand diverse identities and present their findings.

- Identity Reflection Journal: Encourage students to write a reflective journal entry about their own identity, noting different components that they feel shape who they are.

**Teacher Self-Evaluation:**

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**WEEK 10: LESSON 2**

**Strand:** People and Relationships

**Sub Strand:** Diversity and Interpersonal Relationships

**Specific Learning Outcomes:**

**- By the end of the lesson, the learner should be able to:**

1. State the importance of building healthy relationships in a multicultural society.

2. Role play the importance of building healthy relationships in a multicultural society.

3. Appreciate the importance of building healthy relationships in a multicultural society.

**Key Inquiry Question:**

- What is the importance of building healthy relationships in a multicultural society?

**Learning Resources:**

- Thriving Life Skills textbook, pg. 45

- Lesson notes

- Posters illustrating diverse relationships

- Digital resources (videos, interactive activities)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review Previous Lesson: Begin by asking students to recall what they learned in the last session about relationships.

- Discussion of Key Concepts: Guide learners to read and discuss relevant content from the learning resources, focusing on the definitions and examples of healthy relationships in a multicultural context.

**Lesson Development (30 minutes):**

**Step 1:** Brainstorming

- Group Activity: Divide students into small groups and ask them to brainstorm reasons why building healthy relationships is important in a multicultural society.

- Sharing Ideas: Each group will present their ideas to the class, fostering a brief discussion about their thoughts.

**Step 2:** Identifying Importance

- Discussion Activity: As a class, create a chart on the board to list the identified points. Discuss why each point is essential, ensuring students relate it to real-life experiences or examples from their community.

**Step 3:** Role Play

- Collaborative Role Playing: In their same groups, give students a scenario involving a multicultural relationship (e.g., teamwork in a class project). Ask them to role-play interactions where they build or struggle to build healthy relationships, emphasizing effective communication and respect.

**Step 4:** Reflection

- Class Reflection: After the role plays, facilitate a class discussion where students can reflect on what they learned through the role-playing experience. Ask questions such as, "How did you feel working with different backgrounds?" and "What strategies helped improve your interactions?"

**Conclusion (5 minutes):**

- Summarize Key Points: Highlight the main ideas from today’s lesson about the importance of building healthy relationships in a multicultural society.

- Interactive Review Activity: Conduct a quick game, such as a "relationship charades" session where students act out different types of relationships while their peers guess what they are portraying.

- Preview of Next Session: Introduce the upcoming topic and ask students to think about how they can apply what they learned today in their lives.

**Extended Activities:**

- Cultural Exchange Project: Students can research and present about a culture different from their own and share how relationships are built within that culture.

- Friendship Day Plan: Organize a "Friendship Day" where students can bring in stories or examples of friendships from diverse backgrounds, and plan activities that promote inclusivity.

**Teacher Self-Evaluation:**

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**WEEK 10: LESSON 3**

**Strand:** People and Relationships

**Sub Strand:** Peaceful Coexistence

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. Outline the qualities of a peaceful person in the community.

2. Write an essay on the qualities of a peaceful person in the community.

3. Acknowledge the qualities of a peaceful person in the community.

**Key Inquiry Question(s):**

- What are the qualities of a peaceful person in the community?

**Learning Resources:**

- Flashcards

- Social Studies & Life Skills Learner's Textbook

- Digital resources

- Lesson notes

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review what was learned in the previous lesson about community relationships.

- Guide learners to read relevant sections in the textbook and discuss the qualities that support peaceful living, emphasizing the importance of the key inquiry question.

**Lesson Development (30 minutes):**

**Step 1:** Brainstorming

- In pairs, learners brainstorm a list of qualities that they believe make a person peaceful in the community. They can write these down on paper.

- Encourage them to think of examples from their own lives or famous figures they admire.

**Step 2:** Group Discussion

- After brainstorming, each pair will share their ideas with another pair, creating small groups.

- Groups can then narrow down their list to the top five qualities they believe are most important for peaceful coexistence.

**Step 3:** Collaborative Essay Writing

- In their groups, learners will draft an outline for a short essay that discusses the identified qualities. Each group will contribute a few sentences about each quality and how it supports peaceful living.

**Step 4:** Flashcard Creation

- Learners will create flashcards for each quality they discussed, incorporating illustrations or keywords that represent each quality.

