

Session Objectives



1. **By the end of the session, you should be able to:**
2. Explain the meaning and essence of Humanities at Junior Secondary School Level
3. Identify subjects that fall under Humanities at Junior Secondary School Level
4. Identify the strands and sub strands for different Humanity Subjects at Junior Secondary School Level
5. Outline Unique features of the Humanities Subjects at Junior Secondary School Level
6. Examine Transformative pedagogical approaches in the teaching of the Humanities subjects
7. Explore suggested formative assessments in the Humanities



KWL

- 1. What *I know* about
- 2. What *I want to know* about



Session Outline

- Meaning and essence of Humanities subjects
- The Humanities Subjects at Junior Secondary School Level
- Essence Statements and General Learning Outcomes
- Strands and sub strands of Humanities Subjects at Junior Secondary School Level
- Unique features of the Humanities Subjects at Junior Secondary School Level
- Suggested Transformative pedagogical approaches in the teaching of the Humanities
- Suggested Formative assessments in the Humanities

Meaning of Humanities

- Humanities can be defined as a way of thinking about and responding to the world. The actions are a response to human experiences, economically, socially, politically, morally, intellectual, spiritually etc.
- Humanities subjects are a broad academic field under which students study various types of human interactions, using methods that are largely analytical, critical or exploratory.

Essence for Humanity subjects

- Humanities prepare the learner for further education in different disciplines e,g Sociology, Anthropology, Business Studies, Marketing, Accounting, Economics, Commerce, Archaeology, Law, History, Political Science, Geography, Theology and Religious Studies, among others.
- The primary purpose of humanities is to build and promote the learner's civic competency.
- Humanities are an integrated academic fields comprising of Social Studies(History, Citizenship, Geography), Christian Religious Education, Islamic Religious Education, Hindu Religious Education, Life Skills Education and Business Studies.

Essence Statement... Cont'd

- The humanities enable us to reflect upon our lives and ask fundamental questions of value, purpose, and meaning in a rigorous and systematic way. The humanities build the learner's competencies for:

Critical and imaginative thinking about the issues that confront us as citizens and as human beings.

Reasoned and open-minded discussion of the basic values that are at stake in the various policies and practices that are proposed to address these .

Understanding and appreciating the experiences of others, and the ways in which the issues that confront us now have been understood in other times, places, and cultures.

Humanities Subjects at the Junior Secondary School Level

The humanities consist of seven subjects as follows:

1

- Social Studies

2

- Business Studies

3

- Christian Religious Education

4

- Islamic Religious Education

5

- Hindu Religious Education

6

- Life Skills Education

Time Allocation for the Humanities Subjects at the Junior School Level



Subject	Number of Lessons Per Week (40 minutes per lesson)
Social Studies	3
Business Studies	3
Christian Religious Education (CRE)	3
Islamic Religious Education (IRE)	3
Hindu Education (HRE)	3
Life Skills Education	1

Paradigm Shift in the Humanities Pedagogical Approaches

❖ Teachers presents information based on their experience and training

- ❑ The teachers facilitate/guide/instruct learners to establish facts and concepts for themselves.
- ❑ Emphasis is on observation; exploring, searching and making discoveries.

❖ The teacher is the custodian of information/knowledge and makes decision on how/when to involve the learners

- ❑ Learners will be prompted to take charge of their own learning by exploring multiple view points e.g. brainstorming, debating, discussing, collaborating with others among other ways



The Humanities emphasises the constructivist, cognitive and multiple intelligence theories which involves making links between learner's own experiences and connecting different learning styles by engaging in participatory, interactive, collaborative and cooperative/ problem-solving activities. Besides providing skills for lifelong learning; and to use a range of contemporary digital technologies to enhance their learning. They include:

1. The **use of debate**

- It should help learners to engage deeply into the lesson, discuss how they apply the teachings and improve their competencies like communication skills/self efficacy/problem solving etc.

2. **Use of discussions in pairs/groups/class**

This should be organised to help learners learn how to express their ideas, back up their opinions with evidence, listen for understanding, and be willing to accept new information



3. Problem-based Learning-Learners construct content knowledge and develop problem-solving skills as well as self-directed learning skills while working towards a solution to the problem.

