SOCIAL STUDIES SCHEMES OF WORK GRADE 8

NAME OF THE TEACHER: SCHOOL: TERM: YEAR:

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Week** | **LSN** | **strand** | **Sub-strand** | **Specific Learning Outcomes** | **Key Inquiry Question(s)** | **Learning Experiences** | **Learning Resources** | **Assessment Methods** | **Refl** |
| **1** | **1** | **SOCIAL STUDIES AND PERSONAL MANAGEMENT** | Personal Goal setting | By the end of the lesson, the learner should be able to:   1. describe personal life goals in relation to choose of careers in Social Studies for self-motivation, 2. apply different ways of self-improvement for the attainment of Social Studies career life goals, 3. display values for the achievement of Social Studies life goals. | 1. How can I  improve  myself to  achieve my life  goals?  2. Which values support the achievement of my life goals? | The learner is guided to:   * use digital devices to search and discuss the meaning of the term ‘lifegoals’ * visualize and share a depiction of themselves in 15 years’ time enjoying some of their life goals * discuss how s/he can improve themselves to attain life goals through Social Studies | Digital resources  Display boards  Photographs, pictures  Library  *Smart minds SST Grd. 7 T.G Pg. 1-5*  *Smart minds SST Grd. 7 P.B Pg.15* | Oral questions  Written tests  observation |  |
|  | **2** |  | **Building Self-esteem** | By the end of the lesson, the learner should be able to:   1. explain factors that influence self-esteem in day-to-day life, 2. explore ways of building a healthy self-esteem for promotion of social cohesion, 3. exhibit healthy self-esteem in social interactions, 4. embrace values that enhance healthy self-esteem in day-today life. | 1. How can I improve my self-esteem?  2. What shows that I am making progress in my life? | The learner is guided to:  ● use digital or print sources to search  for the factors that affect self-esteem and make a presentation  ● discuss how to deal with factors that  negatively influence self-esteem  and present in class  ● watch relevant video clips on  building healthy esteem and share  the experiences in class | Posters, digital devices, manila papers, resource persons  Moran SST Grd 8 T.G Pg. 30-36  Moran SST Grd 8 P.B Pg.31-36 | Discussion  Observation  Research  Field study  Q & A  Written tests |  |
|  | **3** |  | **Emotional Care** | By the end of the lesson, the learner should be able to:   1. describe ways of dealing with difficult emotions in daily life, 2. explore real life situations that require emotional intelligence in day-to-day interactions, 3. exhibit emotional intelligence in real life scenarios, 4. appreciate emotional intelligence in real life situations. | 1. What emotions do I  struggle with?  2. How important is emotional intelligence in my life? | The learner is guided to:  ● brainstorm the meaning of emotional intelligence as used in real life situation and present in class  ● discuss and share examples of difficult emotions in life  ● Think-pair -share emotional experiences from religious documents.  ● role-play ways of dealing  with difficult emotions  ● discuss some human sexuality behaviour that stirs negative emotion | Posters, digital devices, manila papers, resource persons  Moran SST Grd 8 T.G Pg. 37-41  Moran SST Grd 8 P.B Pg.37-44 | Discussion  Observation  Research  Field study  Q & A  Written tests |  |
|  | **4** |  | **Healthy**  **Coping**  **Mechanisms** | By the end of the lesson, the learner should be able to:   1. describe sociopolitical challenges associated with stress management in life 2. exhibit positive ways of managing stress in different situations 3. apply values necessary for managing stress positively in life. | 1. How can I  manage my  stress?  2. What are the consequences of unmanaged stress in my life? | The learner is guided to:  ● use digital devices to search for the  meaning of ‘stress management’ and  related terms  ● share socio-political challenges  associated with stress management.  ● create and act skits on stress arising  from purchase processes at  shops/retail outlets, illustrating some  good practices of shopping  ● role-play the effects of unmanaged  stress in their life and discuss the  experiences in class | • Role playing  • Photographs, pictures and paintings  • Internet sources  • Vetted digital resources, educational computer games  ***Thriving Life Skills Grade 7 T.G Pg. 25-30***  ***Thriving Life skills Education Grade 7 P.b Pg.28-34*** | a) Oral Questions  b) Teacher made tests  c) Observation  d) Project Work  e) Self-evaluation  f) Peer assessment |  |