- Encourage creativity! Flashcards will be displayed on the classroom wall for ongoing reference.

**Conclusion (5 minutes):**

- Summarize the qualities of a peaceful person discussed in class.

- Ask a few volunteers to share one quality they feel is the most important and why.

- Conduct a brief interactive quiz or game (such as "Show Me What You Know") to reinforce the main topics learned.

- Preview the next lesson, which will delve into ways to promote peaceful coexistence in their community.

**Extended Activities:**

- Community Observation: Assign learners to identify examples of peaceful behavior in their community (e.g., peaceful conflict resolution or acts of kindness) and bring back their observations to share in the next lesson.

- Peaceful Person Presentation: Encourage learners to choose a public figure known for their peaceful actions and prepare a short presentation highlighting their qualities and contributions to society.

**Teacher Self-Evaluation:**

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**WEEK 10: LESSON 4**

**Strand:** People and Relationships

**Sub Strand:** Peaceful Coexistence

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. Identify the factors that promote peaceful co-existence in the community.

2. Use digital or print resources to search for factors that promote peaceful co-existence in society.

3. Acknowledge the factors that promote peaceful co-existence in society.

**Key Inquiry Question:**

- What factors promote peaceful co-existence in society?

**Learning Resources:**

- Lesson notes

- Digital resources

- Guest speaker/resource person

- Flashcards and posters

- Social Studies & Life Skills Textbook

**Organization of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson's key points about community and relationships.

- Encourage learners to read a brief selected passage from the Social Studies textbook relating to peaceful co-existence. Facilitate a discussion focused on understanding the key concepts involved.

**Lesson Development (30 minutes):**

**Step 1:** Brainstorming Session

- In small groups or pairs, students brainstorm and list out their ideas about what factors they believe promote peaceful co-existence in society.

- Encourage sharing and building upon each other’s ideas to foster collaboration.

**Step 2:** Research Activity

- Guide learners to either:

- Use digital resources on tablets/laptops to find additional factors that promote peaceful co-existence, or,

- Use print resources, including textbooks and library books.

- Alternatively, invite a resource person (like a community leader) to talk to the class about their experiences with peaceful co-existence.

**Step 3:** Discussion

- Groups will share their findings with the class, discussing the factors they discovered and how these contribute to a harmonious society.

- Encourage questions and comments from peers to promote a dynamic dialogue.

**Step 4:** Creative Presentation

- Each group will create a flashcard or poster summarizing their findings and illustrating the factors that promote peaceful co-existence.

- Ask groups to present their creative work to the class, explaining their chosen factors.

**Conclusion (5 minutes):**

- Summarize the key points learned during the lesson about peaceful co-existence.

- Conduct a quick interactive activity where students match factors with their definitions to reinforce understanding.

- Briefly introduce the next topic (e.g., conflict resolution) and pose questions for students to consider ahead of the next session.

**Extended Activities:**

- Peaceful Coexistence Diary: Students can keep a diary for a week, jotting down instances where they notice peaceful interactions at home or in the community, and discuss these in class.

- Role-play Scenarios: Create role-play scenarios where students can act out peaceful conflict resolution scenes based on real-life situations they might encounter.

- Community Service Project: Organize a class project where learners engage in a community service initiative to promote understanding and cooperation among different community members.

**Teacher Self-Evaluation:**

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**WEEK 11: LESSON 1**

**Strand:** People and Relationships

**Sub Strand:** Peaceful Co-existence

**Specific Learning Outcomes:**

**- By the end of the lesson, the learner should be able to:**

1. Identify the steps for a peaceful conflict resolution process in day-to-day life.

2. Describe the peaceful conflict resolution process in day-to-day life.

3. Appreciate the peaceful conflict resolution process in day-to-day life.

**Key Inquiry Question:**

- What are the benefits of peaceful conflict resolution?

**Learning Resources:**

- Digital resources

- Lesson notes

- Social Studies & Life Skills Textbook

- Charts

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson by asking learners to recall key points discussed about relationships and conflicts.

- Introduce the topic of peaceful conflict resolution by guiding learners to read and discuss relevant content from the learning resources, emphasizing the importance of resolving conflicts peacefully.

**Lesson Development (30 minutes):**

**Step 1:** Explore Concepts

- In pairs, learners will explore the meaning of 'conflict' and 'resolution'. Use digital resources or text materials to define these terms and discuss their relevance in their daily lives.

