**GRADE 9 SOCIAL STUDIES LESSON PLAN TERM 1**

STRAND: **SOCIAL STUDIES AND CAREER DEVELOPMENT**

SUB STRAND: **Social Studies and Career Development: Pathway Choices-**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

* Define the term career path.
* Identify the factors to consider in selection of a pathway.
* Acknowledge the factors to consider in selection of a pathway.

**KEY INQUIRY QUESTION (S)**

* Why is it important to learn about career paths?
* What is a career path?

**LEARNING RESOURCES**

Smart Minds SST Grade 9 T.G.Pg.1-3

Smart Minds SST Grade 9 P.B Pg.1-6

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Start by reminding the learners what they learnt in grade 8 about careers related to SST

Ask the learners to give examples of these careers

Ask learners to identify related to SST that they would like to purse in future

**LESSON DEVELOPMENT**

**STEP 1**

Ask the learners to read the story of Emily on pages 1-2 of the Learner's Book and carry out the tasks that follow.

Ask the learners to mention what Emily was interested in doing from a young age.

Ask the learners to identify Emily's dream and say whether it came to pass.

Ask the learners to identify some of the things that Emily did that enabled her to achieve her dream

**STEP 2**

Guide the learners to read the definitions of a career path as given by Daniel and Asha and say who among the two wrote the correct definition.

Ask the learners to discuss with their deskmates and share their answers with their classmates

Take the learners through the Learning corner on page 3 of the Learner's Book on the definition of career path

**STEP 3**

In groups guide the learners to study the table on pages 3 and 4 of the Learner's Book on learner's interests and career paths and carry out the tasks that follow.

Ask the learners to name some career paths that the learners can pursue.

Ask the learners to draw a table like the one in the Learner's Book in their notebooks.

Ask the learners to fill the table with their interests and some of the career paths they can pursue.

Ask the learners to share their work with their deskmates and give each other feedback.

Walk around the class and check to see that the learners have done as expected of them.

Correct the learners where necessary.

**STEP 4**

In pairs, guide the learners to study the list on pages 4-5 of the Learner's Book showing career paths. Ask the learners to be keen as they study the career paths.

Ask the learners to choose the career path they would like to pursue in future from the list.

Ask the learners which career they would like to pursue from the career path they have chosen.

Ask learners to take turns and share the information with their deskmates

**CONCLUSION:**

Ask the learners to share what they have learnt

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

**EXTENDED ACTIVITIES:**

Guide the learners to engage a resource person or search the internet for information on factors to consider in selection of a pathway

**REFLECTION ON THE LESSON:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | SOCIAL STUDIES | 9 |  |  |  |

STRAND: **SOCIAL STUDIES AND CAREER DEVELOPMENT**

SUB STRAND: **Social Studies and Career Development: Pathway Choices-identifying factors to consider in the selection of pathways**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

* Identify factors to consider in the selection of a pathway,
* Examine the factors considered In the selection of a pathway.
* Appreciate the need for choosing a pathway in senior school.

**KEY INQUIRY QUESTION (S)**

* Why is it important to learn about career paths?
* What is a career path?

**LEARNING RESOURCES**

Smart Minds SST Grade 9 T.G.Pg.1-3

Smart Minds SST Grade 9 P.B Pg.1-6

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Guide the learners to read the conversation between Violet and Juma and carry out the tasks that follow.

**LESSON DEVELOPMENT**

**STEP 1**

Ask the learners to research on other factors to consider when choosing a career pathway using available digital devices or relevant printed materials.

Caution the learners not to visit unsafe websites such as betting sites while searching for information from the Internet.

Ask the learners to write down their findings and share with their classmates.

**STEP 2**

Let the groups share their work as you lead a class discussion on factors to consider in the selection of a pathway

**STEP 3**

Take the learners through the Learning corner on page 7 of the Learner’s Book and explain the factors to consider when choosing a career pathway. This will make the factors clear to the learner.

**STEP 4**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**CONCLUSION:**

Ask the learners to share what they have learnt

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

**EXTENDED ACTIVITIES:**

Guide the learners to engage a resource person or search the internet for information on factors to consider in selection of a pathway

* Competency of learning to learn will be developed as learners engage a resource person

**REFLECTION ON THE LESSON:**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | SOCIAL STUDIES | 9 |  |  |  |

STRAND: **SOCIAL STUDIES AND CAREER DEVELOPMENT**

SUB STRAND: **Social Studies and Career Development: Pathway Choices-requirements for social sciences pathway at senior school**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

* Identify the requirements for social sciences pathway at senior school.
* Examine the requirements for social sciences pathway at senior school.
* Create charts showing the social science pathway and its requirements.
* Acknowledge the requirements for the social sciences pathway

**KEY INQUIRY QUESTION (S)**

* What does the social science pathway entails?
* What are the requirements for social science pathway?

**LEARNING RESOURCES**

Smart Minds SST Grade 9 T.G.Pg.1-3

Smart Minds SST Grade 9 P.B Pg.7-8

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Guide the learners to look at the chart on page 7 of the Learner's Book and show examples of Social Science pathways in senior school.

Ask the learners to talk about the Social Sciences in the chart.

Ask the learners to choose from the chart and share with their group members the Social Science pathway they would like to pursue in senior school.

**LESSON DEVELOPMENT**

**STEP 1**

Ask the learners to read the conversation between Mrs Mbaluka and Grade 9 learners on page 8 of the Learner's Book.

Guide the learner to name and discuss the requirements mentioned in the conversation for Social Sciences pathway at senior school.

Ask the learners to write down the requirements for Social Sciences pathway in senior school they have learnt from the conversation.

Ask the learners to share what they have written down with their classmates.

**STEP 2**

Ask the learners to use available digital devices or relevant printed materials to find the requirements for the Social Sciences in the chart.

Caution the learners not to click on advertisement pop-ups while on the Internet.

Guide the learners to discuss the requirements for Social Sciences that they find out with their group members and share their findings with their classmates.

While the learners carry out the activity, walk around the class to ensure they are doing the right things.

**STEP 3**

Take the learners through the Learning corner on pages 8-9 of the Learner's Book and explain the requirements to make them clear.

This will help the learner to understand what it will take to pursue a career in the Social Science pathway.

**STEP 4**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**CONCLUSION:**

Ask the learners to share what they have learnt

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

**EXTENDED ACTIVITIES:**

Ask the learners to tell their parents or family members examples of Social Science pathways in Senior school.

Ask the learners to share with their family members the requirements for Social Science pathway in senior school.

This information will help the parent or family member to help the learner make an informed decision when choosing a pathway in senior school

**REFLECTION ON THE LESSON:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | SOCIAL STUDIES | 9 |  |  |  |

STRAND: **SOCIAL STUDIES AND CAREER DEVELOPMENT**

SUB STRAND: **Social Studies and Career Development: Pathway Choices-Choosing a possible track within a pathway at senior school**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

1. Identify possible track within a pathway at senior school
2. Choose a possible track within a pathway at senior school
3. appreciate the need for choosing a pathway in senior school.

**KEY INQUIRY QUESTION (S)**

* Why is it important to learn about career paths?

**LEARNING RESOURCES**

Smart Minds SST Grade 9 T.G.Pg.1-8

Smart Minds SST Grade 9 P.B Pg.11

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Guide the learners to look at the table on page 11 of the learner’s book showing the tracks in social sciences

Learner to discuss the tracks of social science pathway in the table.

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners to mention which track they would go for if they were to choose one from the table

Guide the learners to share their choices with their classmates

**STEP 2**

Guide the learners to use available digital devices or relevant printed materials to find out the subject requirements for the pathway in activity 1.

Caution the learners to avoid clicking on advertisement pop-ups when using the Internet.

Ask the learners to record their findings in their notebooks.

**STEP 3**

Guide the learners to choose a pathway from the ones given in activity 1 and using their findings, make a journal on the pathway they chose using the given example.

Ask the learners to share their journal with their classmates.

This activity will enable the learners to know the subjects to take for different pathways before they make their choices.

* The value of Responsibility will be nurtured as learners demonstrate responsibility while using digital devices or printed materials to examine requirements for social science pathway.

**STEP 4**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**CONCLUSION:**

Ask the learners to share what they have learnt

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

**EXTENDED ACTIVITIES:**

Guide the learners to do the fun activity on page 12 in the learner’s book

**REFLECTION ON THE LESSON:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | SOCIAL STUDIES | 9 |  |  |  |

STRAND: **SOCIAL STUDIES AND CAREER DEVELOPMENT**

SUB STRAND: **Pre career support system – Exploring the importance of different support systems for holistic development** - **meaning of support systems in a school community**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

* State the meaning of support systems for pre-career and other needs.
* Identify the examples of support systems in the community.
* Discuss the different support systems for pre-career and other needs.
* Acknowledge the need for support systems in the community.

**KEY INQUIRY QUESTION (S)**

Which support systems do learners need for pre-career and other needs?

**LEARNING RESOURCES**

Smart Minds SST Grade 9 T.G.Pg.16-32

Smart Minds SST Grade 9 P.B Pg.16

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Guide the learners to look at the picture on page 16 of the Learner's Book.

Ask learners to talk about the school staff in the picture

**LESSON DEVELOPMENT**

**STEP 1**

Guide learners to talk about the functions of the school staff in the picture.

**STEP 2**

Guide learners to discuss by bridging the connection between roles of different school staff and school support systems.

**STEP 3**

Explain to the learners that just as the school staff have different functions to ensure smooth flow of the school also has different support systems to support the learners.

