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| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | SOCIAL STUDIES | 7 |  |  |  |

STRAND:  **RESOURCES AND ECONOMIC ACTIVITIES**

SUB STRAND: **EARLY AGRICULTURE – areas where agriculture was practised in Rift valley of Eastern Africa, Egypt and Nubia**

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

* Locate areas where early agriculture was practised in selected geographical regions
* Develop desire to practise agriculture as economic activity

**KEY INQUIRY QUESTION (S)**

Why did people start practising agriculture in Africa?

**LEARNING RESOURCES**

SMART MINDS SOCIAL STUDIES LEARNER’S BOOK GRADE 7 PAGE 102

Maps, local environment, pictures, charts, newspaper cuttings

**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 paragraph given in the learner’s book page 102

Let the learners to discuss the meaning of Agriculture from the paragraph

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners through the “discovery time” section,

Teacher to elaborate to the learners to enhance understanding of agriculture

**STEP 2**

Guide the learners to use available devices to search the internet on areas where early agriculture was practised in Rift valley, Egypt and Nubia

* Digital literacy , communication and collaboration will be developed as learners do a research and work in groups to present their findings

**STEP 3**

Guide the learners in groups to study the map of Africa in the learner’s book and identify the areas where early agriculture was practised

**STEP 4**

Guide the learners to follow the strings to learn more about areas where early agriculture was practised in Africa

Ask the learners in groups to discuss why agriculture was practised in the areas

**CONCLUSION:**

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

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Guide the learners to draw the map of Africa in their note books and locate where early agriculture was practised

**REFLECTION ON THE LESSON:**

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|  | SOCIAL STUDIES | 7 |  |  |  |

STRAND:  **RESOURCES AND ECONOMIC ACTIVITIES**

SUB STRAND: **EARLY AGRICULTURE – crops grown and animals kept during early agriculture**

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

* Identify crops grown and animals kept in selected regions during early agriculture
* Locate areas where early agriculture was practised in selected geographical regions
* Develop desire to practise agriculture as economic activity

**KEY INQUIRY QUESTION (S)**

Why did people start practising agriculture in Africa?

**LEARNING RESOURCES**

SMART MINDS SOCIAL STUDIES LEARNER’S BOOK GRADE 7 PAGE 105

Maps, local environment, pictures, charts, newspaper cuttings

**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 name the pictures of crops grown and animals kept in Africa during early agriculture in the learner’s book page 105

**LESSON DEVELOPMENT**

**STEP 1**

Ask the learners to find out other crops that were crops grown and animals kept in Africa during early agriculture from the internet

**STEP 2**

Guide the learners to use available devices to search the internet crops grown and animals kept in the rift valley of eastern africa, Egypt and Nubia during early agriculture

* Digital literacy , communication and collaboration will be developed as learners do a research and work in groups to present their findings

**STEP 3**

Guide the learners in groups to study the tables in the learner’s book on the crops grown and animals kept in the rift valley of eastern Africa, Egypt and Nubia during early agriculture

**STEP 4**

Copy summary notes

**CONCLUSION:**

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

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Guide the learners to use locally available materials to make posters showing crops grown and animals kept during early agriculture

**REFLECTION ON THE LESSON:**

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| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | SOCIAL STUDIES | 7 |  |  |  |

STRAND:  **RESOURCES AND ECONOMIC ACTIVITIES**

SUB STRAND: **EARLY AGRICULTURE - Methods of irrigation used in ancient Egypt**

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

* Identify methods of irrigation used in Ancient Egypt
* Illustrate methods of irrigation used in Ancient Egypt
* Develop desire to practise agriculture as economic activity

**KEY INQUIRY QUESTION (S)**

Why did people start practising agriculture in Africa?

**LEARNING RESOURCES**

SMART MINDS SOCIAL STUDIES LEARNER’S BOOK GRADE 7 PAGE 105

Maps, local environment, pictures, charts, newspaper cuttings

**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 in the learner’s book page 106

Assess the different answers given by the learners

* This will develop critical thinking and problem solving

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners to read the meaning of irrigation and the sources of irrigation water used in ancient Egypt, learner’s book page 106

**STEP 2**

Guide the learners to use available devices to search the internet on the methods of irrigation used in ancient Egypt

* Digital literacy , communication and collaboration will be developed as learners do a research and work in groups to present their findings

**STEP 3**

Guide the learners in pairs to study the diagrams given in the learner’s book and identify the methods of irrigation used in ancient Egypt

Ask the learners to find out other methods of irrigation that were used in Ancient Egypt

**STEP 4**

Guide the learners to discuss the methods of irrigation used in Ancient Egypt.

Ask learners to identify the methods of irrigation they would prefer to use from the methods given

Copy summary notes

**CONCLUSION:**

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

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Guide the learners to draw and label diagrams showing different methods of irrigation used in Ancient Egypt

**REFLECTION ON THE LESSON:**

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|  | SOCIAL STUDIES | 7 |  |  |  |

STRAND:  **RESOURCES AND ECONOMIC ACTIVITIES**

SUB STRAND: **EARLY AGRICULTURE – contribution of the Nile valley agriculture to world civilisation**

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

* Assess the contribution of the Nile valley agriculture to world civilisation
* Develop desire to practise agriculture as economic activity

**KEY INQUIRY QUESTION (S)**

Why did people start practising agriculture in Africa?

**LEARNING RESOURCES**

SMART MINDS SOCIAL STUDIES LEARNER’S BOOK GRADE 7 PAGE 108

Maps, local environment, pictures, charts, newspaper cuttings

**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 a world with no plants and animals. How would it be?

* Creativity, imagination and problem solving will be developed among learners

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners in analysing the statements in the learners’ book and writing true or false

**STEP 2**

Ask the learners to find other contributions of Nile valley agriculture to world civilisation

**STEP 3**

Guide the learners to discuss the contributions of Nile valley agriculture to world civilisation

Guide the learners to appreciate the importance of Nile valley to the world civilisation

Explain to the learners that world civilisation refers to the growth of various societies from ancient times to the present

**STEP 4**

Guide the learners to read the contribution of the Nile valley agriculture to world civilisation in the “learning corner” learner’s book page 108

Copy summary notes

**CONCLUSION:**

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

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Guide the learners to draw and label diagrams showing different methods of irrigation used in Ancient Egypt

**REFLECTION ON THE LESSON:**

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|  | SOCIAL STUDIES | 7 |  |  |  |

STRAND:  **RESOURCES AND ECONOMIC ACTIVITIES**

SUB STRAND: **EARLY AGRICULTURE – importance of domestication of plants and animals in Africa**

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

* Value the importance of domestication of plants and plants and animals in Africa
* Develop desire to practise agriculture as economic activity

**KEY INQUIRY QUESTION (S)**

Why did people start practising agriculture in Africa?

**LEARNING RESOURCES**

SMART MINDS SOCIAL STUDIES LEARNER’S BOOK GRADE 7 PAGE 108-110

Maps, local environment, pictures, charts, newspaper cuttings

**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 study the pictures in the learner’s book

Let them identify the plants and the animals in the pictures

Guide the learners as they name the plants and animals kept at home

* Critical thinking and problem solving will be developed as well as animal safety education

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners s they discuss and fill the table with the importance of the given plants and animals

Guide them as they discuss other plants and animals that they domesticate at their homes and the importance of each

**STEP 2**

Guide the learners to read what Juma wrote in his diary and answer the question that follow.

Assess the answers given by different learners and provide feedback

**STEP 3**

Guide the learners in groups to discuss the questions given in the learner’s book page 110 in activity 10

**STEP 4**

Guide the learners to identify the first animals to be domesticated

Copy summary notes

**CONCLUSION:**

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

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Guide the learners to recite the poem in the learner’s book page 110

**REFLECTION ON THE LESSON:**

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| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | SOCIAL STUDIES | 7 |  |  |  |

STRAND:  **POLITICAL DEVELOPMENT AND GOVERNANCE**

SUB STRAND: **Political development in Africa up to 1900 – political organisation of the Ogiek up to 1900**

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

* Describe the political organisation of the Ogiek
* Compare the political organisation of the selected African Communities
* Value aspects of good governance in traditional societies

**KEY INQUIRY QUESTION (S)**

How were African communities politically organised before the coming of Europeans?

