

2025 SOCIAL STUDIES AND LIFESKILLS SCHEMES OF WORK TERM 2

SCHOOL..... GRADE.....TEACHERS NAME:.....

TSC NO.....TERM:.....YEAR.....

Week	Lesson	Strand	Sub-strand	Specific-Learning outcomes	Learning Experience	Key Inquiry Question(S)	Learning Resources	Assessment Methods	Reflection
1	1	People and Population	Early civilization; Kingdom, State and Empire in Early Civilization in Relation to Great Zimbabwe, Ancient Egypt and Kingdom of Kongo	By the end of the lesson, the learner should be able to: a) Define kingdom, state and Empire. b) Identify the factors that led to the growth of Zimbabwe, Egypt and Kongo kingdom. c) Draw a diagram showing the factors that led to the growth of Zimbabwe, Egypt and Kongo kingdom d) Appreciate the factors that led to the growth of Zimbabwe, Egypt and Kongo kingdom.	Individually, in groups or in pairs, learners are guided to: - Define kingdom, state and Empire. -Identify the factors that led to the growth of Zimbabwe, Egypt and Kongo kingdom. - Draw a diagram showing the factors that led to the growth of Zimbabwe, Egypt and Kongo kingdom	What are the factors that led to the growth of Zimbabwe, Egypt and Kongo kingdom?	Pictures Charts Realia Computing devices <u>KLB: Top Scholar; Social Studies Learner’s Book Grade 7 pg. 73-75</u>	Oral questions Oral Report Observation	
	2	People and Population	Location of Selected Ancient Kingdoms on a Map of Africa	By the end of the lesson, the learner should be able to: a) Locate the Ancient Egypt, the Great Zimbabwe and the Kingdom of Kongo from a map. b) Discuss how Africa contributed to the modern world civilization. c) Draw the map of Africa and locate the Ancient Kingdom of Egypt, the Great Zimbabwe and the Kingdom of Kongo. d) Appreciate the contribution of Early Civilization to the Development of Modern World.	Individually, in groups or in pairs, learners are guided to: - Locate the Ancient Egypt, the Great Zimbabwe and the Kingdom of Kongo from a map. - Discuss how Africa contributed to the modern world civilization. - Draw the map of Africa and locate the Ancient Kingdom of Egypt, the Great Zimbabwe and the Kingdom of Kongo.	What are the contribution of Early African Civilization to the Development of Modern World?	Photographs Pictures Video clips Maps Charts Realia Computing devices <u>KLB: Top Scholar; Social Studies Learner’s Book Grade 7 pg. 75-79</u>	Oral questions Oral Report Observation	
	3	People and Population	Social Organization of Selected African Communities up to 1900	By the end of the lesson, the learner should be able to: a) Explain the <i>Ogiek</i> and the <i>Zulu</i> people. b) Discuss the <i>Ogiek</i> and the <i>Zulu</i> social organization up to 1990 c) Draw the map of Africa and indicate areas settled by the <i>Ogiek</i> and the <i>Zulu</i> . d) Appreciate the importance of social organization.	Individually, in groups or in pairs, learners are guided to: - Explain the <i>Ogiek</i> and the <i>Zulu</i> people. - Discuss the <i>Ogiek</i> and the <i>Zulu</i> social organization up to 1990 - Draw the map of Africa and indicate areas settled by the <i>Ogiek</i> and the <i>Zulu</i> .	Who are the <i>Ogiek</i> people? Who are the <i>Zulu</i> people?	Pictures Video clips Realia Computing devices <u>KLB: Top Scholar; Social Studies Learner’s Book Grade 7 pg. 80-83</u>	Oral questions Oral Report Observation	
	4	Interpersonal Relationship Skills	Types of relationships in our lives	By the end of the lesson, the learner should be able to: a) Identify types of relationships in our lives. b) Discuss the skills which can help you maintain strong, healthy and long lasting relationships. c) Draw a circle showing levels of relationships in their life. d) Appreciate different types of relations in our lives.	In pairs, learners to identify types of relationships in our lives. In groups, learners are guided to discuss the skills which can help you maintain strong, healthy and long lasting relationships Individually, learners are guided to draw a circle showing levels of relationships in their life.	How do you relate with others at home, in school and in the community?	Pictures Flash cards Photographs Charts Digital devices <u>Mentor; Life Skills Education Learner’s Book Grade 7 page 35-37</u>	Oral questions Oral Report Checklist Observation	
2	1	People and Population	Comparison of the Social Organization of the Selected African Communities up to 1900	By the end of the lesson, the learner should be able to: a) Discuss the Asante social organization up to 1900 b) Make a class presentation of the comparison of the Social Organization of the Selected African Communities up to 1900 c) Have fun and enjoy class discussion.	Individually, in groups or in pairs, learners are guided to: - Discuss the Asante social organization up to 1900 - Make a class presentation of the comparison of the Social Organization of the Selected African Communities up to 1900	What are the similarities in social organization among the <i>Ogiek, Zulu and Asante</i> ?	Atlas Photographs Pictures Video clips Maps Charts Computing devices <u>KLB: Top Scholar; Social Studies Learner’s Book Grade 7 pg. 84-86</u>	Oral questions Oral Report Observation	