4. Cooperative-based learning -Promotes mutual support so that they can all gain from each other's efforts through interaction, and strengthens learners' communication skills and self-esteem. Learners will interact through summarising the main points ,some will have ability to explain with ease, other will write on the charts, others will display or present.

Questionnaires

Observation
schedules

Checklists

Portfolio

Written tests

Assessment in the Humanities:

*Humanities require
use of a variety of
assessment tools to
address the different
learning styles and
diverse needs of the
learners.*

Rubrics

Assessment Tools

Learner's
profile

Projects

Rating scales

Journals

Anecdotal
Records

Oral or Aural
questioning

1. Essence statement-Social Studies Grade 7

This presents the rationale/justification and philosophy for existing a subject in the curricula.

- 1.Enable the learner to understand and evaluate how past human action has an impact on the present and how it influences the future.
- 2.Promotes practical concepts of living together in a cohesive society.
- 3.It encourages civic responsibility and responsible leadership.
- 4.Provides the learner with knowledge, skills, values and attitudes necessary for good character.
- 5.A self-directed learner who takes responsibility for his own learning, who questions, reflects and perseveres in the pursuit of learning

Essence statement-Social Studies Grade 7

6.Social studies facilitates the learner to gain a realization of his her place, privileges, rights and responsibilities as a citizen.

7.Social studies promotes pride in our ethnic, cultural and religious diversity for one indivisible sovereign nation.

8.It encourages civic responsibility and responsible leadership provides the learner with knowledge, skills, values and attitudes necessary for good character.

9.A self-directed learner who takes responsibility for his own learning, who questions, reflects and perseveres in the pursuit of learning.



Social Studies Subject General learning outcomes

1. Demonstrate an understanding of historical concepts, historical sources and evidence for development of identity and sense belonging.
2. Appreciate and be proud of the Kenyan cultural heritage and be willing to further develop, preserve and share it globally. Contribute to construction and advancement of the social, economic and political development necessary for learning and living.
3. Develop understanding of values and basic principles of democracy, governance, human rights and roles as a responsible citizen.
4. Cultivate respect and appreciation for diversity and differences that contribute to international understanding for mutual social responsibility.

Social Studies Subject General learning outcomes

6. Understand the value of environment and its influence on human activities to use, manage and conserve for sustainable development

7. Contribute to the management of contemporary and pertinent issues as informed, engaged, ethical and responsive citizen to promote sustainable living

8. Develop and apply social research and digital literacy competencies to interpret phenomena for problem solving in society.

Strand	Sub strands
1.0 Social Studies	1.1 Career and Entrepreneurial opportunities in Social Studies
2.0 Natural and Historic Built Environments	2.1 Maps and Map Work 2.2 The Earth and the Solar system 2.3 Weather 2.4 Historical Information
3.0 People and Population	3.1 Scientific Theory about Human Origin 3.2 Early Civilization 3.3 Social Organization of selected African Communities up to 1900 3.4 Human Diversity and inclusion 3.5. Peaceful Conflict resolution 3.6. Slavery and Servitude 3.7. Population Distribution in Africa 3.8. Field Work

Strand**Sub Strands****4.0 Resources And Economic Activities**

- 1.1 Early agriculture
- 1.2. Economic Organization of Selected African Communities up to 1900
- 1.3. Internal Dynamics and Transformation in Africa
- 1.4. Sustainable use of resources

5.0. Political Developments And Governance

- 5.1. Political Development in Africa up to 1900
- 5.2. The Constitution of Kenya
- 5.3. Democracy
- 5.4. Human Rights
- 5.5. African Diasporas
- 5.6. Global Citizenship
- 5.7. Global Governance

Example of Inter-Relationship in Social Studies between different learning outcomes and the National Goals of Education

National Goals of Education

No. 1: Education in Kenya should foster nationalism, patriotism and promote national unity

Level Learning Outcomes

No.08: Demonstrate ethical behaviour and exhibit good citizenship as a civic responsibility