Encourage learners to reflect on how they can utilise the school support systems to enhance their learning experiences

**STEP 4**

Take the learners through the learning corner on page 18 of the learner’s book

**CONCLUSION:**

Ask the learners to share what they have learnt

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

**EXTENDED ACTIVITIES:**

Guide the learners to do the digital activity on page 17 in the learner’s book

**REFLECTION ON THE LESSON:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | SOCIAL STUDIES | 9 |  |  |  |

STRAND: **SOCIAL STUDIES AND CAREER DEVELOPMENT**

SUB STRAND: **Pre career support system – Exploring the importance of different support systems for holistic development** – **the significance of pre career mapping for individual growth**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

* State the meaning of pre-career mapping for individual growth.
* Explain the significance of pre-career mapping for individual growth.
* Search the internet for information on significance of pre-career mapping for individual growth.
* Acknowledge the need for pre-career mapping for individual growth

**KEY INQUIRY QUESTION (S)**

Why is pre-career mapping important for individual growth?

**LEARNING RESOURCES**

Smart Minds SST Grade 9 T.G.Pg.16-32

Smart Minds SST Grade 9 P.B Pg.20

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Guide the learners as they read the passage in the Learner’s Book on pages 20-21 of the Learner’s Book.

Randomly pick learners to read the passage.

Guide the learners as they answer the questions after the passage.

Give different learners opportunities to share their own experiences in class.

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners to read the conversation on pages 21-22 of the Learner’s Book

You can pick learners randomly to read the passage in turns.

Guide learners to answer the question after the passage.

Allow a few learners to present their answers.

Assess their answers and give feedback

**STEP 2**

Guide learners to match the significance of pre career mapping for individual growth with their correct explanation

**STEP 3**

Guide the learners to discuss the significance of pre career mapping for individual growth with their deskmates

**STEP 4**

Take the learners through the learning corner on page 23-24 of the learner’s book

**CONCLUSION:**

Ask the learners to share what they have learnt

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

**EXTENDED ACTIVITIES:**

Guide the learners to do the activity on page 24 in the learner’s book

**REFLECTION ON THE LESSON:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | SOCIAL STUDIES | 9 |  |  |  |

STRAND: **SOCIAL STUDIES AND CAREER DEVELOPMENT**

SUB STRAND: **Pre career support system – Exploring the importance of different support systems for holistic development** – **Using support systems for pre-career development in the school community**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Acknowledge the need for pre-career mapping for individual growth

**KEY INQUIRY QUESTION (S)**

Why is pre-career mapping important for individual growth?

**LEARNING RESOURCES**

Smart Minds SST Grade 9 T.G.Pg.16-32

Smart Minds SST Grade 9 P.B Pg.20

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Guide the learners in groups to read the story given on page 24 of the Learner's Book on and carry out the tasks that follow.

Explain the key points to the learners for easier understanding.

**LESSON DEVELOPMENT**

**STEP 1**

Organise learners to read the passage given in the Learner's Book.

Guide them in answering the questions.

Ask the learners to identify the different support systems in the passage above.

**STEP 2**

Guide learners to explain ways in which different support systems in the statements have been used effectively by learners.

**STEP 3**

Learners to present their findings to the class

**STEP 4**

Take the learners through the learning corner on page 25-26of the learner’s book

**CONCLUSION:**

Ask the learners to share what they have learnt

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

**EXTENDED ACTIVITIES:**

Guide the learners to Search the internet for information on significance of pre-career mapping for individual growth.

**REFLECTION ON THE LESSON:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | SOCIAL STUDIES | 9 |  |  |  |

STRAND: **SOCIAL STUDIES AND CAREER DEVELOPMENT**

SUB STRAND: **Pre career support system – designing solutions to challenges arising from use of support systems – challenges arising from use of support system**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

* Identify the challenges arising from the existing support systems for pre-career and other needs.
* Analyze challenges arising from existing support systems for pre-career and other needs.
* Acknowledge the challenges arising from existing support systems for pre-career and other needs.

**KEY INQUIRY QUESTION (S)**

What are the challenges arising from existing support systems for pre-career and other needs?

**LEARNING RESOURCES**

Smart Minds SST Grade 9 T.G.Pg.16-32

Smart Minds SST Grade 9 P.B Pg.26-28

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Guide the learners in groups to read the story given on page 26-27 of the Learner's Book on and carry out the tasks that follow.

Guide the learners to discuss the challenges arising from the use of support systems in Benny’s school

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners in searching for challenges arising from involvement in existing pre career support system

Ask them to write down the challenges arising from involvement in existing pre career support system

**STEP 2**

Guide learners to discuss the challenges from involvement in existing pre career support system in their groups

**STEP 3**

Learners to present their findings to the class

(Allow them time to share in class)

**STEP 4**

Take the learners through the learning corner on page 28 of the learner’s book

**CONCLUSION:**

Ask the learners to share what they have learnt

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

**EXTENDED ACTIVITIES:**

Guide the learners to use digital or print resources search for information on the challenges arising from existing support systems for pre-career and other needs.

**REFLECTION ON THE LESSON:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | SOCIAL STUDIES | 9 |  |  |  |

STRAND: **SOCIAL STUDIES AND CAREER DEVELOPMENT**

SUB STRAND: **Pre career support system – designing solutions to challenges arising from use of support systems – designing solutions to challenges arising from use of support system**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

* Outline the solutions to challenges arising from the existing pre-career support systems.
* Search the internet for solutions to challenges arising from existing pre-career support systems.
* Appreciate the solutions to the challenges arising from existing pre-career support systems..

**KEY INQUIRY QUESTION (S)**

How can the challenges arising from existing pre-career support systems be solved?

**LEARNING RESOURCES**

Smart Minds SST Grade 9 T.G.Pg.16-32

Smart Minds SST Grade 9 P.B Pg.29

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners in searching for solutions to challenges arising from involvement in existing pre career support system

Ask them to write down the challenges arising from involvement in existing pre career support system

**STEP 2**

Guide learners to discuss solution to the challenges from involvement in existing pre career support system in their groups

**STEP 3**

Learners to present their findings to the class

(Allow them time to share in class)

**STEP 4**

In pairs guide the learners to copy the table given in learner’s book on o page 29, activity 1, bu matching the challenges arising from use of support systems with the correct solutions.

Take the learners through the learning corner on page 29-30 of the learner’s book

**CONCLUSION:**

Ask the learners to share what they have learnt

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

**EXTENDED ACTIVITIES:**

Guide the learners to role play the conversation on page 30-31

**REFLECTION ON THE LESSON:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | SOCIAL STUDIES | 9 |  |  |  |

STRAND: **SOCIAL STUDIES AND CAREER DEVELOPMENT**

SUB STRAND: **Pre career support system – designing solutions to challenges arising from use of support systems – value of support system in career development**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

* State the value of the pre-career support systems.
* Search the internet for information on the value of the pre-career support systems.
* Appreciate the value of pre-career support systems.

**KEY INQUIRY QUESTION (S)**

Why is pre-career support system important in the society?

**LEARNING RESOURCES**

Smart Minds SST Grade 9 T.G.Pg.16-32

Smart Minds SST Grade 9 P.B Pg.31-32

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Ask learners to take turns and recite the poem on page 31 of the learner’s book

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners to compose poems that talks about the value of pre career support system

**STEP 2**

Ask the learners to recite the poem to their classmates

**STEP 3**

Guide the learners to provide feedback to each other after reciting the poem

**STEP 4**

Guide the learners to Search the internet for information on the value of the pre-career support systems.

Learners to present their findings to the class

(Allow them time to share in class)

**CONCLUSION:**

Ask the learners to share what they have learnt

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

**EXTENDED ACTIVITIES:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**REFLECTION ON THE LESSON:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | SOCIAL STUDIES | 9 |  |  |  |

STRAND: **COMMUNITY SERVICE LEARNING PROJECT**

SUB STRAND: **IDENTIFYING A PROBLEM OR A GAP IN THE COMMUNITY**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

* Identify a problem in the community that needs attention.
* Observe various problems in the community.
* Discuss the identified problem in the community that needs attention
* Acknowledge the problems in the community that requires attention

**KEY INQUIRY QUESTION (S)**

What problems or gaps are within your community, class or school?

**LEARNING RESOURCES**

Smart Minds SST Grade 9 T.G.Pg.33-48

Smart Minds SST Grade 9 P.B Pg.33

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Guide the learner in pairs to study the pictures given on page 33 of the learner’s book.

Encourage them to draw connections between the problems in the pictures and the potential solutions to the problems.

**Guide the learners to discuss and share their observations and interpretations of the pictures and conclude how solving problems in the pictures will benefit the communities.**

**Allow the learners to share in class what they have discussed.**

**LESSON DEVELOPMENT**

**STEP 1**

In pairs, **Guide the learners to study the picture given on page 33 of the Learner's Book.**

**Give the learners time to imagine different scenarios depicting various problems faced in the community. Ask the learners to come up with their own gaps in the community and write them down.**

**STEP 2**

**Ask them to brainstorm solutions to the gaps and problems identified.**

**Remind learners to consider the resources needed to solve the problems identified.**

**Guide the learners to brainstorm and discuss the benefits of their proposed solutions and how these solutions could create opportunities in their community.**

* **Learners develop the competency of critical thinking and problem-solving skills**

**Allow each pair to present their problem and solution to the rest of the class. Let other learners provide feedback and additional suggestions for each presentation.**

**STEP 3**

**Ask the learners to read the dialogue on page 34 of the Learner's Book. The learners are brainstorming issues that need attention in the community.**

**Let the learners discuss the conversation and share their opinions on identifying challenges, gaps, or opportunities that need attention in the community.**

**Guide a discussion among the learners concerning potential challenges, gaps, or opportunities present within their local community that demand immediate attention.**

**Allow the learners time to share ideas with their classmates.**

**Assess the learners' answers and provide feedback.**

**STEP 4**

**Guide the learners to read the findings on page 35 of the Learner's Book.**

**Let the learners discuss the different ways of gathering data to identify challenges, gaps, or opportunities in the community. Let them discuss how they could gather information and analyze a specific issue that can be resolved through a CSL project.**

**Guide the learners to discuss the project Operation Punguza Ajali Barabarani (Reducing Road Accidents) chosen in the Learner's Book.**

**Allow the learners time to share ideas with their classmates.**

**Assess the learners' answers and provide feedback.**

**CONCLUSION:**

Take the learners through the learning corner on page 36 of the learner’s book

Ask the learners to share what they have learnt

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

**EXTENDED ACTIVITIES:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**REFLECTION ON THE LESSON:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | SOCIAL STUDIES | 9 |  |  |  |

STRAND: **COMMUNITY SERVICE LEARNING PROJECT**

SUB STRAND: **DESIGNING SOLUTIONS TO THE IDENTIFIED PROBLEM**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

* Design a solution to the identified problem.
* Discuss the appropriate solution to the identified problem.
* Value and respect each other's proposed solutions to the identified problem.