	2	People and Population	Kenyan And African Rich Cultural Diversity Among Communities	By the end of the lesson, the learner should be able to: a) Identify activities that promote positive interactions among various communities in Africa. b) State the importance of cultural diversities in our society. c) Draw pictures that show rich cultural Diversity Among African Communities. d) Appreciate and promote positive interactions among various communities.	Individually, in groups or in pairs, learners are guided to: - Identify activities that promote positive interactions among various communities in Africa. - State the importance of cultural diversities in our society. - Draw pictures that show rich cultural Diversity Among African Communities.	Why do you think the cultural diversities are important in our society?	Atlas Photographs Pictures Maps Realia Computing devices <u>KLB: Top Scholar; Social Studies Learner's Book Grade 7 pg. 86-89</u>	Oral questions Oral Report Observation	
	3	People and Population	Human Diversity and Inclusion	By the end of the lesson, the learner should be able to: a) Identify personality attributes which make individuals different from others. b) List different components of Human Identify in a Multicultural Society. c) Design a table to categorise the desirable and undesirable personality attributes. d) Appreciate different personality attributes which make individuals different from others.	Individually, in groups or in pairs, learners are guided to: - Identify personality attributes which make individuals different from others. - List different components of Human Identify in a Multicultural Society. - Design a table to categorise the desirable and undesirable personality attributes.	What are personality attributes?	Atlas Photographs Pictures Video clips Maps Charts Realia Computing devices <u>KLB: Top Scholar; Social Studies Learner's Book Grade 7 pg. 90-93</u>	Oral questions Oral Report Observation	
	4	Interpersonal Relationships Skills	Importance of value-based relationships in our lives	By the end of the lesson, the learner should be able to: a) Identify the importance of having value based relationships. b) Mention situations in life which require effective communication. c) Create a skit showing the benefits of healthy relationships. d) Appreciate the importance of having value based relationships.	In pairs, learners to identify the importance of having value based relationships. In pairs, learners to mention situations in life which require effective communication In groups, learners to create a skit showing the benefits of healthy relationships.	What is the importance of value-based relationships in our lives?	Pictures Flash cards Photographs Charts Digital devices <u>Mentor; Life Skills Education Learner's Book Grade 7 page 38-41</u>	Oral questions Oral Report Checklist Observation	
3	1	People and Population	Ways of applying Inclusion in Day –to- ay Interaction	By the end of the lesson, the learner should be able to: a) Identify ways in which we can apply inclusion in day to day interaction. b) Discuss ways through which we can show respect to others so that we can promote social cohesion in our society. c) Appreciate individual differences for social cohesion in the society.	Individually, in groups or in pairs, learners are guided to: - Identify ways in which we can apply inclusion in day to day interaction. - Discuss ways through which we can show respect to others so that we can promote social cohesion in our society.	What can we do to empower the marginalized communities in society?	Atlas Pictures Video clips Maps Charts Realia Computing devices <u>KLB: Top Scholar; Social Studies Learner's Book Grade 7 pg. 94-98</u>	Oral questions Oral Report Observation	
	2	People and Population	Peace and conflict and resolution	By the end of the lesson, the learner should be able to: a) Define conflict. b) Identify contribution of peace to personal development. c) Recite the in learner's book about personal peace. d) Appreciate the importance of peace and conflict resolution.	Individually, in groups or in pairs, learners are guided to: - Define conflict. - Identify contribution of peace to personal development. - Recite the in learner's book about personal peace.	What is conflict?	Photographs Pictures Video clips Maps Computing devices <u>KLB: Top Scholar; Social Studies Learner's Book Grade 7 pg. 99-101</u>	Oral questions Oral Report Observation	