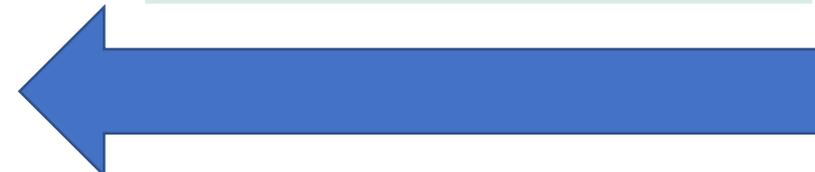
No. 10: Demonstrate appreciation of the country's rich, diverse cultural heritage for harmonious living

Social Studies General Learning Outcomes

No. 2 : Appreciate and be proud of the Kenyan cultural heritage and be willing to further develop, preserve and share it globally

No. 4:Develop understanding of values and basic principles of democracy, governance, human rights and roles as a responsible citizen

No. 5: Cultivate respect and appreciation for diversity and differences that contribute to international understanding for mutual social responsibility



Unique Features in Grade 7 Social Studies



- **Citizenship Education (CE)**-The curriculum provides for CE, which is inline with Sustainable development goals target 4.7. The learner will acquire knowledge, skills attitudes and values on concerns, interconnectedness and interdependency at local, national and global levels.
- **Diversity and Inclusion**
The curriculum offers opportunities for the learner to develop an understanding of diversity through the teaching of Social Studies. The learners is expected to explore themes of co-operation, human rights interdependence and peaceful conflict resolution.
- **Community Service Learning(CSL)**
The curriculum provides opportunities for a balanced emphasis on both learning and addressing real needs in the community.
- **Financial literacy (FL) and Consumer Literacy (CL)**
- The curriculum provides for development of FL and CL competencies in the learner.

Unique Features in Grade 7 Social Studies Cont...

- **General History of Africa (GHA)**
- The curriculum provides for elaboration of history of Africa-It enables the learner to develop a strong desire to reclaim his/ her cultural identity, to rectify widespread ignorance about their Continent's history, to break free of discriminatory prejudices, re-interpretation and writing of African histories and to demonstrate the contribution of African cultures past and present to the history of humanity at large. The works of the General History of Africa (GHA) is a response to the need for [Africa to tell Her Story](#) from an Afro-centric perspective.

Business Studies Grade 7 –Essence Statement

- Business Studies is a **dynamic** and **living subject** aimed at equipping the learner with knowledge, skills, values and attitudinal competencies in business.
- Business Studies at Junior & Senior secondary is an **integrated subject**.
- The main component integrated in Business Studies are **Financial Literacy, Commerce, Economics, Accounting and Entrepreneurship**.
- At Junior Secondary the subject is **compulsory** to all learners.
- Business Studies comprise of **4 strands** which runs from junior to Senior secondary school.

Strands and Sub strands in Business Studies

Strands	Sub strands
Business and money management skills	<ol style="list-style-type: none">1. Introduction to Business Studies2. Money3. Personal goals4. Talents and Abilities
Business and its environment	<ol style="list-style-type: none">1. Business activities2. Goods and services3. Economic resources4. Business communication5. production of goods and services6. Marketing of goods and services
Government and global influence in business	<ul style="list-style-type: none">•Government and Business•Taxation in Kenya
Financial records in business	<ul style="list-style-type: none">•Business transactions



Unique Features in Business Studies

- A good host of **financial Literacy and entrepreneurial skills**.
- Promotes the values of **integrity in business**.
- Empowers learner through **consumer literacy skills for good governance and accountability in government and business**.
- Enhances development of **talents and abilities as business**.
- Inculcates the significance of **sustainable use of resources**.

Grade 7 CRE-Essence Statement

1. The CRE Curriculum design for grade 7 seeks to support the holistic aims of education by promoting personal growth and facilitating spiritual development.
2. The biblical teachings blended with contemporary Christian teachings aim at engaging the learners in the human experiences, searching for information, discussing, sharing and applying different themes/ideas.
3. CRE exposes learners to a broad range of the teachings of the Bible with an aim of promoting mutual understanding and tolerance for religions while upholding teachings of Jesus Christ and Christian values. It facilitates moral development through the application of a process of moral decision-making.

Essence Statement For CRE

4.It reinforces adherence to Christian values and the contribution of Christianity to transformation of human life.

5.CRE is instrumental in determining and shaping positive attitude of a learner towards God and humanity through life skills.