**KEY INQUIRY QUESTION (S)**

What factors should one consider when designing a solution to an identified problem?

**LEARNING RESOURCES**

Smart Minds SST Grade 9 T.G.Pg.33-48

Smart Minds SST Grade 9 P.B Pg.33

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Guide the learners to read the chart on page 36 of the Learner’s Book that the learners from Utumishi Junior School came up with that contained proposed solutions for Operation Punguza Ajali Barabarani.

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners to match the causes of motorcycle accidents with the corresponding solutions in the chart available in their learning materials.

**STEP 2**

Guide the learners in discussing the various ways of addressing the issues of motocycle

**STEP 3**

Guide the learners to discuss the solutions that the learners chose to implement

**STEP 4**

Guide the learners to discuss also on the challenges, gaps or opportunities identified in their community.

Let them also come up with the solutions of the identified problem

**CONCLUSION:**

Take the learners through the learning corner on pages 37-38 of the learner’s book

Ask the learners to share what they have learnt

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

**EXTENDED ACTIVITIES:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**REFLECTION ON THE LESSON:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | SOCIAL STUDIES | 9 |  |  |  |

STRAND: **COMMUNITY SERVICE LEARNING PROJECT**

SUB STRAND: **PLANNING TO IMPLEMENT THE PROPOSED SOLUTIONS**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

* Outline a plan to solve the identified problem in the community/school/class.
* Discuss the plan for implementing the proposed solution to the identified problem.
* Appreciate teamwork in addressing the identified community problems.

**KEY INQUIRY QUESTION (S)**

Why is a plan important in solving an identified problem ?

**LEARNING RESOURCES**

Smart Minds SST Grade 9 T.G.Pg.33-48

Smart Minds SST Grade 9 P.B Pg.38

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Guide the learners to discuss and answer the questions provided on page 38 in the think and answer section

Choose learners randomly to express their opinions

**LESSON DEVELOPMENT**

**STEP 1**

Ask learners guiding questions to discuss the importance of planning

Accept any correct answer given by the learner

**STEP 2**

Guide the learners to read the schedule on page 38 of the Learner's Book that the learners from Utumishi Junior School came up with to help them implement the solutions they suggested for Operation Punguza Ajali Barabarani.

Guide the learners to discuss the importance of planning before implementing a CSL project.

Let the learners discuss the positions shared by the learners, their roles and the importance of setting rules.

Guide them to understand that project leaders ensure that the project runs smoothly without any delays or confusion.

Ask the learners to discuss the questions that follow.

**STEP 3**

Ask the learners to read about the resources learners of Gumba Junior School needed for their project. Guide them to answer the questions that follow.

Ask the learners to read about the resources the learners of Utumishi Junior School needed for their project.

* To enhance the competency of critical thinking and problem-solving ask the learners to answer the questions that follow in the Learner's Book.

Guide the learners to discuss the duties allocated to various Grade 9 members of Utumishi Junior School.

Let them talk about the different duties and what they intend to accomplish.

**STEP 4**

Guide the learners to draft a plan for their project, come up with a list of resources needed and how they will acquire the resources.

Learners may suggest various fundraising ideas or discuss strategies for obtaining financial support from sponsors or local organisations.

Finally, allocate duties to different members who will be involved in carrying out the project.

**CONCLUSION:**

Take the learners through the learning corner on pages 39 of the learner’s book

Ask the learners to share what they have learnt

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

**EXTENDED ACTIVITIES:**

Guide the learners to answer the questions on page 40 of the Learner's Book to gauge the level of preparedness to implement the CSL project.

Guide the learners to discuss how they intend to execute the CSL project. Encourage all learners to actively participate, share their ideas and contribute to the discussion.

By listening attentively to their responses, you can gauge the level of preparedness of the learners and identify any potential obstacles.

Assist the learners in creating a checklist that will guide them to execute the CSL project.

**REFLECTION ON THE LESSON:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | SOCIAL STUDIES | 9 |  |  |  |

STRAND: **COMMUNITY SERVICE LEARNING PROJECT**

SUB STRAND: **IMPLEMENTING THE PROPOSED SOLUTIONS**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

* Identify the factors to consider when implementing a plan to solve an identified problem.
* Implement the plan to solve the identified problem in the community.
* Appreciate teamwork in implementing a plan to solve the identified problem in the community

**KEY INQUIRY QUESTION (S)**

What does one consider while implementing a project?

**LEARNING RESOURCES**

Smart Minds SST Grade 9 T.G.Pg.33-48

Smart Minds SST Grade 9 P.B Pg. 42-45

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Guide the learners to answer the questions on page 41 of the Learner's Book.

* To nurture the value of responsibility, ask the learners to discuss the importance of seeking permission before they embark on implementing the CSL project.

The expected responses should be focused on developing a plan to request permission from various authorities such as the school administration, the area chief, and the police.

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners to study the pictures given on page 41 of the Learner's Book.

Give the learners time to talk about the activities in the pictures and how they are important in efficient operation and safety during the implementation of the CSL project.

Ask the learners to mention the persons they will ask permission from before they embark on the CSL project.

Provide guidance to the learners in reading the letter and email that the learners of Utumishi Junior School sent to obtain permission from different authorities.

Encourage them to share their opinions regarding the letter and email

**STEP 2**

Guide the learners to discuss and answer the questions on page 42 of the Learner's Book.

**STEP 3**

Ask the learners to study the poster on page 42 of the Learner's Book that the learners from Utumishi Junior School displayed at various strategic places in the community to invite members to a gathering about road safety awareness.

Also, ask the learners to study the social media posts regarding the awareness campaign.

Encourage the learners to consider what messages they would like to include on the posters for their CSL project.

Lastly, provide guidance as they review the program of activities that will be used during the awareness campaign.

Guide the learners to discuss the programme of activities for Operation Punguza Ajali Barabarani and the solutions implemented. Let them discuss the profits from the proceeds and how they were budgeted for.

**STEP 4**

Guide the learners to discuss and answer the questions provided in the section.

Choose learners randomly to express their opinions.

Appreciate and try to answer any pertinent questions that the learners raise, ensuring that these queries are based on the project's outcomes and objectives.

**CONCLUSION:**

Ask the learners to share what they have learnt

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

**EXTENDED ACTIVITIES:**

Ask learners to continue with the implementation of the CSL project during their free time

**REFLECTION ON THE LESSON:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | SOCIAL STUDIES | 9 |  |  |  |

STRAND: **COMMUNITY SERVICE LEARNING PROJECT**

SUB STRAND: **IMPLEMENTING THE PROPOSED SOLUTIONS**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

* Write a report on the concluded project.
* Present the report on the concluded project.
* Acknowledge the importance of community service learning

**KEY INQUIRY QUESTION (S)**

Why is reflection important in a project?

**LEARNING RESOURCES**

Smart Minds SST Grade 9 T.G.Pg.33-48

Smart Minds SST Grade 9 P.B Pg. 42-45

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Guide the learners to discuss and answer the questions provided in the THINK and ANSWER se ction on page 46-47 of the learner’s book.

Choose learners randomly to express their opinion

Guide the learners to read and engage in a discussion about the report that was crafted by the learners of utumishi junior school following their CSL, page 46-47

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners to read the activity on page 47 of the Learner's Book.

This task involves the learner's ability to conceptualise the CSL project.

**STEP 2**

Guide the learner too first, identify a gap or issue within the community.

Encourage the learners to carefully examine the PCIs or sub-strands within their learning areas and identify a problem or gap within the community that requires attention.

* This process will help develop citizenship skills in the learners as they select a PCI that urgently requires attention within the community.

**STEP 3**

Guide the learners to refer back to the steps they have previously learned and execute the project correctly. It is crucial for the CSL project chosen by the learners to bring benefits to the community.

Allow them to compile a list detailing the advantages they have gained by implementing the project.

These benefits should be advantageous for both the individuals involved and the entire community.

**STEP 4**

Direct the learners to draft a report summarising the CSL project they have completed.

Ensure they carefully adhere to the specific steps required when writing the report.

**STEP 5**

Once completed, encourage the learners to read their reports aloud in class for peer assessment and feedback.

* The subsequent stages of the CSL project will focus on developing core competencies, addressing Pertinent and Contemporary Issues (PCIs), and fostering important values within the learners.

**CONCLUSION:**

Ask the learners to share what they have learnt

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

**EXTENDED ACTIVITIES:**

Guide the learners to read the activity on page 48 of the Learner's Book

Let them recite the road safety pledge as outlined in the Learner's Book

Guide the learners to carry out the self-assessment activity on page 48 of the Learner's Book. Ask the learners to respond to the questions provided in this particular section.