	3	People and Population	Personal characteristics that express a state of peace for mutual wellbeing	By the end of the lesson, the learner should be able to: a) Identify personal characteristic that express a state of peace for mutual wellbeing. b) Discuss the approaches that can promote an individual's	Individually, in groups or in pairs, learners are guided to: - Identify personal characteristic that express a state of peace for mutual wellbeing.	Which approaches can help to promote one's inner peace for harmonious living?	Atlas Photographs Pictures Video clips Maps Charts Realia Computing devices	Oral questions Oral Report Observation	

				inner peace for harmonious living. c) Appreciate different approaches that can promote One’s Inner peace for harmonious living.	- Discuss the approaches that can promote an individual’s inner peace for harmonious living.		<u>KLB: Top Scholar; Social Studies Learner’s Book Grade 7 pg. 101-103</u>		
	4	Interpers onal Relations hip Skills	Characteristi cs of effective verbal and non-verbal communicati on	By the end of the lesson, the learner should be able to: a) Identify characteristics of effective verbal and non-verbal communication. b) Outline the benefits of communicating effectively in different situations. c) Play the game, “Whisper game” “You do not say” d) Appreciate the benefits of communicating effectively in different situations.	Learners to identify characteristics of effective verbal and non-verbal communication. In pairs, learners to outline the benefits of communicating effectively in different situations. In groups, learners to play the game, “Whisper game” “You do not say”	How can effective communicatio n help you to live harmoniously in school?	Pictures Flash cards Photographs Charts Digital devices <u>Mentor; Life Skills Education Learner’s Book Grade 7 page 41-45</u>	Oral questions Oral Report Checklist Observation	
4	1	People and Populatio n	Promoting peace at personal level for harmonious living	By the end of the lesson, the learner should be able to: a) State the importance of enhancing peace at the individual level. b) Discuss how individuals can promote peace at personal level for harmonious living. c) Appreciate the importance of enhancing peace at the individual level.	Individually, in groups or in pairs, learners are guided to: - State the importance of enhancing peace at the individual level. - Discuss how individuals can promote peace at personal level for harmonious living.	What is the importance of having peace at the individual level?	Atlas Photographs Pictures Maps Charts Realia Computing devices <u>KLB: Top Scholar; Social Studies Learner’s Book Grade 7 pg. 103-105</u>	Oral questions Oral Report Observation	
	2	People and Populatio n	Slavery and Servitude	By the end of the lesson, the learner should be able to: a) Define slavery and servitude. b) Identify the different types of slavery and servitude. c) Discuss the factors that led to the development of the Indian Ocean Slave Trade. d) Have a desire to learn more about slavery and servitude.	Individually, in groups or in pairs, learners are guided to: - Define slavery and servitude. - Identify the different types of slavery and servitude. - Discuss the factors that led to the development of the Indian Ocean Slave Trade. .	What is slavery? What are the forms of slavery and servitude in Traditional African society?	Atlas Photographs Pictures Maps Charts Computing devices <u>KLB: Top Scholar; Social Studies Learner’s Book Grade 7 pg. 106-109</u>	Oral questions Oral Report Observation	
	3	People and Populatio n	The Organization of the India Ocean slave trade in the 15 th Century	By the end of the lesson, the learner should be able to: a) Explain how the Indian Ocean slave trade was organized from the slavers to collaborators. b) Describe the injustices committed on the Africans during the Indian Ocean slave trade in the 15th Century. c) Have a desire to learn more about slavery and servitude.	Individually, in groups or in pairs, learners are guided to: - Explain how the Indian Ocean slave trade was organized from the slavers to collaborators. - Describe the injustices committed on the Africans during the Indian Ocean slave trade in the 15th Century.	Why has slavery and servitude been existing for thousands of years?	Atlas Photographs Pictures Video clips Maps Charts Realia Computing devices <u>KLB: Top Scholar; Social Studies Learner’s Book Grade 7 pg. 109-111</u>	Oral questions Oral Report Observation	
	4	Interpers onal Relations hip Skills	Situations that require negotiation	By the end of the lesson, the learner should be able to: a) Identify values that enhance negotiations. b) Describe different situations that require negotiations in our daily lives. c) Role play situations that require negotiations. d) Appreciate the values that enhances negotiation in life.	Learners to identify values that enhance negotiations In groups, learners to describe different situations that require negotiations in our daily lives In groups, learners to role play situations that require negotiations	Which values enhances negotiations?	Pictures Flash cards Photographs Charts Digital devices <u>Mentor; Life Skills Education Learner’s Book Grade 7 page 46-48</u>	Oral questions Oral Report Checklist Observation	