**LEARNING RESOURCES**

SMART MINDS SOCIAL STUDIES LEARNER’S BOOK GRADE 7 PAGE 125

Maps, local environment, pictures, charts, newspaper cuttings

**ORGANISATION OF LEARNING**

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

**INTRODUCTION**

Teacher to review the previous lesson learnt in grade 6 about traditional forms of government

Guide the learners to define governance in their own words

Ask learners to discuss organisation of their school

Guide the learners to describe how their class is organised and identify their class head

Assess different answers given by learners

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners through a recap of what they had learnt about the social organisation of the Ogiek

Guide the learners to brainstorm on the political organisation of the Ogiek

* Good governance will be developed as learners work in groups to brain storm on political organisation of Ogiek

**STEP 2**

Guide the learners through activity 2.

In groups, guide the learners to read the conversation that Aisha had with the members of the journalism class on the political organisation of the Ogiek up to 1900 on pages 115/116 of the learner’s book

**STEP 3**

Guide the learners to answer the questions that follow

Guide the learner’s in groups to write an article about the political organisation of the Ogiek

Learners to use the information in the conversation

**STEP 4**

Ask learners to present their articles in class

Assess learner’s articles

* Learning to learn will be developed as learners write their articles and present it

**CONCLUSION:**

Teacher to highlight the main points of the lesson about the Ogiek administration as learners identify the political organisation of the Ogiek

* Creativity and imagination as learners illustrate the governance structure of Ogiek

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Guide the learners as they discuss the political organisation of the Ogiek during their free time

**REFLECTION ON THE LESSON:**

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|  | SOCIAL STUDIES | 7 |  |  |  |

STRAND:  **POLITICAL DEVELOPMENT AND GOVERNANCE**

SUB STRAND: **Political development in Africa up to 1900 – political organisation of the Zulu up to 1900**

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

* Describe the political organisation of the Zulu
* Compare the political organisation of the selected African Communities
* Value aspects of good governance in traditional societies

**KEY INQUIRY QUESTION (S)**

How were African communities politically organised before the coming of Europeans?

**LEARNING RESOURCES**

SMART MINDS SOCIAL STUDIES LEARNER’S BOOK GRADE 7 PAGE 126

Maps, local environment, pictures, charts, newspaper cuttings

**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

In groups, Guide the learners to use digital devices to search the internet about the political organisation of the Zulu or use approved textbooks

Ask learners to write down their findings

* Communication and collaboration will be developed as learners work in groups

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners to present their points in class.

Assess the learner’s report

* Good governance and leadership will be developed as learners work in groups to brain storm on political organisation of the Zulu

**STEP 2**

Guide the learners through activity 4

In pairs learners to copy and complete the table in the learner’s book in their notebooks

Assess learners’ work

**STEP 3**

Guide the learners to describe the hierarchical political structure of the Zulu

* Communication and collaboration will be developed as learners work in groups

**STEP 4**

Take the learners through the “Learning corner” section and explain to the learners the political organisation of the Zulu

**CONCLUSION:**

Teacher to highlight the main points of the lesson about the Zulu administration as learners identify the political organisation of the Zulu

* Creativity and imagination as learners illustrate the governance structure of zulu

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Guide the learners as they discuss the political organisation of the Ogiek during their free time

**REFLECTION ON THE LESSON:**

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|  | SOCIAL STUDIES | 7 |  |  |  |

STRAND:  **POLITICAL DEVELOPMENT AND GOVERNANCE**

SUB STRAND: **Political development in Africa up to 1900 – political organisation of the Asante up to 1900**

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

* Describe the political organisation of the Asante up to 1900
* Compare the political organisation of the selected African Communities
* Value aspects of good governance in traditional societies

**KEY INQUIRY QUESTION (S)**

How were African communities politically organised before the coming of Europeans?

**LEARNING RESOURCES**

SMART MINDS SOCIAL STUDIES LEARNER’S BOOK GRADE 7 PAGE 127

Maps, local environment, pictures, charts, newspaper cuttings

**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

In groups, Guide the learners to use digital devices to search the internet about the political organisation of the Asante community or use approved textbooks

Ask learners to write down their findings

* Communication and collaboration will be developed as learners work in groups

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners to present their points in class.

Assess the learner’s report

* Good governance and leadership will be developed as learners work in groups to brain storm on political organisation of the Asante community
* Citizenship will be developed as learners identify with their continent as they study the selected African communities and brainstorm the political organisation of the Asante

**STEP 2**

Guide the learners to describe the political structure of the Zulu

* Communication and collaboration will be developed as learners work in groups

**STEP 3**

Guide the learners to read the words in the basket in the learner’s book

Guide the learners to use the words to narrate in class the political organisation of the Asante community up to 1900

Assess the learners and assist where need be

**STEP 4**

Take the learners through the “Learning corner” section and explain to the learners the political organisation of the Asante community

**CONCLUSION:**

Teacher to highlight the main points of the lesson about the Asante administration as learners identify the political organisation of the Asante

* Creativity and imagination as learners illustrate the governance structure of Asante

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Guide the learners as they discuss the political organisation of the Asante during their free time

**REFLECTION ON THE LESSON:**

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| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | SOCIAL STUDIES | 7 |  |  |  |

STRAND:  **POLITICAL DEVELOPMENT AND GOVERNANCE**

SUB STRAND: **Scramble for and partition of Africa**

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

* Discuss the concepts “scramble for and partition” of africa

**KEY INQUIRY QUESTION (S)**

How did developments in Europe influence the scramble for and partition of Africa?

**LEARNING RESOURCES**

SMART MINDS SOCIAL STUDIES LEARNER’S BOOK GRADE 7 PAGE 129

Maps, local environment, pictures, charts, newspaper cuttings

**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 to play the game in the learner’s book page 129

Organise the learners in groups and assist them appropriately

* Critical thinking, imagination and problem solving will be developed as learners relate the game with scramble for and partition of africa

**STEP 2**

Ask the learners whether they have ever seen people scrambling for something in their community

Ask them to discuss the question with their desk mate then share in class what they discussed.

**STEP 3**

Guide the learners to read and discuss what Baraka typed on his laptop on the meaning of the terms

1. Scramble
2. Scramble for Africa
3. Partition
4. Partition for africa

**STEP 4**

**CONCLUSION:**

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

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Guide the learners as to use digital devices to search the internet for european countries that participated in the scramble for and partition of africa

**REFLECTION ON THE LESSON:**

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| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | SOCIAL STUDIES | 7 |  |  |  |

STRAND:  **POLITICAL DEVELOPMENT AND GOVERNANCE**

SUB STRAND: **European groups that came to Africa**

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

* Identify the various European groups that came to Africa

**KEY INQUIRY QUESTION (S)**

How did developments in Europe influence the scramble for and partition of Africa?

**LEARNING RESOURCES**

SMART MINDS SOCIAL STUDIES LEARNER’S BOOK GRADE 7 PAGE 130

Maps, local environment, pictures, charts, newspaper cuttings

**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 the activity in the ”LET US TALK”

Let them share experiences in class

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners through the “discovery time” section, learner’s book page 130

Teacher to expound the concept to enhance their understanding

**STEP 2**

Guide the learners through the “think and answer” section to fill the table on learner’s book page 130

Assist the learners where need be

* This activity will develop citizenship and patriotism among learners

**STEP 3**

Guide the learners in groups to think about various European groups that came to Africa

Guide them to give reasons why they think European groups came to Africa

Ask the learner to present what they have discussed

Assess the learners work as they present

**STEP 4**

Guide the learners in pairs to use the numbers and alphabets in the puzzle in the learner’s book page 131 to write the names of European countries that came to africa

Assess the learner’s work

**CONCLUSION:**

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

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Guide the learners as to use digital devices to search the internet for other european countries that participated in the scramble for and partition of africa

**REFLECTION ON THE LESSON:**

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| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | SOCIAL STUDIES | 7 |  |  |  |

STRAND:  **POLITICAL DEVELOPMENT AND GOVERNANCE**

SUB STRAND: **FACTORS THAT LED TO THE PRESENCE OF EUROPEANS IN AFRICA**

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

* Identify the various European groups that came to Africa
* Discuss factors that led to the presence of Europeans in Africa

**KEY INQUIRY QUESTION (S)**

How did developments in Europe influence the scramble for and partition of Africa?