It is crucial to evaluate the learners' efforts and provide necessary corrections to enhance their understanding and skills.

**REFLECTION ON THE LESSON:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | SOCIAL STUDIES | 9 |  |  |  |

STRAND: **PEOPLE AND RELATIONSHIP**

SUB STRAND: **Socio Economic practices of early Humans – Describing the socio economic practices of early humans in Africa during early stone age**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

* Outline the socio-economic practices of the early humans in Africa during the early Stone age period.
* Describe the social economic practices of the early humans in Africa during the early Stone age period.
* Use digital resources to search for information on social economic practices of the early humans in Africa during the early stone age period.
* Recognize the socio-economic practices of early man

**KEY INQUIRY QUESTION (S)**

What were the socio-economic practices of early humans during the early Stone Age period?

**LEARNING RESOURCES**

Smart Minds SST Grade 9 T.G.Pg.29

Smart Minds SST Grade 9 P.B Pg. 49-53

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Start by recapping what the learner learnt in grade 8 about the scientific theory of human origin

Guide the learners to identify the theory they learnt and what it says about human origin.

Ask the learners to mention the evolution stages of early humans in their correct order.

Let learners present their answers in class.

Assess the learners' answers

**LESSON DEVELOPMENT**

**STEP 1**

In groups, guide the learners to study the pictures given on page 49 of the Learner's Book.

Ask the learners to identify the materials they think have been used to make the tools given in the Learner's Book.

From the pictures, allow the learners time to brainstorm and discuss the meaning of Stone Age period.

Ask the learners to present what they have discussed in class.

Assess the learners' answers using the following expected answers.

**STEP 2**

In pairs, guide the learner to read the article given on page 50 of the Learner's Book.

Give the learners time to identify the three Stone Age periods in the article.

Ask the learners to identify the stone tools that were made during each Stone Age period.

Ask the learners to share their answers in class.

Assess the learners' answers

**STEP 3**

Guide the learners as a class to read the scenario given on page 51 of the Learner's Book.

Give the learners time to brainstorm the meaning of socio-economic practices from the scenario.

Guide the learners to identify the socio-economic practices mentioned in the scenario and share their answers in class.

Assess the learners' work

**STEP 4**

Guide the learners to use the digital devices or relevant printed materials to research on socio-economic practices of early humans in Africa in the **early Stone Age period** given on page 52 of the Learner's Book.

**STEP 5**

Guide the learners to write down their findings.

Give the learners a chance to discuss and present their findings in class.

Assess the learners' findings and provide feedback.

**CONCLUSION:**

Take the learners through the learners through the Learning corner on page 53

Ask the learners to share what they have learnt

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

**EXTENDED ACTIVITIES:**

Guide learners to to identify and discuss with their parents or guardians the socio-economic activities that are still practiced in their community today from what was practiced by the early humans.

**REFLECTION ON THE LESSON:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | SOCIAL STUDIES | 9 |  |  |  |

STRAND: **PEOPLE AND RELATIONSHIP**

SUB STRAND: **Socio Economic practices of early Humans – Describing the socio economic practices of early humans in Africa during middle stone age period**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

* Outline the socio-economic practices of early humans in Africa during the middle stone age period.
* Discuss the socio-economic practices of early humans in Africa during the middle stone age period.
* Search the internet or print resources for socio-economic practices of early humans in Africa during the middle stone age period.
* Appreciate the socio-economic practices of early man in the middle stone age period.

**KEY INQUIRY QUESTION (S)**

What were the socio-economic practices of early humans in the middle stone age period?

**LEARNING RESOURCES**

Smart Minds SST Grade 9 T.G.Pg.49-58

Smart Minds SST Grade 9 P.B Pg. 49 - 53

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Start by recapping what the learner learnt in grade 8 about the scientific theory of human origin

Guide the learners to identify the theory they learnt and what it says about human origin.

Ask the learners to mention the evolution stages of early humans in their correct order.

Let learners present their answers in class.

Assess the learners' answers

**LESSON DEVELOPMENT**

**STEP 1**

In groups, guide the learners to study the pictures given on page 49 of the Learner's Book.

Ask the learners to identify the materials they think have been used to make the tools given in the Learner's Book.

From the pictures, allow the learners time to brainstorm and discuss the meaning of Stone Age period.

Ask the learners to present what they have discussed in class.

Assess the learners' answers using the following expected answers.

**STEP 2**

In pairs, guide the learner to read the article given on page 50 of the Learner's Book.

Give the learners time to identify the three Stone Age periods in the article.

Ask the learners to identify the stone tools that were made during each Stone Age period.

Ask the learners to share their answers in class.

Assess the learners' answers

**STEP 3**

Guide the learners as a class to read the scenario given on page 51 of the Learner's Book.

Give the learners time to brainstorm the meaning of socio-economic practices from the scenario.

Guide the learners to identify the socio-economic practices mentioned in the scenario and share their answers in class.

Assess the learners' work

**STEP 4**

Guide the learners to use the digital devices or relevant printed materials to research on socio-economic practices of early humans in Africa in the **Middle Stone Age period** given on page 52 of the Learner's Book.

**STEP 5**

Guide the learners to write down their findings.

Give the learners a chance to discuss and present their findings in class.

Assess the learners' findings and provide feedback.

**CONCLUSION:**

Take the learners through the learners through the Learning corner on page 53

Ask the learners to share what they have learnt

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

**EXTENDED ACTIVITIES:**

Guide learners to to identify and discuss with their parents or guardians the socio-economic activities that are still practiced in their community today from what was practiced by the early humans.

**REFLECTION ON THE LESSON:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | SOCIAL STUDIES | 9 |  |  |  |

STRAND: **PEOPLE AND RELATIONSHIP**

SUB STRAND: **Socio Economic practices of early Humans – Describing the socio economic practices of early humans in Africa during late stone age period**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

* Outline the socio-economic practices of early humans in Africa during the late stone age period.
* Discuss the socio-economic practices of early humans in Africa during the late stone age period.
* Search the internet or print resources for socio-economic practices of early humans in Africa during the late stone age period.
* Appreciate the socio-economic practices of early man in the late Stone Age period.

**KEY INQUIRY QUESTION (S)**

What were the socio-economic practices of early humans in the late stone age period?

**LEARNING RESOURCES**

Smart Minds SST Grade 9 T.G.Pg.49-58

Smart Minds SST Grade 9 P.B Pg. 49 - 53

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Start by recapping what the learner learnt in grade 8 about the scientific theory of human origin

Guide the learners to identify the theory they learnt and what it says about human origin.

Ask the learners to mention the evolution stages of early humans in their correct order.

Let learners present their answers in class.

Assess the learners' answers

**LESSON DEVELOPMENT**

**STEP 1**

In groups, guide the learners to study the pictures given on page 49 of the Learner's Book.

Ask the learners to identify the materials they think have been used to make the tools given in the Learner's Book.

From the pictures, allow the learners time to brainstorm and discuss the meaning of Stone Age period.

Ask the learners to present what they have discussed in class.

Assess the learners' answers using the following expected answers.

**STEP 2**

In pairs, guide the learner to read the article given on page 50 of the Learner's Book.

Give the learners time to identify the three Stone Age periods in the article.

Ask the learners to identify the stone tools that were made during each Stone Age period.

Ask the learners to share their answers in class.

Assess the learners' answers

**STEP 3**

Guide the learners as a class to read the scenario given on page 51 of the Learner's Book.

Give the learners time to brainstorm the meaning of socio-economic practices from the scenario.

Guide the learners to identify the socio-economic practices mentioned in the scenario and share their answers in class.

Assess the learners' work

**STEP 4**

Guide the learners to use the digital devices or relevant printed materials to research on socio-economic practices of early humans in Africa in the **Late Stone Age period** given on page 52 of the Learner's Book.

**STEP 5**

Guide the learners to write down their findings.

Give the learners a chance to discuss and present their findings in class.

Assess the learners' findings and provide feedback.

**CONCLUSION:**

Take the learners through the learners through the Learning corner on page 53

Ask the learners to share what they have learnt

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

**EXTENDED ACTIVITIES:**

Guide learners to to identify and discuss with their parents or guardians the socio-economic activities that are still practiced in their community today from what was practiced by the early humans.

**REFLECTION ON THE LESSON:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | SOCIAL STUDIES | 9 |  |  |  |

STRAND: **PEOPLE AND RELATIONSHIP**

SUB STRAND: **Socio Economic practices of early Humans – examining different types of tools used by early humans during the stone age period**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

* Identify the different types of tools used by early humans during the stone age period.
* Discuss the uses of the tools used by early humans during the stone age period.
* Use digital resources to view the various types of tools used by early humans during the stone age period.
* Appreciate the different types of tools used by early humans during the stone age period.

**KEY INQUIRY QUESTION (S)**

Which tools were used during the stone age period?

**LEARNING RESOURCES**

Smart Minds SST Grade 9 T.G.Pg.33

Smart Minds SST Grade 9 P.B Pg. 53

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson.

Guide the learners in pairs to study the pictures given on page 53 of the learner’s book

Give the learners time to name the tools shown in the pictures and identify the picture that shows a stone age period tool and a modern tool

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners to identify and discuss the uses of the tools they have mentioned in task 1 and the materials used to make the tools

**STEP 2**

Guide the learners to mention other examples of stone age period tools and modern tools

Assess the learner’s work

**STEP 3**

Guide the learners to study the pictures given on page 54 of the learner’s book

Ask the learners to name the tools shown in the pictures and identify the material used to make each tool

**STEP 4**

Guide the learners to discuss and present in class how early humans used the tools shown in the picture

**CONCLUSION:**

Ask the learners to share what they have learnt

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

**EXTENDED ACTIVITIES:**

Guide the learners to Use digital resources to view the various types of tools used by early humans during the stone age period.