5	1	People and Populatio n	Geographica l extent of regions covered by the Indian Ocean Slave trade in the 15 th Century	By the end of the lesson, the learner should be able to: a) Identify the geographical regions covered by the Indian Ocean Salve trade in the 15th Century. b) Write an essay on how they can promote human dignity	Individually, in groups or in pairs, learners are guided to: - Identify the geographical regions covered by the Indian Ocean Salve trade in the 15th Century.	How does slave trade and servitude undermine human rights?	Atlas Photographs Pictures Video clips Maps Charts Realia Computing devices	Oral questions Oral Report Observation	

				for a just and peaceful world. c) Draw a sketch map of Africa indicating the geographical extent of the regions covered by the Indian Ocean slave trade. d) Have a desire to learn more about slavery and servitude.	- Write an essay on how they can promote human dignity for a just and peaceful world. - Draw a sketch map of Africa indicating the geographical extent of the regions covered by the Indian Ocean slave trade.		<u>KLB: Top Scholar; Social Studies Learner’s Book Grade 7 pg. 111-113</u>		
	2	People and Population	Population distribution in Africa; Factors influencing population distribution in Africa	By the end of the lesson, the learner should be able to: a) Define population distribution. b) Explain the meaning of relief, climate and soil. c) Discuss how relief, climate and soil influence population distribution in Africa. d) Appreciate the factors that influence population distribution in Africa	Individually, in groups or in pairs, learners are guided to: - Define population distribution. - Explain the meaning of relief, climate and soil. - Discuss how relief, climate and soil influence population distribution in Africa.	What is population distribution?	Photographs Pictures Maps Charts Computing devices <u>KLB: Top Scholar; Social Studies Learner’s Book Grade 7 pg. 114-115</u>	Oral questions Oral Report Observation	
	3	People and Population	Factors influencing population distribution in Africa	By the end of the lesson, the learner should be able to: a) Discuss how vegetation, drainage and urbanization influence population distribution in Africa. b) Make posters about the factors influencing population distribution in Africa c) Appreciate the factors that influence population distribution in Africa	Individually, in groups or in pairs, learners are guided to: - Discuss how vegetation, drainage and urbanization influence population distribution in Africa. - Make posters about the factors influencing population distribution in Africa	What are the factors that influence population distribution in Africa?	KLB: Top Scholar; Social Studies Learner’s Book Grade 7 pg. 116-117 Pictures Charts Realia Computing devices	Oral questions Oral Report Observation	
	4	Interpersonal Relationships Skills	Life skills that enhance negotiation during social interaction	By the end of the lesson, the learner should be able to: a) State life skills that enhance negotiation during social interactions. b) List down the importance of negotiation skills in their day-to-day life. c) Draw a circle showing life skills that enhance negotiation during social interaction. d) Appreciate the importance of negotiation skills in their day-to-day life.	In pairs, learners to state life skills that enhance negotiation during social interactions In groups, learners to list down the importance of negotiation skills in their day-to-day life Learners to draw a circle showing life skills that enhance negotiation during social interaction	What is the importance of negotiation skills in day-to-day life?	Pictures Flash cards Photographs Charts Digital devices Mentor; Life Skills Education Learner’s Book Grade 7 page 48-51	Oral questions Oral Report Checklist Observation	
6	1	People and Population	Settlement patterns in Africa	By the end of the lesson, the learner should be able to: a) Use a map and locate densely and sparsely populated areas on a map of Africa. b) Explain linear, nucleated and dispersed settlements. c) Draw the different types of settlements patterns. d) Appreciate patterns of population settlement in Africa.	Individually, in groups or in pairs, learners are guided to: - Use a map and locate densely and sparsely populated areas on a map of Africa. - Explain linear, nucleated and dispersed settlements. - Draw the different types of settlements patterns.	Why do people settle in certain places and not others?	KLB: Top Scholar; Social Studies Learner’s Book Grade 7 pg. 117-121 Pictures Maps Charts Realia Computing devices	Oral questions Oral Report Observation	