| **2** | **1** |  | **Healthy**  **Coping**  **Mechanisms** | By the end of the lesson, the learner should be able to:   1. explain effects of unmanaged stress in life 2. exhibit positive ways of managing stress in different situations 3. apply values necessary for managing stress positively in life. | 1. How can I  manage my  stress?  2. What are the consequences of unmanaged stress in my life? | The learner is guided to:  ● watch a video clip showing positive  ways of managing stress and share  the lessons learnt  ● reflect and consider some of the  personal issues that cause stress in  their day-to-day life, do a plan on  how to manage them and journal in  notebooks  ● engage in an activity that helps manage stress positively e.g. sport, dance and meditation. | • Role playing  • Photographs, pictures and paintings  • Internet sources  • Vetted digital resources, educational computer games  ***Thriving Life Skills Grade 7 T.G Pg. 25-30***  ***Thriving Life skills Education Grade 7 P.b Pg.28-34*** | a) Oral Questions  b) Teacher made tests  c) Observation  d) Project Work  e) Self-evaluation  f) Peer assessment |  |
|  | **2** |  | Resilience | By the end of the lesson, the learner should be able to:   1. describe situations that require resilience in day-to-day life, 2. manifest characteristics of a resilient person in society, 3. Uphold resilience in daily interactions. | 1. How can one  develop  resilience in  their life?  2. How can one express emotion positively? | The learner is guided to:  ● search the meaning of resilience,  brainstorm circumstances that  require resilience in real-life  situations and share in class  ● story-tell how resilience has been  employed in their circumstances  ● brainstorm the characteristics of a  resilient person and make a class  presentation | Posters, digital devices, manila papers, resource persons  Moran SST Grd 8 T.G Pg. 42-47  Moran SST Grd 8 P.B Pg.45-50 | Discussion  Observation  Research  Field study  Q & A  Written tests |  |
|  | **3** |  | Resilience | By the end of the lesson, the learner should be able to:   1. describe situations that require resilience in day-to-day life, 2. exhibit values that enhance effectiveness in resilience in life, 3. Uphold resilience in daily interactions. | 1. How can one  develop  resilience in  their life?  2. How can one express emotion positively? | The learner is guided to:  ● create and act out skits that bring out  values that enhance effectiveness in  resiliency, and share experiences in  class  ● watch video clips showing ways of building resilience in different situations and carry out a peer critique in class | Posters, digital devices, manila papers, resource persons  Moran SST Grd 8 T.G Pg. 42-47  Moran SST Grd 8 P.B Pg.45-50 | Discussion  Observation  Research  Field study  Q & A  Written tests |  |
|  | **4** |  | **Risky Behaviors** | By the end of the lesson, the learner should be able to:   1. describe risky behaviours in day-today life, 2. choose ‘good’ over ‘risky’ behaviours in society, 3. appreciate avoidance of risky behaviours for personal and social wellbeing. | Why is avoidance of risky behaviours beneficial to life? | The learner is guided to:  ● use digital devices to search for the  meaning and examples of risky  behaviours in their day-to-day life and  make a presentation in class  ● interview an invited resource person to talk about risky behaviours in their day to-day life  ● create and act out skits portraying values that contribute to effective avoidance of risky behaviours in their day-to-day life and share their experiences | Resource person, charts, pictures,  photographs | Discussion  Observation  Research  Field study  Q & A  Written tests |  |
| **3** | **1** |  | **Risky Behaviors** | By the end of the lesson, the learner should be able to:   1. describe risky behaviours in day-today life, 2. portray values associated with avoidance of risky behaviours in social interactions, 3. appreciate avoidance of risky behaviours for personal and social wellbeing. | How can one avoid risky behaviours in their day-today life? | The learner is guided to:  ● prepare summary points that could be used to facilitate a talk on ‘avoiding risky behaviours as a young person in school’  ● do an audit of own behaviour, classify  any risky mannerisms, make a plan to  overcome it, and share with peers in  class | Resource person, charts, pictures,  photographs | Discussion  Observation  Research  Field study  Q & A  Written tests |  |
|  | **2** |  | **Personality Tests** | By the end of the lesson, the learner should be able to:   1. analyze various tools used to carry out personality tests, 2. apply personality tests tools for understanding self and others, 3. appreciate personality tests in understanding self and others. | How does one benefit from personality tests in day-to-day life? | The learner is guided to:  use digital devices to search for  benefits or uses of personality tests  in day- to- day live, and make  presentations in class  ● discus challenges with administering personality tests in day-to-day life  ● research and discuss limitations of various personality tools in day-to-day lives, and make presentations in class | • Role playing  • Photographs, pictures and paintings  • Internet sources  • Vetted digital resources, educational computer games  ***Thriving Life Skills Grade 7 T.G Pg. 1-4***  ***Thriving Life skills Education Grade 7 P.b Pg.1-5*** | a) Oral Questions  b) Teacher made tests  c) Observation  d) Project Work  e) Self-evaluation  f) Peer assessment |  |