**REFLECTION ON THE LESSON:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
| KALOLENI JS | SOCIAL STUDIES | 9 |  |  |  |

STRAND: **PEOPLE AND RELATIONSHIP**

SUB STRAND: **Socio Economic practices of early Humans – illustrating the tools used by early humans during the stone age period**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

* Identify the tools used by early humans during the early, middle and late stone age period.
* Draw the tools used by early humans during the stone age period.
* Enjoy drawing the tools used by early humans during the stone age period

**KEY INQUIRY QUESTION (S)**

Which tools were used during the stone age period?

What were the uses of the different tools used during the stone age period?

**LEARNING RESOURCES**

Smart Minds SST Grade 9 T.G.Pg.29-37

Smart Minds SST Grade 9 P.B Pg. 53-54

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Guide the learners in their groups to use the reference materials you have provided to search and view various types of tools used by early humans during the Stone Age period.

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners in turns to draw and name the tools they viewed in task 1.

Move around and ensure that all learners participate in this activity.

**STEP 2**

Ask the learners to display their work in class for peer assessment and give each other feedback.

Encourage the learners to use a polite language when giving feedback to others.

**STEP 3**

Take the learners through the learning corner on pages 54-56 and expound on tools used by early humans during the stone age period

**STEP 4**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**CONCLUSION:**

Ask the learners to share what they have learnt

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

**EXTENDED ACTIVITIES:**

Ask the learners to individually draw the Stone Age period tool they would have made if they were early humans.

Ask the learners to describe how they will use the tool and share their work with their classmates.

Assess the learner

**REFLECTION ON THE LESSON:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | SOCIAL STUDIES | 9 |  |  |  |

STRAND: **PEOPLE AND RELATIONSHIP**

SUB STRAND: **Socio Economic practices of early Humans – Africa as the birthplace of human technology**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

* State reasons why Africa is regarded as the birthplace of human technology.
* Search the internet for information on why Africa is regarded as the birthplace of human technology.
* Acknowledge the reasons why Africa is regarded as the birthplace of human technology

**KEY INQUIRY QUESTION (S)**

Why is Africa regarded as the birthplace of human technology?

**LEARNING RESOURCES**

Smart Minds SST Grade 9 T.G.Pg.29-37

Smart Minds SST Grade 9 P.B Pg. 56-57

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Guide the learners to recite the poem on page 56 and carry out the activity that follow.

**LESSON DEVELOPMENT**

**STEP 1**

Ask the learners whether they think, with reference to the poem, that Africa is the birth place of human technology.

**STEP 2**

Guide the learners to identify the ancient hands referred to in the poem and to mention examples of tools made by the hands of man in Africa.

**STEP 3**

Guide the learners to read the message in the quote provided in this section in the Learner's Book on Africa, the birth place of human technology.

Ask the learners to discuss the message in the quote.

**STEP 4**

Guide the learners to discuss reasons why Africa is regarded as the birthplace of human technology.

Take the learners through the learning corner notes on page 57 of their learners book to reinforce their understanding

**CONCLUSION:**

Ask the learners to share what they have learnt

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

**EXTENDED ACTIVITIES:**

Guide the learners to Search the internet for information on why Africa is regarded as the birthplace of human technology

**REFLECTION ON THE LESSON:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | SOCIAL STUDIES | 9 |  |  |  |

STRAND: **PEOPLE AND RELATIONSHIP**

SUB STRAND: **indigenous knowledge systems in Africa - identifying various forms or types of indigenous knowledge systems in African societies**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

* State the meaning of indigenous knowledge system in African societies.
* Identify the types of indigenous knowledge systems in African societies for self identity.
* Explain how agriculture and medicine as indigenous knowledge systems were used for sustainability of life.
* Appreciate agriculture and medicine as indigenous knowledge systems in the society

**KEY INQUIRY QUESTION (S)**

What is indigenous knowledge systems in African societies?

What were the types of indigenous knowledge systems in African societies?

**LEARNING RESOURCES**

Smart Minds SST Grade 9 T.G.Pg.29-37

Smart Minds SST Grade 9 P.B Pg. 59

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Guide the learners as a class to read what Wala, Chao and Kemei said on page 59 of the Learner's Book.

From what Wala, Chao and Kemei are said, give the learners time to brainstorm the meaning of indigenous knowledge systems.

Ask the learners to share their experiences with their classmates whether they have ever seen or heard people using indigenous knowledge systems.

**LESSON DEVELOPMENT**

**STEP 1**

Give the learners time to study the pictures given on page 60 of the Learner's Book.

Guide the learners to brainstorm on various forms of indigenous knowledge systems in African socities shown in the pictures and share their answers in class

Ask the learners to present their answers in class.

Assess the learners' work

**STEP 2**

Guide the learners in pairs to study the word puzzle given on page 60 of the Learner's Book.

Ask the learners to use the letters in the puzzle to form the various forms of indigenous knowledge systems in African societies.

Ask the learners to write down the forms of indigenous knowledge systems in African societies they formed from the word puzzle.

Ask the learners to present their answers in class.

Asses the learners’ work

**STEP 3**

Guide the learners to explain how **agriculture** and **medicine** as indigenous knowledge systems were used for sustainability of life.

**STEP 4**

Take the learners through the learning corner notes on page 61 of their learner’s book to help learners to understand the indigenous systems in African societies

**CONCLUSION:**

Ask the learners to share what they have learnt

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

**EXTENDED ACTIVITIES:**

Guide the learners to use digital devices to search the internet and find out more information on indigenous knowledge systems in African societies

**REFLECTION ON THE LESSON:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | SOCIAL STUDIES | 9 |  |  |  |

STRAND: **PEOPLE AND RELATIONSHIP**

SUB STRAND: **indigenous knowledge systems in Africa - identifying various forms or types of indigenous knowledge systems in African societies**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

1. Outline how climate and technology as indigenous knowledge system were used for the sustainability of life in African communities.
2. Explain how climate and technology were used for the sustainability of life.
3. Search for information on the climate and technology as indigenous knowledge systems in African societies.
4. Appreciate climate and technology as indigenous knowledge systems in the society

**KEY INQUIRY QUESTION (S)**

What is indigenous knowledge systems in African societies?

What were the types of indigenous knowledge systems in African societies?

How did climate and technology used for sustainability of life in African societies?

**LEARNING RESOURCES**

Smart Minds SST Grade 9 T.G.Pg.29-37

Smart Minds SST Grade 9 P.B Pg. 59

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Guide the learners as a class to read what Wala, Chao and Kemei said on page 59 of the Learner's Book.

From what Wala, Chao and Kemei are said, give the learners time to brainstorm the meaning of indigenous knowledge systems.

Ask the learners to share their experiences with their classmates whether they have ever seen or heard people using indigenous knowledge systems.

**LESSON DEVELOPMENT**

**STEP 1**

Give the learners time to study the pictures given on page 60 of the Learner's Book.

Guide the learners to brainstorm on various forms of indigenous knowledge systems in African socities shown in the pictures and share their answers in class

Ask the learners to present their answers in class.

Assess the learners' work

**STEP 2**

Guide the learners in pairs to study the word puzzle given on page 60 of the Learner's Book.

Ask the learners to use the letters in the puzzle to form the various forms of indigenous knowledge systems in African societies.

Ask the learners to write down the forms of indigenous knowledge systems in African societies they formed from the word puzzle.

Ask the learners to present their answers in class.

Asses the learners’ work

**STEP 3**

Guide the learners to explain how **climate** and **technology** as indigenous knowledge systems were used for sustainability of life.

**STEP 4**

Take the learners through the learning corner notes on page 61 of their learner’s book to help learners to understand the indigenous systems in African societies

**CONCLUSION:**

Ask the learners to share what they have learnt

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

**EXTENDED ACTIVITIES:**

Guide the learners to use digital devices to search the internet and find out more information on indigenous knowledge systems in African societies

**REFLECTION ON THE LESSON:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | SOCIAL STUDIES | 9 |  |  |  |

STRAND: **PEOPLE AND RELATIONSHIP**

SUB STRAND: **indigenous knowledge systems in Africa - identifying various forms or types of indigenous knowledge systems in African societies**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

1. State how education and environmental conservation as indigenous knowledge systems were used for the sustainability of life.
2. Discuss how education and environmental conservation as indigenous knowledge systems were used in traditional African society.
3. Appreciate education and environmental conservation as indigenous knowledge systems

**KEY INQUIRY QUESTION (S)**

* What is indigenous knowledge systems in African societies?
* What were the types of indigenous knowledge systems in African societies?
* How was education and environmental conservation used as indigenous knowledge system in African societies?

**LEARNING RESOURCES**

Smart Minds SST Grade 9 T.G.Pg.29-37

Smart Minds SST Grade 9 P.B Pg. 59

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Guide the learners as a class to read what Wala, Chao and Kemei said on page 59 of the Learner's Book.

From what Wala, Chao and Kemei are said, give the learners time to brainstorm the meaning of indigenous knowledge systems.

Ask the learners to share their experiences with their classmates whether they have ever seen or heard people using indigenous knowledge systems.

**LESSON DEVELOPMENT**

**STEP 1**

Give the learners time to study the pictures given on page 60 of the Learner's Book.

Guide the learners to brainstorm on various forms of indigenous knowledge systems in African socities shown in the pictures and share their answers in class

Ask the learners to present their answers in class.

Assess the learners' work

**STEP 2**

Guide the learners in pairs to study the word puzzle given on page 60 of the Learner's Book.

Ask the learners to use the letters in the puzzle to form the various forms of indigenous knowledge systems in African societies.

Ask the learners to write down the forms of indigenous knowledge systems in African societies they formed from the word puzzle.

Ask the learners to present their answers in class.