	2	People and Population	Field work; Types of Fieldwork in Social Studies	By the end of the lesson, the learner should be able to: a) Identify types of fieldwork. b) Conduct a field study around their school. c) Enjoy conducting a field work.	Individually, in groups or in pairs, learners are guided to: - Identify types of fieldwork. - Conduct a field study around their school.	What is fieldwork?	KLB: Top Scholar; Social Studies Learner’s Book Grade 7 pg. 122-124 Pictures Computing devices	Oral questions Oral Report Observation	
	3	People and Population	Methods of Data collection and recording in Fieldwork	By the end of the lesson, the learner should be able to: a) Define data collection and data recording. b) Analyse various methods of data collection and data recording. c) Recommend methods of recording data during different types of fieldworks. d) Appreciate the methods of Data collection and recording in Fieldwork	Individually, in groups or in pairs, learners are guided to: - Define data collection and data recording. - Analyse various methods of data collection and data recording. - Recommend methods of recording data during different types of fieldworks.	What is data collection? What is data recording?	KLB: Top Scholar; Social Studies Learner’s Book Grade 7 pg. 124-126 Video clips Charts Computing devices	Oral questions Oral Report Observation	

	4	Interpersonal Relationships Skills	Ways of making peace with oneself under different circumstances	By the end of the lesson, the learner should be able to: a) State the ways of making peace with oneself under different circumstances. b) Role play peaceful conflict resolution strategies. c) Have a desire to live peacefully. d) Appreciate the importance of making peace.	In pairs, learners to state the ways of making peace with oneself under different circumstances In groups, learners to role play peaceful conflict resolution strategies	Have you ever resolve a conflict?	Pictures Flash cards Photographs Digital devices <u>Mentor; Life Skills Education Learner’s Book Grade 7 page 51-54</u>	Oral questions Oral Report Checklist Observation	
7	1	People and Population	Methods of data analysis and presentation in fieldwork	By the end of the lesson, the learner should be able to: a) Explain the meaning of data analysis and data presentation. b) Examine the different methods of data analysis and data presentation in fieldwork. c) Appreciate the methods of data analysis and presentation in fieldwork	Individually, in groups or in pairs, learners are guided to: - Explain the meaning of data analysis and data presentation. - Examine the different methods of data analysis and data presentation in fieldwork.	What is data analysis? What is data presentation?	Pictures Video clips Charts Realia Computing devices <u>KLB: Top Scholar; Social Studies Learner’s Book Grade 7 pg. 126-129</u>	Oral questions Oral Report Observation	
	2	People and Population	Challenges and solutions in carrying out fieldwork	By the end of the lesson, the learner should be able to: a) Explore possible challenges that they are likely to encounter during fieldwork. b) Suggest possible solutions to the challenges they have identified. c) Have a desire to carry out field work.	Individually, in groups or in pairs, learners are guided to: - Explore possible challenges that they are likely to encounter during fieldwork. - Suggest possible solutions to the challenges they have identified.	What challenges do you face during fieldwork?	KLB: Top Scholar; Social Studies Learner’s Book Grade 7 pg. 129-130 Pictures Maps Charts Realia Computing devices	Oral questions Oral Report Observation	
	3	People and Population	Procedures of carrying out fieldwork in Research	By the end of the lesson, the learner should be able to: a) Define procedure. b) Identify the procedure of carrying out fieldwork in research. c) Prepare a chart to illustrate the steps to be followed when planning for field work and undertaking the actual field work. d) Have a desire to carrying out fieldwork.	Individually, in groups or in pairs, learners are guided to: - Define procedure. - Identify the procedure of carrying out fieldwork in research. - Prepare a chart to illustrate the steps to be followed when planning for field work and undertaking the actual field work.	Which procedure o you use to carrying out fieldwork in Research?	KLB: Top Scholar; Social Studies Learner’s Book Grade 7 pg. 130-131 Photographs Pictures Video clips Realia Computing devices	Oral questions Oral Report Observation	