|  | **3** |  | **Personality Tests** | By the end of the lesson, the learner should be able to:   1. analyze various tools used to carry out personality tests, 2. apply personality tests tools for understanding self and others, 3. appreciate personality tests in understanding self and others. | How should one overcome challenges associated with personality tests in day- to-day life? | The learner is guided to:  ● watch video clips on challenges  associated with administering  personality tests in day-to-day lives, and share experiences in class  ● discuss ways of overcoming challenges associated with personality tests in day-to-day lives, and make presentations in class | • Role playing  • Photographs, pictures and paintings  • Internet sources  • Vetted digital resources, educational computer games  ***Thriving Life Skills Grade 7 T.G Pg. 1-4***  ***Thriving Life skills Education Grade 7 P.b Pg.1-5*** | a) Oral Questions  b) Teacher made tests  c) Observation  d) Project Work  e) Self-evaluation  f) Peer assessment |  |
|  | **4** | **PEOPLE AND POPULATION** | **Scientific Theory about Human Origin** | By the end of the lesson, the learner should be able to:   1. explore the scientific theory about human origin, 2. draw charts showing different stages of human evolution 3. desire to learn more on the scientific theory | What does scientific theory about human origin say? | Learners are guided to:   * discuss in groups how scientific theory is used to explain human origin and present in class * draw charts showing the different stages of human evolution and share them in class | Posters, digital devices, manila papers  Moran SST Grd 8 T.G Pg. 1-3  Moran SST Grd 8 P.B Pg.1-4 | Discussion  Observation  Research  Field study  Q & A  Written tests |  |
| **4** | **1** |  | **Importance of fossil records of human evolution in Africa** | By the end of the lesson, the learner should be able to:   1. explain the importance of fossil records of human evolution in Africa, 2. Use IT devices to find more on the importance of fossils. 3. recognize Africa as the cradle of humanity. | What is the importance of fossil records of human evolution in Africa? | Learners are guided to:   * use digital or print resources to find out the importance of fossil records of human evolution in Africa and present them in class | Posters, digital devices, manila papers  Moran SST Grd 8 T.G Pg. 4-5  Moran SST Grd 8 P.B Pg.5-6 | Discussion  Observation  Research  Field study  Q & A  Written tests |  |
|  | **2** |  | **Location of human remains discovered in Africa** | By the end of the lesson, the learner should be able to:   1. List the importance of fossil records of human evolution in Africa, 2. locate when and where pre-historic human remains were discovered in Africa, 3. recognize Africa as the cradle of humanity. | When and where were pre-historic human remains discovered in Africa? | Learners are guided to:   * brainstorm in groups on the differences between various species of early humans, when they existed, and where their remains were discovered and share in class * use print or digital resources to get pictures of different fossils, dates and places and draw a chart to show when and where pre-historic human remains were discovered in Africa and present in class | Posters, digital devices, manila papers  Moran SST Grd 8 T.G Pg. 6-7  Moran SST Grd 8 P.B Pg.6-7 | Discussion  Observation  Research  Field study  Q & A  Written tests |  |
|  | **3** |  | **Changes that took place in humans as a result of evolution and common humanity and interdependence of humans** | By the end of the lesson, the learner should be able to:   1. illustrate changes that took place in humans as a result of evolution, 2. apply knowledge on human origin to develop a sense of common humanity and interdependence of humans, 3. recognize Africa as the cradle of humanity. | What changes took place in humans as a result of evolution? | Learners are guided to:  engage with a resource person to discuss the preservation of remains of early humans and take notes | Posters, digital devices, manila papers  Moran SST Grd 8 T.G Pg. 8-10  Moran SST Grd 8 P.B Pg.8-11 | Discussion  Observation  Research  Field study  Q & A  Written tests |  |
|  | **4** | **Early**  **Civilization** | **Factors that led to the growth pf ancient Kingdoms in Africa - Egypt** | By the end of the lesson, the learner should be able to:   1. explore factors that led to the growth of the selected Ancient Kingdoms in Africa and their contribution to the modern world, 2. draw and locate the selected Kingdoms on a map of Africa. 3. appreciate the contribution of early kingdoms in Africa. | Why is it necessary to study the contribution of early African civilization to the modern world? | Learners are guided to:   * brainstorm in groups on factors that led to the growth of ancient Egypt. * draw and locate the selected Ancient Kingdoms on a map of Africa * view an audio-visual documentary on the contribution of early African civilization to the modern world | Resource person, digital devices, maps, photographs  *Smart minds SST Grd. 7 T.G Pg. 40-41*  *Smart minds SST Grd. 7 P.B Pg.59-62* | Oral questions  Written tests  observation |  |