6.The place of a family and role of faith are primary influence of young people's live as well as the essence of inter-faith partnership and dialogue.

7.CRE encourages facilitators to adopt an effective learning environment which is inclusive and supportive by recognising a learner's diverse background, experiences and challenges, therefore different learning styles, multiple intelligences and individual abilities will be given priority.

Strands=6

Sub strands=15

1.0 Introduction to Christian Religious Education(CRE)

Importance of Studying Christian Religious Education

2.0 Creation

Accounts of Creation

Christian Responsibility over Animals, Fish and Birds

Christian Responsibility over Plants

African teaching on responsibility over Plants and Animals

3.0 The Bible

Functions of the Bible

Divisions of the Bible

Bible Translation

Leadership in the Bible: Moses

4.0 The Life and Ministry of Jesus Christ

Background to the Birth of Jesus Christ

The Birth and Childhood of Jesus Christ

5.0 The Church

Selected Forms of Worship

Role of the Church in Education and Health

6.0 Christian Living

Christian Marriage and Family

Gambling as a form of addiction

Relationship between different learning outcomes and the National Goals of Education in CRE

Goal No.3.Promote individual development and self-fulfilment

Education should provide opportunities for the fullest development of individual talents and personality. It should help children to develop their potential interests and abilities. A vital aspect of individual development is the building of character. This goal can be realised through the first sub strand on the importance of studying CRE

Level Learning Outcomes for Middle school.

Level learning outcome No.3:

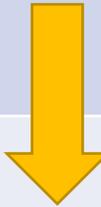
Demonstrate social skills, spiritual and moral values for peaceful co-existence.

This level learning outcome helps to achieve the national goals No.3 through the learners understanding the meaning and importance of studying CRE in Junior Secondary.

Subject General Learning Outcomes for CRE

Subject General Learning Outcome No.1

Read and analyse Biblical teachings to acquire knowledge, skills, values and attitudes that enable them make informed decisions and choices in their day to day lives. Through reading the Bible, discussing, explaining, sharing and applying the teachings learnt it promotes holistic skills development such as spiritual, social, moral, emotional, mental, psychological, creative and aesthetic in the life a learner.



Unique features of CRE Curriculum design

1. The main source for learning and reference is the **Bible, strictly the** Good News Bible.
 2. Societal norms/progressive cultural values and the constitution also compliment some themes in teaching CRE.
 3. CRE is an easy host of specific learning outcomes that are attitudinal/values , therefore facilitators should ensure the expected values/positive attitudes are well embedded, demonstrated and accounted for through learning experiences in and out of class.
- For example a specific learning outcome like **appreciate Christian Religious Education for sound moral and religious values.**The corresponding suggested learning is use charts/posters/flashcards to write messages and themes that promote sound moral and religious values .

4. Financial literacy, consumer literacy, consumer literacy and citizenship education have been infused formally, non formally and informally, tailored to the teachings in the Good News Bible.
- 5. CSL concepts incorporated in CRE with emphasis on application of knowledge, skills, attitudes and values acquired in various concepts/sub strands such as gambling, Christian Responsibility over Animals, Fish and Birds and Christian Responsibility over Plants

Unique features in CRE Curriculum design

- ❑ The currently CRE lesson is mainly introduced using a **human experience/life approach techniques** by the facilitator/s asking questions or giving a story. This was to enable learners to relate with the concept and bring out their personal/communal/societal experience for knowledge.
- ❑ Now facilitator can allow the learners to brainstorm/debate/discuss the story on their own, or instruct learners to look pictures or illustrates, watch video clips and make observations, use animations, songs, audio resources or relia to understand the human experience/life approach , apply and link knowledge during a lesson.

Unique features in CRE Curriculum design

- CRE has tasks/learning experience/sub strands that aim at building the learner's capacity for learner support programmes such as Programmes Pastoral Instructions(PPI),Parental Engagement and Empowerment(PEE), Guidance and counseling ,career guidance etc.
- Concepts in Financial literacy and consumer literacy have been tailored to biblical teachings and mainstreamed under concepts on Responsibility over plants/animals, gambling ,selected forms of worship, Bible translation etc.