	4	Interpersonal Relationships Skills	Engaging in peacebuilding relationships and activities in the society	By the end of the lesson, the learner should be able to: a) State the importance of promoting a culture of peace with self and others in the society. b) Describe ways of making peace with oneself. c) Recite the poem, “A culture of Peace” Engage in peacebuilding relationships and activities in the society.	In groups, learners to state the importance of promoting a culture of peace with self and others in the society. In pairs, learners to describe ways of making peace with oneself In groups, learners to Recite the poem, “A culture of Peace” Individually, in pairs or in groups, learners to engage in peacebuilding relationships and activities in the society.	Why is it important to maintain peace with self and others?	Pictures Flash cards Photographs Charts Digital devices Mentor; Life Skills Education Learner’s Book Grade 7 page 54-56	Oral questions Oral Report Checklist Observation	
8					MID TERM BREAK				
9	1	People and Population	Significance of Fieldwork in investigating phenomena	By the end of the lesson, the learner should be able to: a) State the importance of fieldwork in Investigating phenomena. b) Prepare a chart on the importance of fieldwork. c) Appreciate the importance of fieldwork in Investigating phenomena	Individually, in groups or in pairs, learners are guided to: - State the importance of fieldwork in Investigating phenomena. - Prepare a chart on the importance of fieldwork.	Why is it important to study fieldwork?	Photographs Pictures Video clips Computing devices <u>KLB: Top Scholar; Social Studies Learner’s Book Grade 7 pg. 131-133</u>	Oral questions Oral Report Observation	
	2	Resources and Economic Activities	Early Agriculture	By the end of the lesson, the learner should be able to: a) Define agriculture.	Individually, in groups or in pairs, learners are guided to: - Define agriculture.	What is agriculture?	KLB: Top Scholar; Social Studies Learner’s Book Grade 7 pg. 134-138	Oral questions Oral Report Observation	

				b) Use a map, locate the areas where early agriculture was practiced. c) Draw and name the crops grown and animals kept in selected regions during early agriculture. d) Appreciate the areas where agriculture was practiced.	- Use a map, locate the areas where early agriculture was practiced. - Draw and name the crops grown and animals kept in selected regions during early agriculture.		Photographs Pictures Video clips Realia Computing devices		
	3	Resources and Economic Activities	Methods of Irrigation used in Ancient Egypt	By the end of the lesson, the learner should be able to: a) Identify the methods of irrigation used in Ancient Egypt. b) State the importance of domestication of plants and Animals. c) Draw diagrams to illustrate the methods of irrigation used in ancient Egypt. d) Appreciate the methods of irrigation used in Ancient Egypt.	Individually, in groups or in pairs, learners are guided to: - Identify the methods of irrigation used in Ancient Egypt. - State the importance of domestication of plants and Animals. - Draw diagrams to illustrate the methods of irrigation used in ancient Egypt.	Which methods of irrigation is used in ancient Egypt? Why do people keep animals and grow plants?	KLB: Top Scholar; Social Studies Learner’s Book Grade 7 pg. 138-141 Atlas Photographs Pictures Video clips Maps Charts Realia Computing devices	Oral questions Oral Report Observation	
	4	Interpersonal Relationships Skills	Situations that require assertiveness in our lives	By the end of the lesson, the learner should be able to: a) Define assertiveness. b) Identify situations in their life at home, school or in the community that need assertiveness. c) Outline the process of become assertiveness. d) Make a resolution to improve in areas where they feel they are not assertive enough.	Learners to define assertiveness. In groups, learners are guided to identify situations in their life at home, school or in the community that need assertiveness. In groups, learners to outline the process of become assertiveness. in groups, learners to make a resolution to improve in areas where they feel they are not assertive enough.	What is assertiveness?	Pictures Flash cards Photographs Charts Digital devices Mentor; Life Skills Education Learner’s Book Grade 7 page 57-60	Oral questions Oral Report Checklist Observation	
10	1	Resources and Economic Activities	Agriculture as an economic activity	By the end of the lesson, the learner should be able to: a) Collect or download pictures and photographs of animals kept and crops grown during early agriculture. b) Make a journal of the pictures collected. c) Make a poster on animals kept and crops grown during early agriculture. d) Appreciate Agriculture as an Economic Activity.	Individually, in groups or in pairs, learners are guided to: - Collect or download pictures and photographs of animals kept and crops grown during early agriculture. - Make a journal of the pictures collected. - Make a poster on animals kept and crops grown during early agriculture.	What was the importance of domestication of plants and animals in Africa?	KLB: Top Scholar; Social Studies Learner’s Book Grade 7 pg. 141-142 Atlas Photographs Pictures Video clips Maps Charts Realia Computing devices	Oral questions Oral Report Observation	