| **5** | **1** |  | **The Great Zimbabwe** | By the end of the lesson, the learner should be able to:   1. explore factors that led to the growth of the selected Ancient Kingdoms in Africa and their contribution to the modern world, 2. draw and locate the selected Kingdoms on a map of Africa. 3. appreciate the contribution of early kingdoms in Africa. | Why is it necessary to study the contribution of early African civilization to the modern world? | Learners are guided to:   * brainstorm in groups on factors that led to the growth of Great Zimbabwe * draw and locate the selected Ancient Kingdoms on a map of Africa * view an audio-visual documentary on the contribution of early African civilization to the modern world | Resource person, digital devices, maps, photographs  *Smart minds SST Grd. 7 T.G Pg. 40-41*  *Smart minds SST Grd. 7 P.B Pg.59-62* | Oral questions  Written tests  observation |  |
|  | **2** |  | **The Kingdom Kongo** | By the end of the lesson, the learner should be able to:   1. explore factors that led to the growth of the selected Ancient Kingdoms in Africa and their contribution to the modern world, 2. draw and locate the selected Kingdoms on a map of Africa. 3. appreciate the contribution of early kingdoms in Africa. | Why is it necessary to study the contribution of early African civilization to the modern world? | Learners are guided to:   * brainstorm in groups on factors that led to the growth of the Kingdom of Kongo * draw and locate the selected Ancient Kingdoms on a map of Africa * view an audio-visual documentary on the contribution of early African civilization to the modern world | Resource person, digital devices, maps, photographs  *Smart minds SST Grd. 7 T.G Pg. 42*  *Smart minds SST Grd. 7 P.B Pg.63-64* | Oral questions  Written tests  observation |  |
|  | **3** |  | **Place of origin of early visitors to the East Coast of Africa** | By the end of the lesson, the learner should be able to:   1. identify the place of origin of visitors along the East Coast of Africa. 2. trace the places of origin of early visitors to the East African Coast, 3. appreciate the contribution of early visitors to the East Coast of Africa. | Where did the early visitors to the Eastern Coast come from? | Learners are guided to:   * in groups, brainstorm on the origin of early visitors to the East African Coast up to 1500 and either use digital or print resources to locate on a map of Europe and Asia places of origin of early visitors to the East African Coast (Asia, Europe) | Wall map, atlas, manila paper, pictures, digital devices  Moran SST Grd 8 T.G Pg. 11-13  Moran SST Grd 8 P.B Pg.12-15 | Discussion  Observation  Research  Field study  Q & A  Written tests |  |
|  | **4** |  | **Place of origin of early visitors to the East Coast of Africa** | By the end of the lesson, the learner should be able to:   1. identify the place of origin of visitors along the East Coast of Africa. 2. trace the places of origin of early visitors to the East African Coast, 3. appreciate the contribution of early visitors to the East Coast of Africa. | Where did the early visitors to the Eastern Coast come from? | Learners are guided to:   * in groups, brainstorm on the origin of early visitors to the East African Coast up to 1500 and either use digital or print resources to locate on a map of Europe and Asia places of origin of early visitors to the East African Coast (Asia, Europe) | Wall map, atlas, manila paper, pictures, digital devices  Moran SST Grd 8 T.G Pg. 11-13  Moran SST Grd 8 P.B Pg.12-15 | Discussion  Observation  Research  Field study  Q & A  Written tests |  |
| **6** | **1** |  | **The Swahili civilization along the East African Coast** | By the end of the lesson, the learner should be able to:   1. describe the Swahili civilization along the East African coast, 2. demonstrate fluency in the Kiswahili language, 3. appreciate the contribution of Swahili civilization along the coast. | Why is cultural heritage important in a society? | Learners are guided to:   * brainstorm on the Swahili civilization along the East African coast and discuss factors that led to the growth of East African city states | Wall map, atlas, manila paper, pictures, digital devices  Moran SST Grd 8 T.G Pg. 13-14  Moran SST Grd 8 P.B Pg.15-18 | Discussion  Observation  Research  Field study  Q & A  Written tests |  |