**LEARNING RESOURCES**

SMART MINDS SOCIAL STUDIES LEARNER’S BOOK GRADE 7 PAGE 131

Maps, local environment, pictures, charts, newspaper cuttings

**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 the activity in the”LET US TALK” learner’s book page 131

Help them understand the target concept that led to the presence of Europeans in Africa

* Critical thinking and problem solving skills will be developed

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners to carry out the activity in the learner’s book page 131 of ticking the factors that led to the presence of Europeans in Africa

**STEP 2**

Guide the learners to explain factors that led to the presence of European in Africa

Help them understand the reason for scramble and partition of Africa

* Patriotism and social cohesion will be developed

**STEP 3**

Guide the learners as they discuss the “learning corner” section in learner’s book page 132

Ask them oral question on factors that lead to the presence of European in Africa to gauge their understanding

**STEP 4**

Guide the learners to hold a debate in class on factors that led to the presence of Europeans in Africa.

Ask learners to write down their points and present them during the debate

Assess the learners as they present their points during the debate

* This will develop learning to learn, and unity and respect as learners debate

**CONCLUSION:**

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

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Guide the learners to search the internet for other factors that led to the presence of Europeans in africa using digital devices

**REFLECTION ON THE LESSON:**

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| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | SOCIAL STUDIES | 7 |  |  |  |

STRAND:  **POLITICAL DEVELOPMENT AND GOVERNANCE**

SUB STRAND: **COUNTRIES IN AFRICA WITH THEIR COLONIAL MASTERS**

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

* Identify the various European groups that came to Africa
* Match the countries in Africa with their colonial masters

**KEY INQUIRY QUESTION (S)**

How did developments in Europe influence the scramble for and partition of Africa?

**LEARNING RESOURCES**

SMART MINDS SOCIAL STUDIES LEARNER’S BOOK GRADE 7 PAGE 132

Maps, local environment, pictures, charts, newspaper cuttings

**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 map of Africa in the learner’s book

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners to locate and write down the countries in Africa with their colonial masters.

Ask the learners to present their answers in class

**STEP 2**

Guide the learners to draw the map of africa in their note books

Let them indicate the areas taken up by different Europeans countries during the scramble for and petition of Africa

* Imagination and creativity will be developed as learners draw a map of Africa and indicate the areas taken by the different European countries

**STEP 3**

Guide the learners to copy the table on page 133of the learner’s book in their notebooks

Guide the learners to match the countries with their colonies

Teacher to assess learners work

**STEP 4**

**CONCLUSION:**

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

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Guide the learners to model the map of Africa and indicate the areas taken up by different European countries during the scramble for and partition of Africa during their free time

**REFLECTION ON THE LESSON:**

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| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | SOCIAL STUDIES | 7 |  |  |  |

STRAND:  **POLITICAL DEVELOPMENT AND GOVERNANCE**

SUB STRAND: **The Berlin conference of 1884-1885 on the partitioning of Africa**

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

* Identify the various European groups that came to Africa
* Examine the terms of the Berlin of 1884-1885 on the portioning of Africa

**KEY INQUIRY QUESTION (S)**

How did developments in Europe influence the scramble for and partition of Africa?

**LEARNING RESOURCES**

SMART MINDS SOCIAL STUDIES LEARNER’S BOOK GRADE 7 PAGE 133

Maps, local environment, pictures, charts, newspaper cuttings

**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 carry out the activity in the “fun zone section”

Assess the learners and assist them where necessary

* Critical thinking, problem solving and social justice will be developed

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners to understand about the Berlin conference when it was held and why it was held.

**STEP 2**

Guide the learners to search on the internet the terms of the Berlin conference of 1884-1885 on partitioning of Africa

**STEP 3**

Guide the learners to read and discuss the terms of the Berlin conference of 1884-1885 on partitioning of Africa

Give real life examples to make sure that learners understand the meaning of the two concepts

**STEP 4**

Guide the learners to fill the questions to show the terms of the Berlin conference

Assist the learners appropriately

**CONCLUSION:**

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

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Guide the learners to use locally available materials to create posters on the terms of the Berlin Conference of 1884-1885 on the partitioning of Africa

**REFLECTION ON THE LESSON:**

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| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | SOCIAL STUDIES | 7 |  |  |  |

STRAND:  **POLITICAL DEVELOPMENT AND GOVERNANCE**

SUB STRAND: **The Constitution of Kenya- Importance of the constitution of Kenya for mutual social wellbeing**

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

* Define the term constitution
* Discuss the importance of the constitution of Kenya for mutual wellbeing
* Develop desire to uphold and protect the constitution of Kenya for promoting of ethical and responsible citizenship

**KEY INQUIRY QUESTION (S)**

Why should a country have a constitution?

Why should we uphold and protect the constitution?

What necessitates a constitutional change?

**LEARNING RESOURCES**

SMART MINDS SOCIAL STUDIES LEARNER’S BOOK GRADE 7 PAGE 135

Maps, local environment, pictures, charts, newspaper cuttings, the constitution of Kenya

**ORGANISATION OF LEARNING**

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

**INTRODUCTION**

Recap on what they learnt in the previous grades about the constitution

Guide the learners to understand the meaning of constitution

**LESSON DEVELOPMENT**

**STEP 1**

Recap what learners learnt in grade 6 about the preamble of the constitution of Kenya

Guide the learners to think about what could happen if they lived in country with no constitution

**STEP 2**

Guide the learners to search on the internet the importance of the constitution of Kenya.

Guide the learners to write a report on their findings

Assess each group as they present their reports in class

* Digital literacy will be developed as learners in groups use digital devices to conduct online research and write an easy on the importance of the constitution and share in class

**STEP 3**

Guide the learners to read and discuss the messages in activity 1 learner’s book page 136

Guide the learners to identify importance of the constitution of Kenya from the activity

**STEP 4**

Ask learners to discuss the importance of the constitution of Kenya

Learners to present their findings to the class

**STEP 5**

Guide the learners to watch a video clip showing the promulgation of the constitution of Kenya

**CONCLUSION:**

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

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Guide the learners to design a sample constitution and display it in class

* Citizenship and social cohesion will be developed as learners create a sample constitution for the class and display it in the next lesson

**REFLECTION ON THE LESSON:**

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|  | SOCIAL STUDIES | 7 |  |  |  |

STRAND:  **POLITICAL DEVELOPMENT AND GOVERNANCE**

SUB STRAND: **The Constitution of Kenya- National values in constitution of Kenya for promotion of good governance**

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

* List national values found in the constitution of Kenya
* Explore the national values as provided in the constitution of Kenya for promotion of good governance
* Develop desire to uphold and protect the constitution of Kenya for promoting of ethical and responsible citizenship

**KEY INQUIRY QUESTION (S)**

Why should a country have a constitution?

Why should we uphold and protect the constitution?

What necessitates a constitutional change?

**LEARNING RESOURCES**

SMART MINDS SOCIAL STUDIES LEARNER’S BOOK GRADE 7 PAGE 137

Maps, local environment, pictures, charts, newspaper cuttings, the constitution of Kenya

**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 national values in the chart given in the learner’s book page 137

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners to read the paragraph on page 138 of the learner’s book

Let them identify the values that have mentioned in the paragraph

**STEP 2**

Ask learners to discuss the values that are in the constitution of Kenya

Ask the learners to talk about the values and how they promote good governance in Kenya

**STEP 3**

Guide the learners to role play the values found in the Kenya constitution

* Imagination, critical thinking and life skills education will be developed

**STEP 4**

Guide the learner’s in groups to study the poster in the learner’s book

Guide the learners to read the message on the poster and discuss the national value that is being addressed in the poster

**STEP 5**

Guide the learners to write simple slogans or statements of any of the 8 national values as provided in the constitution of Kenya .