	2	Resources and Economic Activities	Economic organization of selected African Communities up to 1900	By the end of the lesson, the learner should be able to: a) Identify the economic activities practiced by the <i>Ogiek</i> Community. b) Discuss the importance of economic activities carried by the <i>Ogiek</i> community. c) Draw the map of Africa and indicate areas occupied by the <i>Ogiek</i> community. d) Appreciate the economic activities carried by the <i>Ogiek</i> community.	Individually, in groups or in pairs, learners are guided to: - Identify the economic activities practiced by the <i>Ogiek</i> Community. - Discuss the importance of economic activities carried by the <i>Ogiek</i> community. - Draw the map of Africa and indicate areas occupied by the <i>Ogiek</i> community.	Which economic activity was carried out by the <i>Ogiek</i> community?	KLB: Top Scholar; Social Studies Learner’s Book Grade 7 pg. 143-144 Atlas Photographs Pictures Video clips Maps Charts Realia Computing devices	Oral questions Oral Report Observation	
	3	Resources and Economic Activities	Economic activities practiced by the Zulu community	By the end of the lesson, the learner should be able to: a) Identify the economic activities practiced by the <i>Zulu</i> Community. b) Discuss the importance of economic activities carried by the <i>Zulu</i> community.	Individually, in groups or in pairs, learners are guided to: - Identify the economic activities practiced by the <i>Zulu</i> Community. - Discuss the importance of economic activities	Which economic activity did the <i>Zulu</i> practiced?	KLB: Top Scholar; Social Studies Learner’s Book Grade 7 pg. 145 Atlas Photographs Pictures Video clips	Oral questions Oral Report Observation	

				c) Draw the map of Africa and indicate areas occupied by the <i>Zulu</i> community. d) Appreciate the economic activities carried by the <i>Zulu</i> community.	carried by the <i>Zulu</i> community. - Draw the map of Africa and indicate areas occupied by the <i>Zulu</i> community.		Maps Charts Realia Computing devices		
	4	Interpersonal Relationships Skills	Displaying assertiveness in our daily interactions	By the end of the lesson, the learner should be able to: a) Write down incidents that happened to her/him recently where they applied assertiveness. b) Discuss how assertiveness helps in making good decisions. c) Display assertiveness in their daily interactions.	Individually, learners to write down incidents that happened to her/him recently where they applied assertiveness. In groups, learners are guided to discuss how assertiveness helps in making good decisions.	What is the process of becoming assertive?	Pictures Flash cards Photographs Charts Digital devices Mentor; Life Skills Education Learner's Book Grade 7 page 61-63	Oral questions Oral Report Checklist Observation	
11	1	Resources and Economic Activities	Economic Activities practiced by the <i>Asante</i> Community	By the end of the lesson, the learner should be able to: a) Identify the economic activities practiced by the <i>Asante</i> Community. b) Discuss the importance of economic activities carried by the <i>Asante</i> community. c) Draw the map of Africa and indicate areas occupied by the <i>Asante</i> community. d) Appreciate the economic activities carried by the <i>Asante</i> community.	Individually, in groups or in pairs, learners are guided to: - Identify the economic activities practiced by the <i>Asante</i> Community. - Discuss the importance of economic activities carried by the <i>Asante</i> community. - Draw the map of Africa and indicate areas occupied by the <i>Asante</i> community.	Which economic activity did the <i>Asante</i> practiced?	KLB: Top Scholar; Social Studies Learner's Book Grade 7 pg. 146 Photographs Pictures Video clips Maps Charts Realia Computing devices	Oral questions Oral Report Observation	
	2	Resources and Economic Activities	Comparison of the Economic Activities of the selected African Communities	By the end of the lesson, the learner should be able to: a) Identify the similarities in Economic Activities among <i>Ogiek, Zulu</i> and <i>Asante</i> . b) Discuss the differences in economic activities practiced by the <i>Ogiek, Zulu</i> and <i>Asante</i> c) the <i>Ogiek, Zulu</i> and <i>Asante</i> d) Make posters on the economic activities by e) Appreciate the Economic Activities of the Selected African Communities	Individually, in groups or in pairs, learners are guided to: - Identify the similarities in Economic Activities among <i>Ogiek, Zulu</i> and <i>Asante</i> . - Discuss the differences in economic activities practiced by the <i>Ogiek, Zulu</i> and <i>Asante</i> - Make posters on the economic activities by Appreciate the Economic	What are the differences between <i>Ogiek, Zulu</i> and <i>Asante</i> ?	KLB: Top Scholar; Social Studies Learner's Book Grade 7 pg. 146-149 Photographs Pictures Video clips Maps Charts Computing devices	Oral questions Oral Report Observation	