**Step 2:** Identify Steps

- As a group, learners will outline the steps involved in the peaceful conflict resolution process. They could list these steps a) Define the conflict, b) Identify needs and wants, c) Explore solutions, d) Agree and implement solutions.

**Step 3:** Discuss Principles

- Each group will discuss the key principles for peaceful conflict resolution such as empathy, active listening, fairness, and respect. They will highlight the importance of these principles when resolving conflicts.

**Step 4:** Create Summaries

- Learners will summarize the peaceful conflict resolution process on charts or in a PowerPoint presentation format. They will include examples or scenarios where these steps can be applied in everyday situations, sharing these with the class.

**Conclusion (5 minutes):**

- Summarize key points on the peaceful conflict resolution process. Reinforce learning objectives achieved during the lesson.

- Conduct a brief interactive activity, such as role-playing a conflict resolution scenario to demonstrate how to apply learned concepts.

- Preview upcoming topics on communication strategies in relationships to prepare learners for the next session.

**Extended Activities:**

- Have learners write a short reflective essay on a time when they experienced conflict and how they resolved it or could have resolved it using the peaceful conflict resolution steps.

- Organize a class debate on the topic "Is conflict always negative?" to encourage critical thinking about conflict resolution.

- Create a "Peaceful Conflict Resolution" wall where learners can post tips or positive quotes about resolving conflicts constructively.

**Teacher Self-Evaluation:**

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**WEEK 11: LESSON 2**

**Strand:** People and Relationships

**Sub Strand:** Peaceful Co-existence

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1.Identify a scenario to apply the peaceful conflict resolution process.

2.Role play a peaceful conflict resolution process in day-to-day life.

3. Embrace the peaceful conflict resolution process in our daily lives.

**Key Inquiry Question(s):**

- What are the key principles for peaceful conflict resolution?

**Learning Resources:**

- Digital resources (videos/articles)

- Real-life scenarios (stories, role-play scripts)

- Lesson notes

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson about conflict and its impacts on relationships.

- Guide learners to read and discuss relevant content from the digital resources, focusing on key concepts of peaceful conflict resolution.

**Lesson Development (30 minutes):**

**Step 1:** Identify and Understand

- In groups of 3-4, learners review different real-life conflict scenarios (provided through digital or printed resources).

- Discuss and identify the conflicts in each scenario, focusing on understanding the perspectives of all parties involved.

**Step 2:** Introduction to Resolution Process

- Briefly introduce the steps of the peaceful conflict resolution process (e.g., understanding the issue, communicating feelings, brainstorming solutions, reaching an agreement).

- Highlight the importance of active listening and empathy in resolving conflict.

**Step 3:** Role-Play Developments

- Each group selects a scenario they identified earlier and creates a role-play based on the peaceful conflict resolution process.

- Groups practice their role-plays, assigning roles and ensuring they apply the resolution steps effectively.

**Step 4:** Perform and Review

- Groups take turns to present their role-plays to the class.

- After each presentation, facilitate a brief discussion on what was learned, focusing on the effectiveness of the conflict resolution steps used.

**Conclusion (5 minutes):**

- Summarize the key points from the lesson, emphasizing the importance of peaceful conflict resolution in maintaining healthy relationships.

- Conduct a brief interactive activity, such as a "think-pair-share" discussion, where learners share one new thing they learned about conflict resolution.

- Prepare learners for the next session by previewing upcoming topics, such as deeper emotions in conflict or strategies for preventing conflict.

**Extended Activities:**

- Write a short story or a journal entry about a time when they had to resolve a conflict, detailing how they felt and the outcome.

- Create a "Conflict Resolution Toolbox" by drawing or listing techniques and strategies that can help resolve conflicts peacefully.

- Role-play scenarios with different outcomes: how changes in communication style can lead to different conflict resolutions.

**Teacher Self-Evaluation:**

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**WEEK 11: LESSON 3**

**Strand:** People and Relationships

**Sub Strand:** Peaceful Co-existence.

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. State the importance of peaceful coexistence in the community in day-to-day life.

2. Prepare posters on the importance of peaceful coexistence in the community.

3. Value the importance of peaceful coexistence in the community.

**Key Inquiry Question(s):**

- What are the benefits of peaceful coexistence in the community?