Ask the learners to present their slogans and statements in class

Assess the slogans or statements presented by different groups

**CONCLUSION:**

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

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Guide the learners to compose a song on national values found in the constitution of Kenya

* Imagination, creativity and unity will be developed as learners work in groups to compose a song on any 8 national values of the constitution of Kenya

**REFLECTION ON THE LESSON:**

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|  | SOCIAL STUDIES | 7 |  |  |  |

STRAND:  **POLITICAL DEVELOPMENT AND GOVERNANCE**

SUB STRAND: **The Constitution of Kenya- ways of upholding and protecting the constitution of Kenya for social cohesion**

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

* List national values found in the constitution of Kenya
* Analyse ways of upholding and protecting the constitution of Kenya for social cohesion
* Develop desire to uphold and protect the constitution of Kenya for promoting of ethical and responsible citizenship

**KEY INQUIRY QUESTION (S)**

Why should a country have a constitution?

Why should we uphold and protect the constitution?

**LEARNING RESOURCES**

SMART MINDS SOCIAL STUDIES LEARNER’S BOOK GRADE 7 PAGE 139

Maps, local environment, pictures, charts, newspaper cuttings, the constitution of Kenya

**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 with their desk mates how they can uphold and protect the constitution of Kenya as Kenyan citizens

Ask the learners to present in class what they have discussed

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners in groups to identify some of the ways that can be used to uphold and protect the constitution of Kenya.

Ask learners to list these ways in their notebooks.

Ask learners to present and explain these ways to their classmates.

* This activity will nurture unity and respect among learners

**STEP 2**

Guide the learners to tick the correct ways of upholding and protecting the constitution in activity 6, learner’s book page 140

* Patriotism, social cohesion and social justice will be developed

**STEP 3**

Guide the learners in groups to create a poster with messages that encourage protection of the constitution of Kenya.

Let them use locally available materials to create the poster

**STEP 4**

Ask the learners to display the posters in class

Ask the learners to make a gallery walk in class and give each other feedback

**CONCLUSION:**

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

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Guide the learners in discussing the role of the court and judges in upholding the constitution during their free time

* Respect as they appreciate the key words of preamble of the constitution of Kenya

**REFLECTION ON THE LESSON:**

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|  | SOCIAL STUDIES | 7 |  |  |  |

STRAND:  **POLITICAL DEVELOPMENT AND GOVERNANCE**

SUB STRAND: **DEMOCRACY – Types of democracy practised in Africa**

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

1. Identify types of democracy practised in Africa
3. Desire to promote democratic values in the community

**KEY INQUIRY QUESTION (S)**

Why should we practise democracy?

How can we promote democratic values in our society?

**LEARNING RESOURCES**

SMART MINDS SOCIAL STUDIES LEARNER’S BOOK GRADE 7 PAGE 141

Maps, local environment, pictures, charts, newspaper cuttings

**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 paragraph in the learner’s book and answer the questions that follow

Assess different answers given by learners and provide feedback

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners through the task in the “Let us talk” section

Help learners to understand the meaning of democracy and types of democracy

**STEP 2**

Guide the learners to read the meaning of democracy and types of democracy

Guide the learners to take short notes on the meaning and types of democracy

**STEP 3**

Guide the learners in pairs to read situations given in the learner’s book page 142

Guide them to identify whether the situations are direct or indirect democracy

Assess the learner’s answer

**CONCLUSION:**

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

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Guide the learners in groups to organise into two groups and role play the two types of democracy in class

**REFLECTION ON THE LESSON:**

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|  | SOCIAL STUDIES | 7 |  |  |  |

STRAND:  **POLITICAL DEVELOPMENT AND GOVERNANCE**

SUB STRAND: **DEMOCRACY – importance of democracy in society**

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

* Identify types of democracy practised in Africa
* Assess the importance of democracy in society
* Desire to promote democratic values in the community

**KEY INQUIRY QUESTION (S)**

Why should we practise democracy?

How can we promote democratic values in our society?

**LEARNING RESOURCES**

SMART MINDS SOCIAL STUDIES LEARNER’S BOOK GRADE 7 PAGE 142

Maps, local environment, pictures, charts, newspaper cuttings,

**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 to read the situations given in the learner’s book and identify the importance of democracy portrayed in each situation

**STEP 2**

Guide the learners to brainstorm on other importance of democracy in the society

Ask the learners to write down what they have discussed and present their points in class

* Collaboration and citizenship will be developed as learners brainstorm on the importance of democracy

**STEP 3**

Guide the learners to use the word search in the learner’s book to discuss the importance of democracy

Learners to use the words search to explain the importance of democracy

**CONCLUSION:**

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

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Learners for find out from their parents how democracy is practised in the community

Watch videos on YouTube showing democratic process in the country

**REFLECTION ON THE LESSON:**

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|  | SOCIAL STUDIES | 7 |  |  |  |

STRAND:  **POLITICAL DEVELOPMENT AND GOVERNANCE**

SUB STRAND: **DEMOCRACY – importance of democracy in society**

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

* Identify types of democracy practised in Africa
* Explain the role of citizens in democratic representation
* Desire to promote democratic values in the community

**KEY INQUIRY QUESTION (S)**

Why should we practise democracy?

How can we promote democratic values in our society?

**LEARNING RESOURCES**

SMART MINDS SOCIAL STUDIES LEARNER’S BOOK GRADE 7 PAGE 143

Maps, local environment, pictures, charts, newspaper cuttings,

**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 to look at the pictures in the learner’s book and discuss the democratic right shown

**STEP 2**

Guide the learners to understand the importance of the activity in school and in Kenya in general

Encourage learners to participate in the activity and vote in leaders with integrity

**STEP 3**

Guide the learners to read what grade 7 learners said about the role of citizens in democratic representation.

Guide the learners to identify other roles of citizens in democratic representation

Assess the points presented by learners

* Self awareness and unity will be developed as learners discuss the role of citizen in effective democratic representation

**STEP 4**

Guide the learners to hold a debate on the role of citizens in effective democratic representation

* Social cohesion and citizenship will be developed as learners discuss and debate the role of citizens in effective democratic representation

**CONCLUSION:**

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

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Learners to role play about election

Let them hold campaigns and vote

Guide them as they vote, count and announce results

Ask them to write a report about election

**REFLECTION ON THE LESSON:**

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|  | SOCIAL STUDIES | 7 |  |  |  |

STRAND:  **POLITICAL DEVELOPMENT AND GOVERNANCE**

SUB STRAND: **DEMOCRACY – characteristics of various types of democracy in governance**

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

* Identify types of democracy practised in Africa
* Examine the characteristics of various types of democracy in governance
* Desire to promote democratic values in the community

**KEY INQUIRY QUESTION (S)**

Why should we practise democracy?

How can we promote democratic values in our society?

**LEARNING RESOURCES**

SMART MINDS SOCIAL STUDIES LEARNER’S BOOK GRADE 7 PAGE 144

Maps, local environment, pictures, charts, newspaper cuttings,

**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 groups to use digital devices to search the internet the characteristics of direct and indirect democracy

Ask learners to share their findings with other groups

Assess the learners’ findings

**STEP 2**

Guide the learners in pairs to read the characteristics of democracy in the learner’s book

Guide them to identify whether the characteristics listed are for direct democracy or indirect democracy

Assess the answers given by learners

* Critical thinking will be developed as learners discuss the role of citizens in democracy and compare, contrast the characteristics of various types of democracy

**STEP 3**

Guide the learners in groups to identify the similarities and differences between direct and indirect democracy

**STEP 4**

Guide the learners to read the posters made by grade 7 learners.