LIFE SKILLS EDUCATION-Essence Statement

1. Life Skills Education is the study of the abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life.
2. It aims at enhancing the knowledge on and appreciation of oneself, the need to value and promote good interpersonal skills, as well as improving the quality of decisiveness in day-to-day life.
3. The need for the development and application of life skills is supported by Vygotsky's social-cultural development theory that presupposes that learning takes place when learners interact with each other.
4. Learners negotiate meanings with people in the environment and achieve their goals by interacting with teachers, peers, materials and the atmosphere embedded in the context.

LIFE SKILLS EDUCATION-Essence Statement

- 5.LSE is anchored on Article 10 of the Constitution of Kenya 2010 which prescribes the national values and principles that need to be inculcated into all Kenyans.
- 6.The National Education Sector Plan (NESP 2018- 2022) which builds on successes and challenges of previous sectoral plans, champions for a value-based education system, and the need to transmit life skills, principles and values for personal, social and economic development.
- 7.LSE equips the learners with psychosocial competencies and interpersonal skills that enable them to make informed decisions, think creatively and critically.

Strands and Sub strands

Strands	Sub Strands
1.0 Personal Management Skills	Self- Awareness Self-Esteem Managing Emotions Managing Stress
2.0 Interpersonal- Relationship Skills	Healthy Relationships Effective Communication Negotiation Skills Non-violent Conflict Resolution Assertiveness Empathy Managing Peer Influence
3.0 Decision Making Skills	Decision Making Skills

Hindu Religious Education Grades 7- Essence Statement

- Hindu Religious Education (HRE) at Junior Secondary School level builds on knowledge, skills, attitudes and values that were acquired and developed by the learner at the primary school level.
- This is in line with relevant theoretical approaches such as Piaget's Cognitive Theory of Development, Vygotsky's Theory of Learning and Erik Erikson's Stages of Psycho-social Development.
- Hindu Religious Education offers an avenue to learn and build positive relationships and solve challenges collectively, with care, empathy, respect and understanding of differences with people of different heritages and religions. This contributes to solidarity and towards building a more tranquil and inclusive society.

Contd...

- It also promotes and strengthens mutual understanding, appreciation and respect for religious freedom and diversity. The learner is thus guided to behave responsibly at local, national and global levels for a more serene and sustainable world. This subject also contributes to the empowerment of the learner, fostering inclusion and social cohesion.
- Hindu Religious Education reiterates the importance of core values and empowers the learner to advance human rights and equality, with a respect for different cultures and beliefs and with dignity offers the opportunity to build a peaceful society.

Strands and Sub strands in HRE



Manifestation of Paramatma	<ul style="list-style-type: none">• Enlightened beings (<i>Lord Krishna, Tirthankar Neminath, Lord Buddha, Sri Guru Har Rai Ji, Guru Har Kishan ji</i>)
Scriptures	<ul style="list-style-type: none">• Sanatan/Vedic Scriptures (<i>Yajur Ved – Shanti Mantra (Ch. 36, 17) and Sangathan mantra</i>).
<u>Principles of Dharma</u>(<i>dharmic Siddhant</i>)	<ul style="list-style-type: none">• Principles of Sanatan/Vedic Dharma <i>Pranidaya (compassion), Purusharth (hard work), Punar janam (reincarnation), Paramatma (Supreme Being) and Prarthana (prayer)</i>
Religious Practices	<ul style="list-style-type: none">• Buddhist Practices and Places of Worship (<i>Durga Pooja, Ayambil,</i>

6. *Sanskaars* (Rites of Passage) Sanatan/Vedic *Sanskaars*

- **Birth Ceremony (*Jatkaram*)**
- **Naming Ceremony (*Naamkaran*)**
- **Thread Ceremony (*Upnyan*)**
- **Beginning of education (*Vidyarambh*)**
- **Marriage (*Vivaah*)**
- **Death rituals (*Antyeshti*)**

Example of the Inter- Relationship in HRE between different Learning Outcomes and the National Goals of Education



Unique Features in HRE



1.Hindu Religious Education is a combination of four different faiths Sanatan/Vedic, Jainism, Buddhism and Sikhism which originated from the Indian sub-continent. Each faith has its own flavor and each one promotes:

Unity in diversity

Strong character with a focus on ethics.

Care of oneself and the environment

Growth of both spiritual and physical self.