|  | **2** |  | **The Swahili civilization along the East African Coast** | By the end of the lesson, the learner should be able to:   1. describe the Swahili civilization along the East African coast, 2. demonstrate fluency in the Kiswahili language, 3. appreciate the contribution of Swahili civilization along the coast. | Why is cultural heritage important in a society? | Learners are guided to:   * brainstorm on the Swahili civilization along the East African coast and discuss factors that led to the growth of East African city states | Wall map, atlas, manila paper, pictures, digital devices  Moran SST Grd 8 T.G Pg. 13-14  Moran SST Grd 8 P.B Pg.15-18 | Discussion  Observation  Research  Field study  Q & A  Written tests |  |
|  | **3** |  | **Best practices from early civilizations to the development of the modern world** | By the end of the lesson, the learner should be able to:   1. List the contributions of civilization to the modern world, 2. apply best practices from early civilizations to the development of the modern world, 3. appreciate the contribution of early civilization to the development of the modern world. | Why is it necessary to study the contribution of early African civilization to the modern world? | Learners are guided to:   * discuss the best practices from early civilizations to the development of the modern world * debate on the contribution of early civilization to the development of the modern world. | Wall map, atlas, manila paper, pictures, digital devices  Moran SST Grd 8 T.G Pg. 15-17  Moran SST Grd 8 P.B Pg.18-19 | Discussion  Observation  Research  Field study  Q & A  Written tests |  |
|  | **4** | **Trans Saharan Slave Trade** | **Factors that led to the development of Trans-Saharan slave trade in Africa** | By the end of the lesson, the learner should be able to:   1. identify factors that led to development of Trans-Saharan slave Trade in Africa, 2. watch a video clip on TSST 3. develop a desire to promote social justice in society. | Why do people subject others to slave trade? | Learners are guided to:   * brainstorm on factors that led to the development of the Trans-Saharan slave trade and write a report * debate on factors that led to the development of Trans-Saharan slave trade in Africa | ● Digital resources  ● Flip charts/Manilla papers  ● Approved textbooks and other printed resources | Discussion  Observation  Research  Field study  Q & A  Written tests |  |
| **7** | **1** |  | **Organization of the Trans Saharan Slave trade** | By the end of the lesson, the learner should be able to:   1. describe the organization of Trans-Saharan slave trade in Africa, 2. role play the organization of Trans Saharan Slave trade 3. develop a desire to promote social justice in society. | Why do people subject others to slave trade? | Learners are guided to:   * use digital or print resources to research the organization of Trans-Saharan slave trade in Africa | ● Digital resources  ● Flip charts/Manilla papers  ● Approved textbooks and other printed resources | Discussion  Observation  Research  Field study  Q & A  Written tests |  |
|  | **2** |  | **Effects of Trans Saharan slave trade** | By the end of the lesson, the learner should be able to:   1. examine the effects of Trans Saharan slave trade in Africa, 2. participate in the promotion of social justice in society, 3. develop a desire to promote social justice in society. | Why do people subject others to slave trade? | Learners are guided to:   * discuss the effects of Trans Saharan slave trade in Africa | ● Digital resources  ● Flip charts/Manilla papers  ● Approved textbooks and other printed resources | Discussion  Observation  Research  Field study  Q & A  Written tests |  |
|  | **3** |  | **Promoting social justice** | By the end of the lesson, the learner should be able to:   1. advocate for the eradication of slave trade in society, 2. locate regions where slaves were sourced for during the Trans Saharan Slave trade. 3. develop a desire to promote social justice in society. | Why do people subject others to slave trade? | Learners are guided to:   * draw a map of Africa and locate regions where slaves were sourced during the Trans Saharan slave trade. | ● Digital resources  ● Flip charts/Manilla papers  ● Approved textbooks and other printed resources | Discussion  Observation  Research  Field study  Q & A  Written tests |  |
|  | **4** | **Population Growth In Africa** | **Causes and effects of population growth in Africa** | By the end of the lesson, the learner should be able to:   1. explore causes and effects of population growth in Africa, 2. observe the pictures of causes and effects of population growth in Africa. 3. acknowledge the impact of migration on population growth in Africa. | Why do people migrate from one place to another? | Learners are guided to:   * brainstorm in groups causes of population growth in Africa * research on the factors that influence migration in Africa and share in class | Picture, manila papers digital devices  Moran SST Grd 8 T.G Pg. 18-21  Moran SST Grd 8 P.B Pg.20-24 | Discussion  Observation  Research  Field study  Q & A  Written tests |  |
| **8** | **HALF TERM** | | | | | | | | |