Asses the learners’ work

**STEP 3**

Guide the learners to explain how **education and environmental conservation** as indigenous knowledge systems were used for sustainability of life.

**STEP 4**

Take the learners through the learning corner notes on page 61 of their learner’s book to help learners to understand the indigenous systems in African societies

**CONCLUSION:**

Ask the learners to share what they have learnt

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

**EXTENDED ACTIVITIES:**

Guide the learners to use digital devices to search the internet and find out more information on indigenous knowledge systems in African societies

**REFLECTION ON THE LESSON:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | SOCIAL STUDIES | 9 |  |  |  |

STRAND: **PEOPLE AND RELATIONSHIP**

SUB STRAND: **indigenous knowledge systems in Africa - identifying various forms or types of indigenous knowledge systems in African societies**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

1. State how astronomy was used in traditional African society as an indigenous knowledge system.
2. Search for information on internet or print resources on how astronomy was used in African society as an indigenous knowledge system.
3. Appreciate astronomy as an indigenous knowledge system in the society.

**KEY INQUIRY QUESTION (S)**

* What is indigenous knowledge systems in African societies?
* What were the types of indigenous knowledge systems in African societies?
* How was astronomy used in traditional African society as an indigenous knowledge system?

**LEARNING RESOURCES**

Smart Minds SST Grade 9 T.G.Pg.29-37

Smart Minds SST Grade 9 P.B Pg. 59

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Guide the learners as a class to read what Wala, Chao and Kemei said on page 59 of the Learner's Book.

From what Wala, Chao and Kemei are said, give the learners time to brainstorm the meaning of indigenous knowledge systems.

Ask the learners to share their experiences with their classmates whether they have ever seen or heard people using indigenous knowledge systems.

**LESSON DEVELOPMENT**

**STEP 1**

Give the learners time to study the pictures given on page 60 of the Learner's Book.

Guide the learners to brainstorm on various forms of indigenous knowledge systems in African socities shown in the pictures and share their answers in class

Ask the learners to present their answers in class.

Assess the learners' work

**STEP 2**

Guide the learners in pairs to study the word puzzle given on page 60 of the Learner's Book.

Ask the learners to use the letters in the puzzle to form the various forms of indigenous knowledge systems in African societies.

Ask the learners to write down the forms of indigenous knowledge systems in African societies they formed from the word puzzle.

Ask the learners to present their answers in class.

Asses the learners’ work

**STEP 3**

Guide the learners to explain how **astronomy** as indigenous knowledge systems were used for sustainability of life.

**STEP 4**

Take the learners through the learning corner notes on page 61 of their learner’s book to help learners to understand the indigenous systems in African societies

**CONCLUSION:**

Ask the learners to share what they have learnt

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

**EXTENDED ACTIVITIES:**

Guide the learners to use digital devices to search the internet and find out more information on indigenous knowledge systems in African societies

**REFLECTION ON THE LESSON:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | SOCIAL STUDIES | 9 |  |  |  |

STRAND: **PEOPLE AND RELATIONSHIP**

SUB STRAND: **indigenous knowledge systems in Africa - identifying various forms or types of indigenous knowledge systems in African societies**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

1. Outline how religion was used in African society as an indigenous knowledge system.
2. Explain how religion was used in traditional African society as an indigenous knowledge system.
3. Appreciate religion as one of the indigenous knowledge system in the society.

**KEY INQUIRY QUESTION (S)**

* What is indigenous knowledge systems in African societies?
* What were the types of indigenous knowledge systems in African societies?
* How was religion used in African society as an indigenous knowledge system?

**LEARNING RESOURCES**

Smart Minds SST Grade 9 T.G.Pg.29-37

Smart Minds SST Grade 9 P.B Pg. 59

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Guide the learners as a class to read what Wala, Chao and Kemei said on page 59 of the Learner's Book.

From what Wala, Chao and Kemei are said, give the learners time to brainstorm the meaning of indigenous knowledge systems.

Ask the learners to share their experiences with their classmates whether they have ever seen or heard people using indigenous knowledge systems.

**LESSON DEVELOPMENT**

**STEP 1**

Give the learners time to study the pictures given on page 60 of the Learner's Book.

Guide the learners to brainstorm on various forms of indigenous knowledge systems in African socities shown in the pictures and share their answers in class

Ask the learners to present their answers in class.

Assess the learners' work

**STEP 2**

Guide the learners in pairs to study the word puzzle given on page 60 of the Learner's Book.

Ask the learners to use the letters in the puzzle to form the various forms of indigenous knowledge systems in African societies.

Ask the learners to write down the forms of indigenous knowledge systems in African societies they formed from the word puzzle.

Ask the learners to present their answers in class.

Asses the learners’ work

**STEP 3**

Guide the learners to explain how **RELIGION** as indigenous knowledge systems were used for sustainability of life.

**STEP 4**

Take the learners through the learning corner notes on page 61 of their learner’s book to help learners to understand the indigenous systems in African societies

**CONCLUSION:**

Ask the learners to share what they have learnt

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

**EXTENDED ACTIVITIES:**

Guide the learners to use digital devices to search the internet and find out more information on indigenous knowledge systems in African societies

**REFLECTION ON THE LESSON:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | SOCIAL STUDIES | 9 |  |  |  |

STRAND: **PEOPLE AND RELATIONSHIP**

SUB STRAND: **indigenous knowledge systems in Africa - identifying various forms or types of indigenous knowledge systems in African societies**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

1. State how arts was used in traditional African society as an indigenous knowledge system.
2. Explain how arts was used in traditional African society as an indigenous knowledge system.
3. Appreciate art as an indigenous knowledge system

**KEY INQUIRY QUESTION (S)**

* What is indigenous knowledge systems in African societies?
* What were the types of indigenous knowledge systems in African societies?
* How was arts used in traditional African society as an indigenous knowledge systems?

**LEARNING RESOURCES**

Smart Minds SST Grade 9 T.G.Pg.29-37

Smart Minds SST Grade 9 P.B Pg. 59

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Guide the learners as a class to read what Wala, Chao and Kemei said on page 59 of the Learner's Book.

From what Wala, Chao and Kemei are said, give the learners time to brainstorm the meaning of indigenous knowledge systems.

Ask the learners to share their experiences with their classmates whether they have ever seen or heard people using indigenous knowledge systems.

**LESSON DEVELOPMENT**

**STEP 1**

Give the learners time to study the pictures given on page 60 of the Learner's Book.

Guide the learners to brainstorm on various forms of indigenous knowledge systems in African socities shown in the pictures and share their answers in class

Ask the learners to present their answers in class.

Assess the learners' work

**STEP 2**

Guide the learners in pairs to study the word puzzle given on page 60 of the Learner's Book.

Ask the learners to use the letters in the puzzle to form the various forms of indigenous knowledge systems in African societies.

Ask the learners to write down the forms of indigenous knowledge systems in African societies they formed from the word puzzle.

Ask the learners to present their answers in class.

Asses the learners’ work

**STEP 3**

Guide the learners to explain how **ARTS** as indigenous knowledge systems were used for sustainability of life.

**STEP 4**

Take the learners through the learning corner notes on page 61 of their learner’s book to help learners to understand the indigenous systems in African societies

**CONCLUSION:**

Ask the learners to share what they have learnt

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

**EXTENDED ACTIVITIES:**

Guide the learners to use digital devices to search the internet and find out more information on indigenous knowledge systems in African societies

**REFLECTION ON THE LESSON:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | SOCIAL STUDIES | 9 |  |  |  |

STRAND: **PEOPLE AND RELATIONSHIP**

SUB STRAND: **indigenous knowledge systems in Africa - using indigenous and modern knowledge to manage peer influence in the society**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

* Outline ways of using indigenous and modern knowledge systems for effective decision making.
* Use indigenous and modern knowledge systems for effective decision making in life.
* Acknowledge the importance of combining indigenous and modern knowledge systems for effective decision making in life.

**KEY INQUIRY QUESTION (S)**

How does indigenous knowledge influence the modern society?

**LEARNING RESOURCES**

Smart Minds SST Grade 9 T.G.Pg.38-44

Smart Minds SST Grade 9 P.B Pg. 63-64

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Guide the learners as, in pairs to read the conversation given in the Learner’s Book.

Allow the learners time to carry out the tasks that follow.

Assess the learners’ work

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners in groups to read what Martha is saying and identify the indigenous knowledge system that was applied by Martha’s grandmother.

Ask the learners to discuss and present in class how the knowledge they have identified in task 1 is applied in day-to-day life.

Assess the learners’ answers and provide feedback.

**STEP 2**

Guide the learners in their groups to find out how the indigenous knowledge systems given on pages 64-65 of the Learner's Book are applied in day-to-day life.

Guide the learners to use available digital devices or relevant printed materials to do the research.

 Caution the learners to observe online safety while using the Internet.

**STEP 3**

Give the learners time to discuss and present their findings to their classmates.

Assess the learners as they make presentations in class and correct them where need be.

**STEP 4**

Take the learners through the learning corner notes on page 65 of their learner’s book to help learners to understand the importance of combining indigenous and modern knowledge systems for effective decision making in life

**CONCLUSION:**

Ask the learners to share what they have learnt

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

**EXTENDED ACTIVITIES:**

Guide the learners to conduct a debate during their free time

Organize the learners into two groups: proposers and opposers.

Ask the learners to choose a speaker who will chair the debate.

Guide the learners to hold a debate on how indigenous knowledge systems are applied in various fields in Africa.

Encourage the learners to respect each other's opinions during the debate.

Learners to write down the main points during the debate and share their points in class.

Oversee the learners as they carry out this activity.

* To nurture the value of **patriotism**, give the learners a chance to debate on the application of the indigenous knowledge systems in the traditional African society.