2.Community service learning Project

This level in Junior Secondary concludes with a community service learning project. The project enables the learner to reflect experience and learn from community. Learners need to choose one Pertinent and contemporary issue suitable to their context and reality. It's a whole school approach learners will be guided by teachers.

Islamic Religious Education (IRE)

Inter-relationship between learning Outcomes

NATIONAL GOAL OF EDUCATION



Promote sound moral and religious values



Level Learning Outcome for Middle School



Demonstrate ethical behaviour and exhibit good citizenship as a civic responsibility

Subject Learning Outcome



Acquire Islamic values that will enable them to grow as responsible and ethical citizens



Specific Learning Outcomes

Practise truthfulness and forgiveness in day to day life to earn rewards from Allah.

Islamic Religious Education

General Learning Outcomes

By the end of the Junior Secondary, the learners should be able to:

1. Appreciate the Qur'an as the primary source of guidance.
2. Deduce lessons from the selected Surah and Hadith, and apply them in daily life.
3. Emulate the practices of the Prophet as the best role model. Develop awareness and appreciation of Pillars of Iman as the foundation of Islam.
4. Demonstrate interest and positive attitude towards performance of acts of Ibadah (worship) appropriately
5. Acquire Islamic values that will enable them to grow as responsible and ethical citizen.
6. Appreciate Islamic history as a basis for culture and civilization, for peaceful co-existence.

Strands and Sub strands in IRE

1.Qu'ran	Ulumul Qu'ran Selected Chapters
2.Hadith	Ulumul Hadith Selected Hadith
3.Pillars of Iman	Significance of Tawheed Shirk
4.Devotional Acts	Swalah Zakat Saum
5.Akhlaq	<ul style="list-style-type: none">• Dimension of morality in Islam• Virtues in Islam• Prohibitions in Islam

Strands and Sub strands in IRE

Strands in IRE	Sub strands in IRE
6.Muamalat (Social relations)	<ul style="list-style-type: none">• Marriage• Trade and finance in Islam• Contemporary Issues for example rights of women in Islam
7.Islamic Heritage and Civilization	7.Islamic Heritage and Civilization <ul style="list-style-type: none">• Reforms introduced by the Prophet (S.A.W.) social, political and economic



T **A** **S** **K**

The word 'TASK' is written in large, bold, red capital letters. Below each letter, a hand is shown holding it up. The hands are colored light skin and are wearing sleeves of different colors: blue for 'T', green for 'A', green for 'S', dark blue for 'K', and yellow for the final 'K'. The background is white with faint, light gray icons of a calendar, a bar chart, and a document.

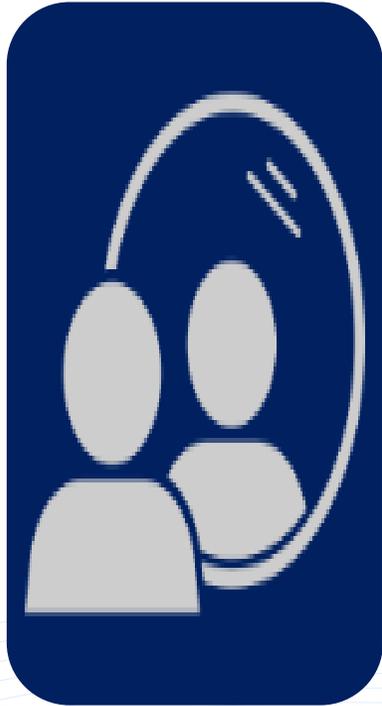
TASK 1

In groups

1. Link a general Outcome in one of the subjects in Humanities of your choice with a Middle School Level Learning Outcome and a National Goal of Education respectively.

Task 2

2. Analyse two sub strands in one of the subjects in Humanities of your choice and show what will be taught in each lesson of 40 minutes indicating the leaning experiences / activities the learners will be engaged in each of lesson.



Self-Reflection

1. I learnt.....
 2. I need to learn more about.....
 3. How I will apply what I have learnt
- Suggestions I have for improvement of the session

Upload your responses on

<https://forms.office.com/r/7nHVcLMZrt>

Facilitators to use this link to View Responses:

<https://tinyurl.com/KWL-Facilitators>



Thank you