Ask the learners to identify other similarities and difference between direct and indirect democracy

Ask learners to present their answers

**CONCLUSION:**

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

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Guide the learners to model a poster using locally available materials on the similarities and differences between the two types of democracy

**REFLECTION ON THE LESSON:**

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| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | SOCIAL STUDIES | 7 |  |  |  |

STRAND:  **POLITICAL DEVELOPMENT AND GOVERNANCE**

SUB STRAND: **DEMOCRACY – ways of promoting democratic values in interaction with others**

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

* Identify types of democracy practised in Africa
* Apply democratic values in interaction with others n the community
* Desire to promote democratic values in the community

**KEY INQUIRY QUESTION (S)**

Why should we practise democracy?

How can we promote democratic values in our society?

**LEARNING RESOURCES**

SMART MINDS SOCIAL STUDIES LEARNER’S BOOK GRADE 7 PAGE 146

Maps, local environment, pictures, charts, newspaper cuttings,

**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 to read the paragraph in the learner’s book page 146 and answer the question that follow

Assess the learners’ answers

**STEP 2**

Guide the learners in pairs to read the information in the learner’s book about ways of promoting democratic values in interaction with others

Ask learners to identify whether the statements are true or false

**STEP 3**

Ask the learners to discuss other ways of promoting democratic values in interaction with others

Assess the learners’ answers

**STEP 4**

Copy summary notes

**CONCLUSION:**

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

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Learners to role play children’s government in a meeting

Learners can invite the school captain to talk about functions of the children’s government

**REFLECTION ON THE LESSON:**

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| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | SOCIAL STUDIES | 7 |  |  |  |

STRAND:  **POLITICAL DEVELOPMENT AND GOVERNANCE**

SUB STRAND: **HUMAN RIGHTS – Evolution of human rights as practised in the society**

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

* Define the term human rights
* Examine the evolution of human rights as practised in society
* Use digital devices to find out ways in which human rights are violated in the society
* Demonstrate respect, adherence to and promotion of human rights for sanctity of life

**KEY INQUIRY QUESTION (S)**

Why it important to know our rights?

How can we promote equity and non discrimination in society?

How can we promote respect for human rights in our community?

**LEARNING RESOURCES**

SMART MINDS SOCIAL STUDIES LEARNER’S BOOK GRADE 7 PAGE 146

Maps, local environment, pictures, charts, newspaper cuttings, the constitution of Kenya

**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 recall what they learnt in grade 6 about human rights

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners to define human rights and give examples of human rights they know

Assess different answers given by learners

**STEP 2**

Guide the learners to use the available digital or approved textbooks to examine the evolution of human rights

Ask the learners to report their findings to the class

**STEP 3**

Guide the learners to read and match the rights given in the learner’s book and how they have evolved over time

Assess learner’s work

**STEP 4**

Guide the learners to read the information in the learner’s book page 147 on evolution of human rights in the society

Copy summary notes

**CONCLUSION:**

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

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Guide the learners to use the available digital devices to search the internet on evolution of human rights as practised in the society

**REFLECTION ON THE LESSON:**

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|  | SOCIAL STUDIES | 7 |  |  |  |

STRAND:  **POLITICAL DEVELOPMENT AND GOVERNANCE**

SUB STRAND: **HUMAN RIGHTS – classification of human rights as stipulated in the human rights instruments**

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

* Classify human rights as stipulated in the human rights instruments
* Use digital devices to find out ways in which human rights are violated in the society
* Demonstrate respect, adherence to and promotion of human rights for sanctity of life

**KEY INQUIRY QUESTION (S)**

Why it important to know our rights?

How can we promote equity and non discrimination in society?

How can we promote respect for human rights in our community?

**LEARNING RESOURCES**

SMART MINDS SOCIAL STUDIES LEARNER’S BOOK GRADE 7 PAGE 148

Maps, local environment, pictures, charts, newspaper cuttings, the constitution of Kenya

**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 how human rights are classified

Ask the learners to present their answers in class

Assess the learners’ answers

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners in pairs to match the human rights given in the learner’s book page 148 with their classification

**STEP 2**

Guide the learners to find out other rights in each category of human rights either by internet and other approved textbooks

**STEP 3**

Guide the learners to answer the question in the learner’s book

Assess the different answers given by learners

* This activity will promote self efficacy

**STEP 4**

Copy summary notes

**CONCLUSION:**

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

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Guide the learners to use locally available materials to create posters on the classification of human rights

**REFLECTION ON THE LESSON:**

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| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | SOCIAL STUDIES | 7 |  |  |  |

STRAND:  **POLITICAL DEVELOPMENT AND GOVERNANCE**

SUB STRAND: **HUMAN RIGHTS – characteristics of human rights**

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

* Classify human rights as stipulated in the human rights instruments
* Explore the characteristics of human rights in the society
* Demonstrate respect, adherence to and promotion of human rights for sanctity of life

**KEY INQUIRY QUESTION (S)**

Why it important to know our rights?

How can we promote equity and non discrimination in society?

How can we promote respect for human rights in our community?

**LEARNING RESOURCES**

SMART MINDS SOCIAL STUDIES LEARNER’S BOOK GRADE 7 PAGE 149

Maps, local environment, pictures, charts, newspaper cuttings, the constitution of Kenya

**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 to read the article in the learner’s book page 149

Let them answer the questions from the article

Assess the learners’ answers

**STEP 2**

Guide the learners to use the internet to find out the characteristics of human rights

* Learning to learn and digital literacy will be developed among learners

**STEP 3**

Guide the learners to discuss the characteristic of the human rights

**STEP 4**

Copy summary notes

**CONCLUSION:**

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

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Guide the learners to use locally available materials to make a model with the characteristics of human rights

**REFLECTION ON THE LESSON:**

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| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | SOCIAL STUDIES | 7 |  |  |  |

STRAND:  **POLITICAL DEVELOPMENT AND GOVERNANCE**

SUB STRAND: **HUMAN RIGHTS – equity and non discrimination in fostering solidarity**

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

* Analyse the concept of equity and non- discrimination in fostering solidarity
* Take action to promote equity and non discrimination for posterity
* Demonstrate respect, adherence to and promotion of human rights for sanctity of life

**KEY INQUIRY QUESTION (S)**

Why it important to know our rights?

How can we promote equity and non discrimination in society?

How can we promote respect for human rights in our community?

**LEARNING RESOURCES**

SMART MINDS SOCIAL STUDIES LEARNER’S BOOK GRADE 7 PAGE 149

Maps, local environment, pictures, charts, newspaper cuttings, the constitution of Kenya

**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 in the learner’s book

With reference to the pictures, ask the learners to define the terms equity and non discrimination

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners in groups to read the story on page 150 of the learner’s book and answer the question that follow

* Learning to learn will be develop among as they brainstorm in groups on issues of equity and non discrimination

**STEP 2**

Guide the learners to read what teacher rose wrote on the blackboard on ways of ensuring equity and non discrimination

Ask the learners to identify other ways of ensuring equity and non discrimination

**STEP 3**

Guide the learners to identify any activities they will undertake to promote equity and reduce discrimination in the society

**STEP 4**

Guide the learners to conduct debates during their clubs on ways of ensuring equity through enhancing access, equal opportunities and distribution or resources

**CONCLUSION:**

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

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Guide the learners in groups to create posters on equity and non discrimaytion using locally available materials

**REFLECTION ON THE LESSON:**

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|  | SOCIAL STUDIES | 7 |  |  |  |

STRAND:  **POLITICAL DEVELOPMENT AND GOVERNANCE**

SUB STRAND: **AFRICAN DIASPORAS -**

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

* Describe the concept of “African Diasporas”
* Acknowledge the African Diasporas for promotion of African unity in society?

**KEY INQUIRY QUESTION (S)**

* How can we promote collaboration between continental Africans and African Diasporas?
* How can we promote African Unity in the society?