This will help the learners to understand the application of different indigenous knowledge systems in Africa in day-to-day life.

**REFLECTION ON THE LESSON:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | SOCIAL STUDIES | 9 |  |  |  |

STRAND: **PEOPLE AND RELATIONSHIP**

SUB STRAND: **Poverty reduction – explaining causes of poverty reduction**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

* Define the term poverty.
* Identify the causes of poverty in Africa.
* Discuss the causes of poverty in Africa.
* Search the internet for information on causes of poverty in Africa.
* Acknowledge the causes of poverty in Africa.

**KEY INQUIRY QUESTION (S)**

1. What is poverty?
2. What are the causes of poverty in Africa?

**LEARNING RESOURCES**

Smart Minds SST Grade 9 T.G.Pg.

Smart Minds SST Grade 9 P.B Pg. 68

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Guide the learners to study the picture provided in this section of the Learner's Book.

Ask them to derive the meaning of poverty from the picture and present their answer to their classmates.

Ask them to read the information in the Learning corner on page 67 and understand the meaning.

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners to study the pictures in this section of the Learner's Book.

From the pictures, ask them to brainstorm the causes of poverty in Africa.

**STEP 2**

Guide them to identify and discuss other causes of poverty in Africa that they are aware of.

Ask them to write down the points and present to their classmates.

This activity will help them to understand why there is widespread poverty in Africa.

* While brainstorming and discussing, the learners will develop communication and collaboration and social cohesion as well as link Social studies to Kenyan Sign Language, English and Kiswahili.

**STEP 3**

Give the learners to read the words in the word cloud in pairs provided in ACTIVITY 2 of the Learner's Book and identify the causes of poverty in Africa from the list.

Ask them to take turns with their deskmates and share how the causes they have listed leads to poverty in Africa.

Ask them to make presentations to their classmates.

**STEP 4**

Guide the learners to read the poem provided in this section of the Learner's Book and carry out the tasks that follow.

Ask them to identify the causes of poverty mentioned in the poem.

Ask them to discuss how those causes lead to poverty in Africa.

**CONCLUSION:**

Ask learners to read the information in the learning corner on page 69

Ask the learners to share what they have learnt

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

**EXTENDED ACTIVITIES:**

Ask the learners to discuss the causes of poverty in their locality with their parents, guardians or peers.

Ask them to write down the points from the discussion and share with their classmates.

 This will help them to understand the causes of poverty from a different perspective.

Guide them to use available digital devices or relevant printed materials to find out other causes of poverty in Africa.

**REFLECTION ON THE LESSON:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | SOCIAL STUDIES | 9 |  |  |  |

STRAND: **PEOPLE AND RELATIONSHIP**

SUB STRAND: **Poverty reduction – exploring home grown practical solutions to poverty reduction**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

* State the meaning of “home-grown solutions”
* State ways that can be used to reduce poverty in Africa.
* Discuss ways/measures that can be used to reduce poverty in Africa.
* Search the internet for information on ways/measures of reducing poverty in Africa.
* Appreciate the different measures that can be used to reduce poverty in Africa.

**KEY INQUIRY QUESTION (S)**

What are the measures taken by African governments to reduce poverty?

**LEARNING RESOURCES**

Smart Minds SST Grade 9 T.G.Pg.47

Smart Minds SST Grade 9 P.B Pg. 70

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Guide the learners to read the story provided in this section of the Learner’s Book and carry out the tasks that follow.

Ask them to state the meaning of “home-grown solutions” from the story.

Ask them to use relevant printed materials or the Internet to search the meaning of “home-grown solutions”.

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners to use available digital devices or relevant printed materials to find out home-grown practical solutions to poverty reduction.

* Caution the learners to observe online safety while using the internet.

**STEP 2**

Guide the learners to discuss ways/measures that can be used to reduce poverty in Africa and write down their findings.

**STEP 3**

Give the learners to make presentations of their findings to their classmates..

**STEP 4**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**CONCLUSION:**

Ask the learners to share what they have learnt

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

**EXTENDED ACTIVITIES:**

Guide the learners to discuss and choose one activity that they would participate in to help reduce poverty in their community.

**REFLECTION ON THE LESSON:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | SOCIAL STUDIES | 9 |  |  |  |

STRAND: **PEOPLE AND RELATIONSHIP**

SUB STRAND: **Poverty reduction – examining effects of over exploitation of natural resources on poverty in Africa**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

* Outline the effects of overexploitation of natural resources on poverty in Africa.
* Examine the effects of overexploitation of natural resources on poverty in Africa.
* Acknowledge the effects of overexploitation of natural resources on poverty in Africa.

**KEY INQUIRY QUESTION (S)**

What are the effects of overexploitation of natural resources on poverty in Africa?

**LEARNING RESOURCES**

Smart Minds SST Grade 9 T.G.Pg.47

Smart Minds SST Grade 9 P.B Pg. 73

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Guide the learners to study the pictures on page 73 of the Learner's Book and carry out the tasks that follow.

Ask them to identify the resources represented by the pictures and determine which picture shows sustainable resource utilisation.

Ask them to give reasons for their answer.

Ask them to define sustainable resource utilisation and share the answer with their classmates.

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners to identify the natural resource represented by the pictures in this section of the Learner's Book.

Guide them to identify the picture that shows over-exploitation of the natural resource and give reasons.

**STEP 2**

Ask them to state the effects of over-exploitation of the resource on poverty in Africa.

**STEP 3**

Guide the learners to discuss and share what they have discussed in class.

* This activity will help the learners to identify the resources available in Africa and how their over-exploitation can cause poverty in Africa.

**STEP 4**

Take the learners through the Learning corner on pages 74-75 to reinforce their understanding on effects of over exploitation of natural resources on poverty in Africa.

**CONCLUSION:**

Ask the learners to share what they have learnt

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

**EXTENDED ACTIVITIES:**

Guide the learners to use digital or print resources to search for information on the effects of overexploitation of natural resources on poverty in Kenya

**REFLECTION ON THE LESSON:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | SOCIAL STUDIES | 9 |  |  |  |

STRAND: **PEOPLE AND RELATIONSHIP**

SUB STRAND: **Poverty reduction – sustainable use of resources in the community**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

* Identify the ways to promote sustainable use of resources in the community.
* Discuss the ways to promote sustainable use of resources in the community.
* Create posters on sustainable use of resources in the community.
* Desire to apply the ways on promoting sustainable use of resources in the community

**KEY INQUIRY QUESTION (S)**

How does prudent utilisation of resources help to reduce poverty in the society?

**LEARNING RESOURCES**

Smart Minds SST Grade 9 T.G.Pg.47

Smart Minds SST Grade 9 P.B Pg. 75

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Guide the learners to study the picture on page 75 of the Learner's Book.

Guide them to identify the resources used in the picture.

Ask them to identify the picture that shows sustainable resources utilization and give reasons for their answers

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners to read what Ishmael says about sustainable use of resources.

Ask them to identify how resources can be used sustainably from what Ishmael said.

**STEP 2**

Guide the learners to find out other sustainable use of resources in the community, either from digital resources or from approved textbooks.

**STEP 3**

Guide the learners to copy and complete the journal provided on page 76 of the Learner's Book on how they will use resources sustainably for the next week.

**STEP 4**

Guide them to compose a poem or song on sustainable use of resources in the community.

**CONCLUSION:**

Ask the learners to share what they have learnt

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

**EXTENDED ACTIVITIES:**

Guide the learners to discuss with their parents, guardians or peers on some of the sustainable ways they can use resources at home or in school.

Ask them to encourage their family members and peers to use resources sustainably.

**REFLECTION ON THE LESSON:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | SOCIAL STUDIES | 9 |  |  |  |

STRAND: **PEOPLE AND RELATIONSHIP**

SUB STRAND: **population structure –**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

* Define the term population data in a country.
* Identify the key components of population data in a country.
* Search the internet for information on the key components of population data in a country.
* Acknowledge the key components of population data in a country.

**KEY INQUIRY QUESTION (S)**

* What is population data of a country?
* What are the components of population data in a country?

**LEARNING RESOURCES**

Smart Minds SST Grade 9 T.G.Pg.52-58

Smart Minds SST Grade 9 P.B Pg. 79

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**LESSON DEVELOPMENT**

**STEP 1**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**STEP 2**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**STEP 3**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**STEP 4**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**CONCLUSION:**

Ask the learners to share what they have learnt

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

**EXTENDED ACTIVITIES:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**REFLECTION ON THE LESSON:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | SOCIAL STUDIES | 9 |  |  |  |

STRAND: **PEOPLE AND RELATIONSHIP**

SUB STRAND: **population structure – Sources of population data in Kenya and Germany**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

* Identify the sources of population data in a country.
* Discuss the sources of population data in a country.
* Search the internet or print media for information on the sources of population data in a country.
* Acknowledge the different sources of population data in a country

**KEY INQUIRY QUESTION (S)**

What are the sources of population data in a country?

**LEARNING RESOURCES**

Smart Minds SST Grade 9 T.G.Pg.52-58

Smart Minds SST Grade 9 P.B Pg. 79

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Start by recapping what the learners learnt in Grade 8 about population growth in Africa. This will help to remind the learners what they learnt in the previous grade.

Ask the learners to discuss the meaning of population growth.

Ask them to present what they have discussed in class.

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners to read what Albert and Yolanda said on page 78 of the Learner’s Book.

Ask them to answer the questions that follow.

Give the learners a chance to brainstorm the meaning of population structure and write down the answers in their notebooks.

Guide the learners to use available digital devices, approved textbooks or any other printed materials to find out the meaning of population structure.

Ask the learners to share their findings in class.

Caution the learners to observe online safety while using the Internet.