| **9** | **1** |  | **Types and effects of migration in Africa** | By the end of the lesson, the learner should be able to:   1. examine types and effects of migration in Africa, 2. Illustrate the types of migration in Africa. 3. acknowledge the impact of migration on population growth in Africa. | What are the types of migration in Africa? | Learners are guided to:   * brainstorm in groups on types of migration * use digital and print resources to research on the effects of population growth in Africa | Picture, manila papers digital devices  Moran SST Grd 8 T.G Pg. 22-25  Moran SST Grd 8 P.B Pg.24-28 | Discussion  Observation  Research  Field study  Q & A  Written tests |  |
|  | **2** |  | **Demographic trends in Kenya** | By the end of the lesson, the learner should be able to:   1. list the demographic trends in Kenya 2. illustrate demographic trends in Kenya, 3. acknowledge the impact of migration on population growth in Africa. | Why is it important to study demographic changes? | Learners are guided to:   * draw demographic trends in Kenya using recent census data | Picture, manila papers digital devices  Moran SST Grd 8 T.G Pg. 26-27  Moran SST Grd 8 P.B Pg.29 | Discussion  Observation  Research  Field study  Q & A  Written tests |  |
|  | **3** |  | **Effects of population growth** | By the end of the lesson, the learner should be able to:   1. state the effects of population growth, 2. create awareness of the effects of population growth in the community, 3. acknowledge the impact of migration on population growth in Africa. | What are the effects of population growth in Africa? | Learners are guided to:   * engage a resource person on the effects of migration in Africa * develop posters to create awareness of the effect of population growth in the community. | Picture, manila papers digital devices  Moran SST Grd 8 T.G Pg. 27-29  Moran SST Grd 8 P.B Pg.30 | Discussion  Observation  Research  Field study  Q & A  Written tests |  |
|  | **4** | **Photograph Work** |  | By the end of the lesson, the learner should be able to:   1. identify types of photographs used in social studies, 2. Classify various types of photographs 3. appreciate the use of photographs in social studies. | Why are photographs important in interpreting human activities and physical features? | Learners are guided to:   * classify various types of photographs | Picture, manila papers digital devices, Different samples of photographs | Discussion  Observation  Research  Field study  Q & A  Written tests |  |
| **10** | **1** |  |  | By the end of the lesson, the learner should be able to:   1. explain the uses of photographs for the interpretation of human and physical activities, 2. interpret the human and physical activities on the photograph. 3. appreciate the use of photographs in social studies. | Why are photographs important in interpreting human activities and physical features? | Learners are guided to:   * brainstorm in groups on the uses of photographs for the interpretation of human and physical activities | Picture, manila papers digital devices, Different samples of photographs | Discussion  Observation  Research  Field study  Q & A  Written tests |  |
|  | **2** |  |  | By the end of the lesson, the learner should be able to:   1. describe the various parts of a photograph in social studies, 2. sketch different photographs and describe the parts 3. appreciate the use of photographs in social studies. | Why are photographs important in interpreting human activities and physical features? | Learners are guided to:   * sketch photographs or use digital devices to take photographs and describe the different parts | Picture, manila papers digital devices, Different samples of photographs | Discussion  Observation  Research  Field study  Q & A  Written tests |  |
|  | **3** |  |  | By the end of the lesson, the learner should be able to:   1. describe the various parts of a photograph in social studies, 2. interpret physical features and human activities in a photograph, 3. appreciate the use of photographs in social studies. | Why are photographs important in interpreting human activities and physical features? | Learners are guided to:   * Practise reading different types of photographs as used in Social Studies | Picture, manila papers digital devices, Different samples of photographs | Discussion  Observation  Research  Field study  Q & A  Written tests |  |
|  | **4** | **INTERPERSONAL RELATIONSHIP SKILLS** | **Socio-cultural Diversity and Inclusion (Kenya)** | By the end of the lesson, the learner should be able to:   1. explore various sociocultural diversities in Kenya, 2. Use IT devices to research on various socio-cultural diversities in Kenya 3. embrace various sociocultural diversities and inclusion in society for harmonious living. | What makes one person different from another? | Learners are guided to:   * brainstorm in groups on the terms “Socio-Cultural Diversity” and “Inclusion” in society * use digital or print resources to research various socio-cultural diversities in Kenya | Picture, manila papers digital devices, resource persons  Moran SST Grd 8 T.G Pg. 48-51  Moran SST Grd 8 P.B Pg.51-52 | Discussion  Observation  Research  Field study  Q & A  Written tests |  |