	3	Resources and Economic Activities	Internal Dynamics and Transformation in Africa	By the end of the lesson, the learner should be able to: a) Explain the meaning of internal dynamics. b) Define money. c) Discuss transformations brought about by the introduction of money in Africa. d) Appreciate the uses of money.	Individually, in groups or in pairs, learners are guided to: - Explain the meaning of internal dynamics. - Define money. - Discuss transformations brought about by the introduction of money in Africa.	What would you do if you had money?	KLB: Top Scholar; Social Studies Learner's Book Grade 7 pg. 150-151 Pictures Video clips Maps Computing devices	Oral questions Oral Report Observation	
	4	Interpersonal Relationships Skills	Situations that require empathy	By the end of the lesson, the learner should be able to: a) State situations that require empathy. b) Identify different ways of cultivating empathy. c) Role play situations that require empathy. Have a desire to show empathy.	In groups, learners to state situations that require empathy In groups, learners to identify different ways of cultivating empathy. In groups, learners to role play situations that require empathy	How do people show empathy?	Photographs Charts Digital devices <u>Mentor; Life Skills Education Learner's Book Grade 7 page 63-65</u>	Oral questions Oral Report Checklist Observation	
12	1	Resources and Economic Activities	Uses of money	By the end of the lesson, the learner should be able to: a) Identify the uses of money.	Individually, in groups or in pairs, learners are guided to: - Identify the uses of money.	Why do we need money?	Pictures Computing devices <u>KLB: Top Scholar; Social Studies</u>	Oral questions Oral Report Observation	

				b) Prepare a chart on the uses of money. c) Appreciate the uses of money.	- Prepare a chart on the uses of money.		<u>Learner’s Book Grade 7 pg. 151-152</u>		
	2	Resources and Economic Activities	Comparison of use of money in currency trade and Barter Trade in Africa	By the end of the lesson, the learner should be able to: a) Identify the similarities between currency trade and barter trade. b) Explain how the introduction of money economy promoted businesses in Africa. c) Role-play currency trade and barter trade in Africa. d) Have fun and enjoy role-playing.	Individually, in groups or in pairs, learners are guided to: - Identify the similarities between currency trade and barter trade. - Explain how the introduction of money economy promoted businesses in Africa. - Role-play currency trade and barter trade in Africa.	What are the similarities and differences between currency trade and barter trade?	Atlas Photographs Pictures Video clips Maps Charts Realia Computing devices <u>KLB: Top Scholar; Social Studies Learner’s Book Grade 7 pg. 152-154</u>	Oral questions Oral Report Observation	
	3	Resources and Economic Activities	Uses of Money Wisely for Economic Gain	By the end of the lesson, the learner should be able to: a) Explain how they can use money wisely in our everyday life for economic gain. b) Make posters on how to use money wisely for economic gain. c) Appreciate the uses of money wisely for economic gain.	Individually, in groups or in pairs, learners are guided to: - Explain how they can use money wisely in our everyday life for economic gain. - Make posters on how to use money wisely for economic gain.	What would you do if you had money?	KLB: Top Scholar; Social Studies Learner’s Book Grade 7 pg. 154-155 Video clips Maps Charts Computing devices	Oral questions Oral Report Observation	
	4	Interpersonal Relationships Skills	Need for values in developing empathy	By the end of the lesson, the learner should be able to: a) Identify the values that will help them show empathy practice empathy in their daily lives. b) State the importance of empathy in social interactions. c) Share real situations in which they demonstrated empathy. d) Appreciate the importance of empathy.	In groups, learners to identify the values that will help them show empathy practice empathy in their daily lives. In groups, learners are guided to state the importance of empathy in social interactions In groups, learners to share real situations in which they demonstrated empathy.	Why is empathy an important skill in our daily interactions?	Pictures Flash cards Photographs Charts Digital devices Mentor; Life Skills Education Learner’s Book Grade 7 page 65-67	Oral questions Oral Report Checklist Observation	
13-14				ASSESSMENT					