**STEP 2**

Guide the learners as a class to read what is said by Chemase and Linda said on page 79 of the Learner’s Book.

**STEP 3**

Guide the learners to brainstorm the sources of population data in Kenya and Germany

**STEP 4**

Guide the learners to discuss how long it takes for each of the agencies identified in task 1 to carry out a population census

Learners to present their findings to the class

**STEP 5**

Guide the learners to Search the internet or print media for information on the sources of population data in a country

**CONCLUSION:**

Ask the learners to share what they have learnt

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

**EXTENDED ACTIVITIES:**

Guide the learners to complete the questionnaire in this section of the Learner's Book by ticking the box with the correct answer.

Ask the learners how often a population census is conducted in their country and the types of information collected. Ask them to share their answers in class in the next lesson

**REFLECTION ON THE LESSON:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | SOCIAL STUDIES | 9 |  |  |  |

STRAND: **PEOPLE AND RELATIONSHIP**

SUB STRAND: **population structure – factors determining population structure in Kenya and Germany**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

* Identify the factors that determine population structure in Kenya.
* Discuss the factors that determine the population structure in Kenya.
* Search the internet or textbook for information on factors determining population structure in Kenya.
* Acknowledge the factors determining the population structure of Kenya

**KEY INQUIRY QUESTION (S)**

What factors determine the population structure in Kenya?

**LEARNING RESOURCES**

Smart Minds SST Grade 9 T.G.Pg.52-58

Smart Minds SST Grade 9 P.B Pg. 79

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Guide the learners to read the article provided in this section of the Learner’s Book.

Ask them to identify the factors that determine the population structure of Kenya and Germany.

**LESSON DEVELOPMENT**

**STEP 1**

Guide them to use available digital devices, relevant printed materials or a resource person to find out the factors determining the population structures of the three countries.

Caution the learners to observe online safety while using the Internet.

**STEP 2**

Ask the learners to write down the information and share with their classmates.

**STEP 3**

Learners to present their findings to the class

**STEP 4**

Guide the learners to read the common factors that determine population structure in Kenya and Germany provided on page 82 of the Learner’s Book and match them with the correct explanation

**CONCLUSION:**

Guide the learners to read the information in the Learning corner on pages 81-82.

Ask the learners to share what they have learnt

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

**EXTENDED ACTIVITIES:**

Guide the learners to Search the internet or textbook for information on factors determining population structure in Kenya.

**REFLECTION ON THE LESSON:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | SOCIAL STUDIES | 9 |  |  |  |

STRAND: **PEOPLE AND RELATIONSHIP**

SUB STRAND: **population structure – factors determining population structure in Kenya and Germany**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

* Identify the factors that determine population structure in Kenya.
* Discuss the factors that determine the population structure in Kenya.
* Search the internet or textbook for information on factors determining population structure in Kenya.
* Acknowledge the factors determining the population structure of Kenya

**KEY INQUIRY QUESTION (S)**

What factors determine the population structure in Kenya?

**LEARNING RESOURCES**

Smart Minds SST Grade 9 T.G.Pg.52-58

Smart Minds SST Grade 9 P.B Pg. 79

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Guide the learners to read the article provided in this section of the Learner’s Book.

Ask them to identify the factors that determine the population structure of Kenya and Germany.

**LESSON DEVELOPMENT**

**STEP 1**

Guide them to use available digital devices, relevant printed materials or a resource person to find out the factors determining the population structures of the three countries.

Caution the learners to observe online safety while using the Internet.

**STEP 2**

Ask the learners to write down the information and share with their classmates.

**STEP 3**

Learners to present their findings to the class

**STEP 4**

Guide the learners to read the common factors that determine population structure in Kenya and Germany provided on page 82 of the Learner’s Book and match them with the correct explanation

**CONCLUSION:**

Guide the learners to read the information in the Learning corner on pages 81-82.

Ask the learners to share what they have learnt

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

**EXTENDED ACTIVITIES:**

Ask the learners to discuss with their parents, guardian or peers in school the factors determining the population structure of their country.

**REFLECTION ON THE LESSON:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | SOCIAL STUDIES | 9 |  |  |  |

STRAND: **PEOPLE AND RELATIONSHIP**

SUB STRAND: **population structure – constructing age sex population pyramids of Kenya and Germany**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

* Identify the characteristics of age-sex population pyramids of developing and developed countries.
* Construct age-sex population pyramids of the developed and developing countries.
* Enjoy constructing age-sex population pyramids of developing and developed countries.

**KEY INQUIRY QUESTION (S)**

What are the distinctive characteristics of the age-sex population pyramids of developing and developed countries?

**LEARNING RESOURCES**

Smart Minds SST Grade 9 T.G.Pg.52-58

Smart Minds SST Grade 9 P.B Pg. 83-84

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Guide the learners to study the diagrams provided on pages 83-84 of the Learner’s Book and carry out the tasks that follow.

Ask the learners to identify the key features they can observe from the diagrams and write them down in their notebooks.

Ask the learners to identify the diagrams and present their answers in class.

Guide the learners to read the information in the Learning corner on page 84.

Explain the information to them for easier understanding.

This will introduce the learner to the construction of an age-sex pyramid.

* Social Studies will be linked to Visual Arts as the learners learn how to draw and display the population pyramid.

**LESSON DEVELOPMENT**

**STEP 1**

In groups, Guide the learners to watch a video clip on the construction of an age-sex pyramid or use relevant printed materials.

Guide them to scan the code provided on page 85 of the learners book.

* Caution the learners to observe online safety.

Ask the learners to identify the steps to follow in the construction of a population pyramid from what they watched.

Ask them to write down the points and share with their classmates.

**STEP 2**

Guide the learners to study the figures in the table below representing Kenya’s population in 2019 and carry out the tasks that follow.

Guide them to follow the steps in the construction of age-sex pyramid of Kenya, 2019.

* This activity will help the learners to understand how an age-sex pyramid is constructed.

**STEP 3**

Guide the learners to use the figures provided in this section of the learner’s books to construct the age-sex pyramid for Germany using a scale of 1cm to represent 1,000,000 people.

**STEP 4**

Ask the learners to display their work in class for assessment using the provided observation sheet on page 87 and give feedback.

Encourage the learners to use a polite language when giving feedback.

* To develop the PCI of global citizenship, provide the learners with knowledge on population structure of Kenya and Germany.

**CONCLUSION:**

Ask the learners to share what they have learnt

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

**EXTENDED ACTIVITIES:**

Guide the learners to construct age-sex population pyramids of the developed and developing countries.

**REFLECTION ON THE LESSON:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | SOCIAL STUDIES | 9 |  |  |  |

STRAND: **PEOPLE AND RELATIONSHIP**

SUB STRAND: **population structure – significance of population structure in distribution of national resources**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

* Outline the significance of population structure in the distribution of natural resources in a society.
* Discuss the significance of population structure in distribution of natural resources in a society.
* Acknowledge the importance of population structure in distribution of natural resources in a society

**KEY INQUIRY QUESTION (S)**

Why is the population structure of a country important?

**LEARNING RESOURCES**

Smart Minds SST Grade 9 T.G.Pg.52-58

Smart Minds SST Grade 9 P.B Pg. 88

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Guide the learners to brainstorm the issue provided in this section of the Learner’s Book and answer the questions that follow.

* This activity will help the learners to understand the implication of population structure.

**LESSON DEVELOPMENT**

**STEP 1**

Ask them to answer the questions and present their answers in class.

* This will help them to introduce them to the significance of population structure.

**STEP 2**

Guide the learners to recite the poem in this section of the Learner’s Book then carry out the tasks that follow.

**STEP 3**

Ask the learners to identify the significance of population structure in the distribution of national resources.

**STEP 4**

Guide the learners to use the Internet or relevant printed materials to find out other ways in which population structure is important in the distribution of national resources in the society. Caution them to observe online internet safety while online.

Ask the learner to share their findings in class.

**CONCLUSION:**

Ask the learners to share what they have learnt

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

**EXTENDED ACTIVITIES:**

Guide the learners to use digital devices to search the internet find out other ways in which population structure is important in the distribution of national resources

**REFLECTION ON THE LESSON:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | SOCIAL STUDIES | 9 |  |  |  |

STRAND: **PEOPLE AND RELATIONSHIP**

SUB STRAND: **population structure – comparing and contrasting population structure of Kenya and Germany**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

* Identify the differences in population structure between developed and developing countries.
* Prepare posters/charts showing the differences in population structure between developed and developing countries.
* Appreciate the differences in population structure between developed and developing countries

**KEY INQUIRY QUESTION (S)**

What are the differences in population structure of developing and developed countries for sustainable development?

**LEARNING RESOURCES**

Smart Minds SST Grade 9 T.G.Pg.52-58

Smart Minds SST Grade 9 P.B Pg. 89-90

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Guide the learners to study the population pyramids provided in this section of the Learner’s Book.

Give them time to brainstorm the information in the pyramids and answer the questions that follow.

Ask them to write the answers down in their notebooks and share with their classmates.

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners to use available digital devices or relevant print media to research on infant mortality rate, life expectancy and sex ratio of the population structures in Kenya and Germany.

**STEP 2**

Ask them to write short answers and share in class.

Ask the learner to share their findings in class.

**STEP 3**

Guide the learners to identify the similarities between the population structures in Kenya and Germany

Guide the learners to identify the difference between the population structures in Kenya and Germany

**STEP 4**

Guide the learners to read the information in the Learning corner on pages 90-91. Explain the points for easier understanding

**CONCLUSION:**

Ask the learners to share what they have learnt

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

**EXTENDED ACTIVITIES:**

Guide the learners to Prepare posters/charts showing the differences in population structure between developed and developing countries.

**REFLECTION ON THE LESSON:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_