| **11** | **1** |  | **Ways of celebrating various socio-cultural diversities in the community** | By the end of the lesson, the learner should be able to:   1. Name ways of celebrating socio-cultural diversities 2. illustrate ways of celebrating various sociocultural diversities in the community, 3. embrace various sociocultural diversities and inclusion in society for harmonious living. | How can we celebrate various socio-cultural diversities in the community? | Learners are guided to:   * role play on ways of celebrating various sociocultural diversities in the community * participate in drama, music and intercultural fares * organize school cultural week | Picture, manila papers digital devices, resource persons  Moran SST Grd 8 T.G Pg. 51-53  Moran SST Grd 8 P.B Pg.54-56 | Discussion  Observation  Research  Field study  Q & A  Written tests |  |
|  | **2** |  | **Ways of celebrating various socio-cultural diversities in the community** | By the end of the lesson, the learner should be able to:   1. Name ways of celebrating socio-cultural diversities 2. illustrate ways of celebrating various sociocultural diversities in the community, 3. embrace various sociocultural diversities and inclusion in society for harmonious living. | How can we celebrate various socio-cultural diversities in the community? | Learners are guided to:   * role play on ways of celebrating various sociocultural diversities in the community * participate in drama, music and intercultural fares * organize school cultural week | Picture, manila papers digital devices, resource persons  Moran SST Grd 8 T.G Pg. 51-53  Moran SST Grd 8 P.B Pg.54-56 | Discussion  Observation  Research  Field study  Q & A  Written tests |  |
|  | **3** |  | **Promotion of respect for socio-cultural diversities and inclusion in society** | By the end of the lesson, the learner should be able to:   1. State ways we can promote respect for socio-cultural diversities in inclusion in the society, 2. participate in promoting respect for socio-cultural diversities and inclusion in society, 3. embrace various sociocultural diversities and inclusion in society for harmonious living. | How can we participate in promoting respect for socio-cultural diversities and inclusion in society? | Learners are guided to:   * debate on ways of promoting respect for socio-cultural diversities and inclusion in society * compose and recite poems on socio-cultural diversities and inclusion in society * engage a resource person on ways of promoting socio-cultural diversities and inclusion for harmonious living. | Picture, manila papers digital devices, resource persons  Moran SST Grd 8 T.G Pg. 54-56  Moran SST Grd 8 P.B Pg.56-58 | Discussion  Observation  Research  Field study  Q & A  Written tests |  |
|  | **4** | **Building Healthy Relationships** | **Effects of relationships on self and others** | By the end of the lesson, the learner should be able to:   1. explain the effects of relationships on self and others, 2. engage in healthy relationships in day-today life, 3. exhibit values that enhance healthy relationships in life. | How healthy are my relationships? | The learner is guided to:   * examine the effects of relationships and make class presentations * act out skits showing the effects of healthy and unhealthy relationships on self and others, and share experiences in class * watch relevant video clips illustrating both healthy and unhealthy relationships and share experiences in class | Picture, manila papers digital devices, resource persons  Moran SST Grd 8 T.G Pg. 57-60  Moran SST Grd 8 P.B Pg.59-62 | Discussion  Observation  Research  Field study  Q & A  Written tests |  |
| **12** | **1** |  | **Building healthy relationships for sustainable lifestyle** | By the end of the lesson, the learner should be able to:   1. build healthy relationships for sustainable lifestyle, 2. discern unhealthy relationships in daily interactions, 3. exhibit values that enhance healthy relationships in life. | How do relationships affect my life?  How can I enhance my relationships? | The learner is guided to:   * use digital devices to search on relationship on building skills * discuss ways of discerning unhealthy relationships in the community and make presentations in class * role play scenarios that depict values that enhance relationships in school and at home | Picture, manila papers digital devices, resource persons  Moran SST Grd 8 T.G Pg. 61-66  Moran SST Grd 8 P.B Pg.62-66 | Discussion  Observation  Research  Field study  Q & A  Written tests |  |