**LEARNING RESOURCES**

SMART MINDS SOCIAL STUDIES LEARNER’S BOOK GRADE 7 PAGE 152

Maps, local environment, pictures, charts, newspaper cuttings,

**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 to read the paragraph in the learner’s book page 132

Guide the learners to define African Diasporas with reference to the paragraph

Guide the learners to discuss with their desk mates and write their answers in their notebooks

**STEP 2**

Guide the learners use digital devices to search the internet the meaning of African Diasporas

Guide the learners to discuss the meaning of African diasporas and write their findings

Ask learners to present their findings in class

Assess the answers given by different learners

**STEP 3**

Guide the learners to read the information in the “learning corner section” to understand the meaning of African diasporas

**STEP 4**

**CONCLUSION:**

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

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Guide the learners in groups to create posters on the meaning of African Diasporas

**REFLECTION ON THE LESSON:**

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| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | SOCIAL STUDIES | 7 |  |  |  |

STRAND:  **POLITICAL DEVELOPMENT AND GOVERNANCE**

SUB STRAND: **AFRICAN DIASPORAS – factors that contributed to the presence of African Diasporas across the world by 1960**

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

* Describe the concept of “African Diasporas”
* Explore the factors that contributed to the presence of African diasporas across the world
* Acknowledge the African Diasporas for promotion of African unity in society?

**KEY INQUIRY QUESTION (S)**

* How can we promote collaboration between continental Africans and African Diasporas?
* How can we promote African Unity in the society?

**LEARNING RESOURCES**

SMART MINDS SOCIAL STUDIES LEARNER’S BOOK GRADE 7 PAGE 152-153

Maps, local environment, pictures, charts, newspaper cuttings,

**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 to discuss factors that cause people to move from one place to another

**STEP 2**

Guide the learners in groups to search the internet on the factors that contributed to the presence of African Diasporas

* Critical thinking and learning to learn will be developed as learners in groups research on the factors that contributed to the movement of African Diasporas to various parts of the world

**STEP 3**

Guide the learners to discuss why African Diasporas moved to various parts of the world

**STEP 4**

Guide the learners to use the hints to fill the crossword puzzle in the learner’s book to identify the factors that led to the presence of African Diasporas across the world

**CONCLUSION:**

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

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Guide the learners to identify other factors that contributed to the presence of African Diasporas in the world from the internet

**REFLECTION ON THE LESSON:**

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| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | SOCIAL STUDIES | 7 |  |  |  |

STRAND:  **POLITICAL DEVELOPMENT AND GOVERNANCE**

SUB STRAND: **AFRICAN DIASPORAS – countries inhibited by African Diasporas by 1960 on a world map**

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

* Describe the concept of “African Diasporas”
* Locate on the world map countries inhabited by African Diasporas on the world map
* Acknowledge the African Diasporas for promotion of African unity in society?

**KEY INQUIRY QUESTION (S)**

* How can we promote collaboration between continental Africans and African Diasporas?
* How can we promote African Unity in the society?

**LEARNING RESOURCES**

SMART MINDS SOCIAL STUDIES LEARNER’S BOOK GRADE 7 PAGE 154

Maps, local environment, pictures, charts, newspaper cuttings,

**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 to study the world map in the learner’s book page 154

**STEP 2**

Guide the learners in groups to identify the countries inhabited by the African Diasporas

Assess different answers given by learners

**STEP 3**

Guide the learners in groups to use digital devices or atlases to search a world map that shows countries inhibited by African Diaspora

Guide the learners to locate on the map the countries inhibited by African diasporas

**STEP 4**

Guide the learners to draw world map that showing countries inhibited by African Diaspora

**CONCLUSION:**

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

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Guide the learners to model world map that shows countries inhibited by African Diaspora

**REFLECTION ON THE LESSON:**

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|  | SOCIAL STUDIES | 7 |  |  |  |

STRAND:  **POLITICAL DEVELOPMENT AND GOVERNANCE**

SUB STRAND: **AFRICAN DIASPORAS – role of diasporas in the political development inAfrica**

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

* Describe the concept of “African Diasporas”
* Assess the role of the diasporas in the political development in Africa
* Acknowledge the African Diasporas for promotion of African unity in society?

**KEY INQUIRY QUESTION (S)**

* How can we promote collaboration between continental Africans and African Diasporas?
* How can we promote African Unity in the society?

**LEARNING RESOURCES**

SMART MINDS SOCIAL STUDIES LEARNER’S BOOK GRADE 7 PAGE 155

Maps, local environment, pictures, charts, newspaper cuttings,

**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 to read the article in the learner’s book page 155 and answer the questions that follow

Ask the learner’s to present their answers in class

Assess the answers given by the learners

**STEP 2**

Guide the learners in groups to search for videos on the role of African Diasporas in political development of the African continent

Ask learners to compare their findings with those of their classmates

**STEP 3**

Guide the learners in pairs to recite the poem in the learner’s book and answer the question

**STEP 4**

Guide the learners to discuss the role of African Diasporas in the political development of Africa

**CONCLUSION:**

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

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Guide the learners to hold a debate on the role of the african diasporas in the political development in africa

**REFLECTION ON THE LESSON:**

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| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | SOCIAL STUDIES | 7 |  |  |  |

STRAND:  **POLITICAL DEVELOPMENT AND GOVERNANCE**

SUB STRAND: **GLOBAL CITIZENSHIP – Interconnectedness and interdependence among countries in the world today**

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

* Explain why there is interconnectedness and interdependence among countries in the world today
* Develop a sense of belonging to a common humanity for harmonious living

**KEY INQUIRY QUESTION (S)**

* How do countries connect and depend on each other?
* Which are common concerns in the world today?

**LEARNING RESOURCES**

SMART MINDS SOCIAL STUDIES LEARNER’S BOOK GRADE 7 PAGE 156

Maps, local environment, pictures, charts, newspaper cuttings,

**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 look at the diagram in the learner’s book page 156

Ask the learners to brainstorm the meaning of the terms given in the learner’s book

Assess different answers given by learners

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners in pairs to match the words in the learner’s book page 157 with their meaning

Assess the learners’ work and provide feedback

**STEP 2**

Guide the learners in groups to discuss the interconnectedness and interdependence of various countries in the world today

* Citizenship will be developed as learners discuss in groups the interconnectedness and interdependence among countries

**STEP 3**

Guide the learners in pairs to read what Mr Pepela wrote on the chart about interconnectedness and interdependence among countries in Africa

Guide the learners to discuss the questions given in the learner’s book and present their points in class

**STEP 4**

Guide the learners to read the chart in the learner’s book on aspects that promote globalisation in the international community

Guide the learners to identify other ways of promoting globalisation in the international community

**CONCLUSION:**

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

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Guide the learners to in groups to search for articles on aspects that promote globalisation in the international community from the internet

* Learning to learn will be developed as learners go through and read articles online to find out aspects that promote globalisation in the international community

**REFLECTION ON THE LESSON:**

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| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | SOCIAL STUDIES | 7 |  |  |  |

STRAND:  **POLITICAL DEVELOPMENT AND GOVERNANCE**

SUB STRAND: **GLOBAL CITIZENSHIP – effects of globalisation at local and national levels**

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

* Explain why there is interconnectedness and interdependence among countries in the world today
* Investigate positive and negative effects of globalisation at local and national levels
* Develop a sense of belonging to a common humanity for harmonious living

**KEY INQUIRY QUESTION (S)**

* How do countries connect and depend on each other?
* Which are common concerns in the world today?