**Learning Resources:**

- Social Studies & Life Skills Textbook

- Lesson notes

- Digital resources

- Art supplies for poster-making

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson by asking students to share one thing they learned.

- Guide learners in reading and discussing relevant content from the textbook, emphasizing the definitions and key concepts related to peaceful coexistence.

**Lesson Development (30 minutes):**

**Step 1:** Brainstorming

- In pairs, students brainstorm what peaceful coexistence means and list its benefits. Encourage students to think about their own experiences in the community.

**Step 2:** Group Discussion

- Each pair shares their brainstormed ideas with the class. Facilitate discussion, guiding students to build upon their peers' ideas and share additional benefits they recall.

**Step 3:** Poster Preparation

- Divide students into small groups. Each group selects one benefit of peaceful coexistence to illustrate. They will create a poster that highlights this benefit and explains why it's important.

**Step 4:** Poster Display

- Each group presents their poster to the class, explaining their chosen benefit. Display the posters around the classroom for ongoing reference.

**Conclusion (5 minutes):**

- Summarize key points, reiterating the definition of peaceful coexistence and its benefits in everyday life.

- Conduct an interactive closing activity, such as a "silent reflection" where students think about how they can promote peaceful coexistence in their own lives.

- Preview the next session: "Ways to Resolve Conflicts Peacefully".

**Extended Activities:**

- Community Walk: Have students walk around their neighborhood and observe interactions, encouraging them to note examples of peaceful coexistence or areas for improvement.

- Reflection Journal: Students can write a brief journal entry about a time they experienced or witnessed peaceful coexistence.

**Teacher Self-Evaluation:**

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**WEEK 11: LESSON 4**

**Strand:** People and Relationships

**Sub Strand:** Peaceful Co-existence

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. Compose peace poems that highlight the importance of peaceful coexistence in the community in day-to-day life.

2. Recite peace poems effectively while applying presentation techniques.

3. Enjoy the process of composing and reciting poems related to peaceful coexistence.

**Key Inquiry Questions:**

- What is the importance of peaceful coexistence in the community?

- How can you make your recitation of peace poems interesting?

**Learning Resources:**

- Selected peace poems

- Digital devices (tablets, computers, recording devices)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review: Briefly recap the previous lesson on peaceful coexistence.

- Discussion: Engage learners in a conversation by asking them what they think peaceful coexistence means and how it can be reflected in daily life. Introduce the concept of writing poems about peace as a creative expression.

**Lesson Development (30 minutes):**

**Step 1:** Brainstorming Ideas

- Divide learners into small groups or pairs.

- Ask them to brainstorm and share examples of peaceful coexistence they observe in their community (e.g., helping neighbors, supporting local events).

- Encourage them to take notes on their ideas for future reference.

**Step 2:** Composing Peace Poems

- Provide a simple structure for a poem (e.g., four lines with a rhyme scheme).

- In their groups, learners will collaborate to create their own peace poems using the ideas they brainstormed. Suggest using imagery and emotions related to peace.

**Step 3:** Presentation Techniques

- Explain the importance of vocal expression and body language during recitation. Share tips on making their presentation engaging (e.g., varying tone, using gestures).

- Demonstrate with an example poem, highlighting the techniques discussed.

**Step 4:** Recording Recitations

- Allow groups to take turns recording their poem recitations using digital devices. Remind them to apply the presentation techniques learned earlier.

- If time allows, play back a few recordings for the class to listen to.

**Conclusion (5 minutes):**

- Summary: Recap the main points discussed in the lesson: the significance of peaceful coexistence and techniques for composing and reciting poetry.

- Interactive Activity: Conduct a quick "Guess the Poem" game where one group recites a line of their poem, and the class tries to guess the theme or message.

- Preview Next Session: Briefly outline what students can expect to learn in the next lesson (e.g., exploring more poetry or other forms of artistic expression related to peace).

**Extended Activities:**

- Art and Writing: Encourage students to illustrate their peace poems and create a classroom display.

- Social Action Project: Organize a community service day where students can apply the principles of peaceful coexistence by engaging in a local project (e.g., a clean-up event or helping at a community center).

- Peace Quote Collection: Have learners research and compile quotes about peace and coexistence from notable figures to share with the class.

**Teacher Self-Evaluation:**