|  | **2** |  | **Levels of Communication** | By the end of the lesson, the learner should be able to:   1. describe the levels of communication in their interactions, 2. exhibit effective communication in day- to- day life, 3. demonstrate values that enhance effective communication in their lives. | How do I know I have communicated effectively? | The learner is guided to:   * role-play a scenario that depicts the levels of communication and share their experiences, * use pre-sourced product packages with labels and analyze the information displayed to ascertain whether the information on the label communicates clearly.   o use the scale: very clear;  clear; fairly clear; not  clear, and make  presentations in class, | • Approved textbooks and other printed resources  • Library  • Display boards  ***Thriving Life Skills Grade 7 T.G Pg. 47-54***  ***Thriving Life skills Education Grade 7 P.b Pg.49-55*** | a) Oral questions  b) Observations  c) Written tests |  |
|  | **3** |  | **Levels of Communication** | By the end of the lesson, the learner should be able to:   1. describe the levels of communication in their interactions, 2. exhibit effective communication in day- to- day life, 3. demonstrate values that enhance effective communication in their lives. | How do values influence my communication? | The learner is guided to:   * watch/listen to a video clip on the application of values in different contexts * discuss in groups the importance of values in effective communication. | • Approved textbooks and other printed resources  • Library  • Display boards  ***Thriving Life Skills Grade 7 T.G Pg. 47-54***  ***Thriving Life skills Education Grade 7 P.b Pg.49-55*** | a) Oral questions  b) Observations  c) Written tests |  |
|  | **4** |  | **Determinants of Assertiveness** | By the end of the lesson, the learner should be able to:   1. explain factors that influence assertiveness in day-to-day lives, 2. discern obstacles to assertiveness for personal and social wellbeing, 3. exhibit values useful in enhancing assertiveness in daily interactions. | 1. Which real life situations demand my assertiveness?2. How do I discern and overcome obstacles to assertiveness in my life? | The learner is guided to:   * discuss the factors that influence assertiveness and present in class * role-play situation that depicts overcoming obstacles to assertiveness * watch relevant video clips on values that enhance assertiveness and share experiences in class * reflect on moments in their past when they needed to be assertive, plan to do it better, journal in their books, and share with peers in class. | Internet sources  • Approved textbooks and other printed resources  • Library  • Display boards  ***Thriving Life Skills Grade 7 T.G Pg. 71-78***  ***Thriving Life skills Education Grade 7 P.b Pg.70-74*** | a) checklist  b) project  c) written tests  d) oral questions  e) aural questions |  |
| **13** | **1** |  | **Nurturing Empathy** | By the end of the lesson, the learner should be able to:   1. describe hindrances to empathy in day-to-day life, 2. display empathy in different situations as appropriate, 3. exhibit values that enhance empathy in daily interactions, 4. appreciate the need for empathy in daily interactions. | 1. How can I show empathy to a classmate?2. How do values help me develop empathy? | The learner is guided to:   * discuss and make presentations on hindrances to empathy in class using digital devices * role-play scenarios where empathy is being portrayed and reflect on their experiences * watch video clips and critique values that enhance empathy * reflect on past empathetic moments, journal in their books and share with peers in class for critique. | Internet sources  • Approved textbooks and other printed resources  • Library  • Display boards  • Drawing charts  ***Thriving Life Skills Grade 7 T.G Pg. 79-87***  ***Thriving Life skills Education Grade 7 P.b Pg.75-80*** | a) checklist  b) project  c) written tests  d) oral questions  e) aural questions |  |
|  | **2** |  | **Negative Peer Influence** | By the end of the lesson, the learner should be able to:   1. describe ways of resisting negative peer influence in life 2. discern and resist negative peer influence in interactions 3. exhibit values that enhance resistance to negative peer influence. | How does negative peer influence affect my life? | The learner is guided to:   * discuss ways of resisting negative peer influence in their lives and make presentations in class * role-play scenarios depicting resistance to negative peer influence and reflect on the experiences. * use picture cards with scenarios, discuss and propose ways of resisting negative influence * use digital devices to watch video clips on values that enhance the ability to discern and resist negative peer influence. | • Vetted digital resources- TV/video/films/slides/ Internet sources  • Approved textbooks and other printed resources  • Library  • Display boards  • Drawing charts  ***Thriving Life Skills Grade 7 T.G Pg. 88-94***  ***Thriving Life skills Education Grade 7 P.b Pg.81-86*** | a) checklist  b) project  c) written tests  d) oral questions  e) aural questions |  |
|  | **3-4** | **ASSESSMENT/CLOSING** | | | | | | | |