**LEARNING RESOURCES**

SMART MINDS SOCIAL STUDIES LEARNER’S BOOK GRADE 7 PAGE 158

Maps, local environment, pictures, charts, newspaper cuttings,

**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 to discuss the effects of globalisation at local and national level

Guide the learners to discuss the effects of globalisation on dressing, food and technology

**STEP 2**

Guide the learners to classify the effects of globalisation given in the learner’s book page 158 as positive and negative effects of globalisation at local and national level

**STEP 3**

Guide the learners to group the effects of globalisation given in the learner’s book page 158/159 into positive effects and negative effects

**STEP 4**

Guide the learners to fill the mind map in the learner’s book upage 159 using what they have learnt on effects of globalisation

**CONCLUSION:**

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

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Guide the learners to hold a debate on “globalisation has more merits than demerits”

**REFLECTION ON THE LESSON:**

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| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | SOCIAL STUDIES | 7 |  |  |  |

STRAND:  **POLITICAL DEVELOPMENT AND GOVERNANCE**

SUB STRAND: **GLOBAL CITIZENSHIP – qualities of global citizen in the modern society**

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

* Describe qualities of a global citizen in the modern society
* Desire to contribute to the wellbeing of the international community while maintaining a sense of rootedness to Kenya
* Develop a sense of belonging to a common humanity for harmonious living

**KEY INQUIRY QUESTION (S)**

* How do countries connect and depend on each other?
* Which are common concerns in the world today?

**LEARNING RESOURCES**

SMART MINDS SOCIAL STUDIES LEARNER’S BOOK GRADE 7 PAGE 158

Maps, local environment, pictures, charts, newspaper cuttings,

**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 paragraph in the learner’s book and answer the questions that follow

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners in groups to brainstorm the qualities of a good global citizen in modern society

* Good governance will be developed as learners brainstorm on qualities of a good citizen in the modern society

**STEP 2**

Guide the learners in groups to use available digital devices to search for the qualities of a good global citizen in the modern society

**STEP 3**

Guide the learners to discuss the qualities of a good global citizen in the modern society

**STEP 4**

Guide the learners through the activity in learner’s book page 160

Ask learners to indicate other qualities of a good global citizen on the diagram

**CONCLUSION:**

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

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Guide the learners to say and write down what they will do to contribute to the wellbeing of the international community

**REFLECTION ON THE LESSON:**

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| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | SOCIAL STUDIES | 7 |  |  |  |

STRAND:  **POLITICAL DEVELOPMENT AND GOVERNANCE**

SUB STRAND: **GLOBAL GOVERNANCE – Principles of leadership and integrity in promotion of good governance**

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

* Identify the guiding principles of leadership and integrity in promotion of good governance
* Develop a sense of belonging to Africa and respect for difference and diversity

**KEY INQUIRY QUESTION (S)**

* How do countries connect and depend on each other?
* Which are common concerns in the world today?

**LEARNING RESOURCES**

SMART MINDS SOCIAL STUDIES LEARNER’S BOOK GRADE 7 PAGE 160

Maps, local environment, pictures, charts, newspaper cuttings,

**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 through “discovery time” section in learner’s book page 160

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners to brainstorm on the meaning of global citizenship and present their answers in class

Assess different answers given by learners

**STEP 2**

Guide the learners to use available digital devices to search the internet for principles of leadership and integrity

**STEP 3**

Guide the learners to read and discuss the principles of leadership and integrity given in the learner’s book

Ask the learners to discuss those principles of leadership and integrity

Guide them to explain how this principles promote good governance

**STEP 4**

Guide the learners in groups to role play the principles of leadership of integrity in promotion of good governance

* Self efficacy, communication and collaboration will be developed as learners role play on the guiding principles of good leadership and integrity

**CONCLUSION:**

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

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Guide the learners to make posters with message on principles of leadership and integrity in promotion of good governance

**REFLECTION ON THE LESSON:**

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| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | SOCIAL STUDIES | 7 |  |  |  |

STRAND:  **POLITICAL DEVELOPMENT AND GOVERNANCE**

SUB STRAND: **Formation of OAU**

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

* Examine the formation of OAU
* State the member countries of OAU
* Develop a sense of belonging to Africa and respect for difference and diversity

**KEY INQUIRY QUESTION (S)**

* How do countries connect and depend on each other?
* Which are common concerns in the world today?

**LEARNING RESOURCES**

SMART MINDS SOCIAL STUDIES LEARNER’S BOOK GRADE 7 PAGE 16

Maps, local environment, pictures, charts, newspaper cuttings,

**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 find out examples of Chama groups in their community

Ask them to discuss on why they think these groups were formed

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners to recap what they learnt in grade 6 about EAC

Guide them on brain storm on why OAU was formed

**STEP 2**

Guide the learners to use available digital devices to search the internet about the formation of the OAU

**STEP 3**

Guide the learners to identify and list the member countries of the OAU

**STEP 4**

Guide the learners in groups to read the information in the learner’s book page 162 about the formation of OAU

Ask the learners to explain OAU was formed from what they have read

**CONCLUSION:**

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

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Guide the learners to draw the map of Africa and indicate the member states of OAU

**REFLECTION ON THE LESSON:**

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| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | SOCIAL STUDIES | 7 |  |  |  |

STRAND:  **POLITICAL DEVELOPMENT AND GOVERNANCE**

SUB STRAND: **Achievement of OAU**

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

* State the member countries of OAU
* Examine the achievement of OAU
* Develop a sense of belonging to Africa and respect for difference and diversity

**KEY INQUIRY QUESTION (S)**

* How do countries connect and depend on each other?
* Which are common concerns in the world today?

**LEARNING RESOURCES**

SMART MINDS SOCIAL STUDIES LEARNER’S BOOK GRADE 7 PAGE 16

Maps, local environment, pictures, charts, newspaper cuttings,

**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 find out examples of Chama groups in their community

Ask them to discuss on why they think these groups were formed

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners to identify and discuss the achievement of OAU

**STEP 2**

Guide the learners to use available digital devices to search the internet for other achievements of the OAU

**STEP 3**

Guide the learners to read the paragraph in the learner’s book and answer the question that follows

Assess different answers given by learners and provide feedback

**STEP 4**

Guide the learners in pairs to identify whether the statements given in the learner’s book page 163 are true or false about the achievement of OAU

**CONCLUSION:**

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

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Guide the learners to use available digital resources and search the internet for the current chairperson of AU

**REFLECTION ON THE LESSON:**

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| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | SOCIAL STUDIES | 7 |  |  |  |

STRAND:  **POLITICAL DEVELOPMENT AND GOVERNANCE**

SUB STRAND: **CHALLENGES THAT FACED THE OAU**

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

* State the member countries of OAU
* Examine the challenges that faced the OAU
* Develop a sense of belonging to Africa and respect for difference and diversity

**KEY INQUIRY QUESTION (S)**

* How do countries connect and depend on each other?
* Which are common concerns in the world today?

**LEARNING RESOURCES**

SMART MINDS SOCIAL STUDIES LEARNER’S BOOK GRADE 7 PAGE 163

Maps, local environment, pictures, charts, newspaper cuttings,

**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 find out examples of Chama groups in their community

Ask them to discuss some of the challenges these groups face

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners to identify and discuss the challenges that OAU faced

**STEP 2**

Guide the learners to use available digital devices to search the internet for other challenges OAU faced

**STEP 3**

Guide the learners to match the challenges that faced OAU with the description in the learners’ book page 163

Assess different answers given by learners and provide feedback

**STEP 4**

Guide the learners in pairs to identify the member countries that made OAU

**CONCLUSION:**

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

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Guide the learners to use available digital resources and search the internet for the current chairperson of AU

**REFLECTION ON THE LESSON:**

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

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| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | SOCIAL STUDIES | 7 |  |  |  |

STRAND:  **POLITICAL DEVELOPMENT AND GOVERNANCE**

SUB STRAND: **the structure of OAU**

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

* State the member countries of OAU
* Illustrate the organisation structure of OAU
* Develop a sense of belonging to Africa and respect for difference and diversity

**KEY INQUIRY QUESTION (S)**

* How do countries connect and depend on each other?
* Which are common concerns in the world today?

**LEARNING RESOURCES**

SMART MINDS SOCIAL STUDIES LEARNER’S BOOK GRADE 7 PAGE 164

Maps, local environment, pictures, charts, newspaper cuttings,

**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 to look at the diagram in the learner’s book page 164

Guide the learners to discuss the organisation structure of the OAU using the diagram in the learners book

**STEP 2**

Guide the learners to use available digital devices to search the internet to find out the organisation structure of OAU

**STEP 3**

Guide the learners to match the organisation structures of OAU with their functions

Assess the learner’s work

**STEP 4**

Copy summary notes

**CONCLUSION:**

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

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Guide the learners to use available digital resources and search the internet about OAU

**REFLECTION ON THE LESSON:**

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

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| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | SOCIAL STUDIES | 7 |  |  |  |

STRAND:  **POLITICAL DEVELOPMENT AND GOVERNANCE**

SUB STRAND: **Formation of AU**

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

* Examine the formation of AU
* State the member countries of AU
* Develop a sense of belonging to Africa and respect for difference and diversity

**KEY INQUIRY QUESTION (S)**

* How do countries connect and depend on each other?
* Which are common concerns in the world today?

**LEARNING RESOURCES**

SMART MINDS SOCIAL STUDIES LEARNER’S BOOK GRADE 7 PAGE 16

Maps, local environment, pictures, charts, newspaper cuttings,

**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 find out examples of Chama groups in their community

Ask them to discuss on why they think these groups were formed

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners to recap what they learnt in grade 6 about EAC

Guide them on brain storm on why AU was formed

**STEP 2**

Guide the learners to use available digital devices to search the internet about the formation of the AU

**STEP 3**

Guide the learners to read what Mr. Menga wrote on the blackboard about the formation of the AU

Guide the learners to discuss the formation of the AU

**STEP 4**

Copy summary notes

**CONCLUSION:**

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

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Guide the learners to draw the map of Africa and indicate the member states of OAU

**REFLECTION ON THE LESSON:**

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

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| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | SOCIAL STUDIES | 7 |  |  |  |

STRAND:  **POLITICAL DEVELOPMENT AND GOVERNANCE**

SUB STRAND: **Achievement of AU**

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

* State the member countries of AU
* Examine the achievement of AU
* Develop a sense of belonging to Africa and respect for difference and diversity

**KEY INQUIRY QUESTION (S)**

* How do countries connect and depend on each other?
* Which are common concerns in the world today?

**LEARNING RESOURCES**

SMART MINDS SOCIAL STUDIES LEARNER’S BOOK GRADE 7 PAGE 165

Maps, local environment, pictures, charts, newspaper cuttings,

**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 find out examples of Chama groups in their community

Ask them to discuss on why they think these groups were formed

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners to identify the achievement of AU

**STEP 2**

Guide the learners to use available digital devices to search the internet for other achievements of the AU

**STEP 3**

Guide the learners to discuss the achievement of AU

**STEP 4**

Copy summary notes

**CONCLUSION:**

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

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Guide the learners to use available digital resources and search the internet for the current chairperson of AU

**REFLECTION ON THE LESSON:**

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|  | SOCIAL STUDIES | 7 |  |  |  |

STRAND:  **POLITICAL DEVELOPMENT AND GOVERNANCE**

SUB STRAND: **CHALLENGES THAT FACED THE AU**

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

* State the member countries of AU
* Examine the challenges that faced the AU
* Develop a sense of belonging to Africa and respect for difference and diversity

**KEY INQUIRY QUESTION (S)**

* How do countries connect and depend on each other?
* Which are common concerns in the world today?

**LEARNING RESOURCES**

SMART MINDS SOCIAL STUDIES LEARNER’S BOOK GRADE 7 PAGE 166

Maps, local environment, pictures, charts, newspaper cuttings,

**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 find out examples of Chama groups in their community

Ask them to discuss some of the challenges these groups face

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners to identify the challenges that OAU faced

**STEP 2**

Guide the learners to use available digital devices to search the internet for other challenges OAU faced

**STEP 3**

Guide the learners to discuss the challenges that faced AU

**STEP 4**

Copy summary notes

**CONCLUSION:**

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

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Guide the learners to use available digital resources and search the internet for the current chairperson of AU

**REFLECTION ON THE LESSON:**

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

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|  | SOCIAL STUDIES | 7 |  |  |  |

STRAND:  **POLITICAL DEVELOPMENT AND GOVERNANCE**

SUB STRAND: **MEMBER COUNTRIES OF AU**

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

* State the member countries of AU
* Develop a sense of belonging to Africa and respect for difference and diversity

**KEY INQUIRY QUESTION (S)**

* How do countries connect and depend on each other?
* Which are common concerns in the world today?

**LEARNING RESOURCES**

SMART MINDS SOCIAL STUDIES LEARNER’S BOOK GRADE 7 PAGE 166

Maps, local environment, pictures, charts, newspaper cuttings,

**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 pairs to brainstorm on the member countries of the African union

Ask the learners to write down the names of the countries and present them in class

Assess the learners’ work

**STEP 2**

Guide the learners in groups to study the map on page 167 of the learner’s book

Ask the learners to identify the number of countries that form the AU

Ask the learners to present their answers in class

Assess the answers presented by learners

**STEP 3**

Guide the learners to draw a map of Africa in their notebooks and indicate member countries of AU

* Citizenship will be developed as learners draw a map of Africa and indicate member states of AU

**STEP 4**

Guide the learners to read what June wrote about the member countries of the AU in the learner’s book

Guide the learners to identify the member countries missing in June’s list

Copy summary notes

**CONCLUSION:**

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

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Guide the learners to use available digital resources and search the internet for national flags of the member countries

**REFLECTION ON THE LESSON:**

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| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | SOCIAL STUDIES | 7 |  |  |  |

STRAND:  **POLITICAL DEVELOPMENT AND GOVERNANCE**

SUB STRAND: **the structure of AU**

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

* State the member countries of OAU
* Illustrate the organisation structure of AU
* Develop a sense of belonging to Africa and respect for difference and diversity

**KEY INQUIRY QUESTION (S)**

* How do countries connect and depend on each other?
* Which are common concerns in the world today?

**LEARNING RESOURCES**

SMART MINDS SOCIAL STUDIES LEARNER’S BOOK GRADE 7 PAGE 168

Maps, local environment, pictures, charts, newspaper cuttings,

**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 to look at the chart displayed by the teacher

Guide the learners to discuss the organisation structure of the AU that the teacher displayed

**STEP 2**

Guide the learners to use available digital devices to search the internet to find out the organisation structure of AU

**STEP 3**

Guide the learners to match the organisation structures of AU with their functions

Assess the learner’s work

**STEP 4**

Copy summary notes

**CONCLUSION:**

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

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Guide the learners to use available digital resources and search the internet for the African Union Anthem

**REFLECTION ON THE LESSON:**

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| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | SOCIAL STUDIES | 7 |  |  |  |

STRAND:  **POLITICAL DEVELOPMENT AND GOVERNANCE**

SUB STRAND: **Factors that promote continental interconnectedness and interdependence**

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

* Explore factors which can promote continental interconnectedness and interdependence
* Develop a sense of belonging to Africa and respect for difference and diversity

**KEY INQUIRY QUESTION (S)**

* How do countries connect and depend on each other?
* Which are common concerns in the world today?

**LEARNING RESOURCES**

SMART MINDS SOCIAL STUDIES LEARNER’S BOOK GRADE 7 PAGE 171

Maps, local environment, pictures, charts, newspaper cuttings,

**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 to study the pictures in the learner’s book and discuss how they contributed to continental interconnectedness and interdependence

**STEP 2**

Guide the learners to complete the mind map given in the learner’s book with other factors that promote interconnectedness and interdependence in Africa

Ask learners to present their points in class

**STEP 3**

Guide the learners to discuss factors that promote interconnectedness and interdependence in Africa

**STEP 4**

Copy summary notes

**CONCLUSION:**

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

Teacher to conclude the lesson by asking oral question

**EXTENDED ACTIVITIES:**

Guide the learners to use available digital resources and search the internet for the African Union Anthem

Ask the learners to sing the African union anthem using the tune they have learnt

**REFLECTION ON THE LESSON:**

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