

2025 RATIONALIZED GRADE 8 RATIONALISED SOCIAL STUDIES SCHEMES OF WORK TERM 2

SCHOOL..... TEACHER'S NAME..... TERM TWO

Wk	LSN	Strand	Sub-strand	Specific Learning Outcomes	Learning Experiences	Key Inquiry Question(s)	Learning Resources	Assessment Methods	Refl
1	1	PEOPLE, POPULATION AND RELATIONSHIPS	Peace and Non- violent Conflict Resolution in the Family – situations that may lead to conflict	By the end of the lesson, the learner should be able to: a. Identify situations that lead to conflicts in the family, b. Make posters on situations that lead to conflict. c. Appreciate the culture of peace in a society.	Learner is guided to: ● speak clearly as they discuss and present situations that may lead to Conflicts in a family,	How can resolving conflicts help us live peacefully in the community?	Digital devices, pictures, Manila papers, cardboards MTP SST. Grd 8 P.B. Pg.72-73	Research, discussions, observation, QA	
	2		Situations that may lead to conflict	By the end of the lesson, the learner should be able to: a. Identify situations that lead to conflicts in the family, b. Make posters on situations that lead to conflict. c. Appreciate the culture of peace in a society.	Learner is guided to: ● speak clearly as they discuss and present situations that may lead to Conflicts in a family,	How can resolving conflicts help us live peacefully in the community?	Digital devices, pictures, Manila papers, cardboards <u>MTP SST. Grd 8 P.B. Pg.72-73</u>	Research, discussions, observation, QA	
	3		Peaceful ways of resolving conflicts	By the end of the lesson, the learner should be able to: a. Identify situations that lead to conflicts in the family, b. Apply peaceful ways of resolving conflicts in the family, c. Appreciate the culture of peace in a society.	Learner is guided to: ● work together harmoniously as they role play peace building scenarios in class (negotiation, mediation, arbitration), ● resolve differences amicably as they discuss the experiences from the role play scenarios,	How can resolving conflicts help us live peacefully in the community?	Digital devices, pictures, Manila papers, cardboards <u>MTP SST. Grd 8 P.B. Pg.75-78</u>	Research, discussions, observation, QA	

	4		Peaceful ways of resolving conflicts	By the end of the lesson, the learner should be able to: - identify situations that lead to conflicts in the family, - apply peaceful ways of resolving conflicts in the family, - appreciate the culture of peace in a society.	Learner is guided to: - work together harmoniously as they role play peace building scenarios in class (negotiation, mediation, arbitration), - resolve differences amicably as they discuss the experiences from the role play scenarios,	How can resolving conflicts help us live peacefully in the community?	Digital devices, pictures, manila papers, cardboards MTP SST. Grd 8 P.B. Pg.75-78	Research, discussions, observation, QA	
2	1		Strategies for effective communication	By the end of the lesson, the learner should be able to: - list strategies for effective communication, - design strategies for effective communication in resolving conflicts, - appreciate the culture of peace in a society.	Learner is guided to: create posters with strategies to enhance for effective communication in resolving conflicts,	How can resolving conflicts help us live peacefully in the community?	Digital devices, pictures, manila papers, cardboards Thriving Life Skills Edu. Grd 7 T.G. Pg.47-49 Thriving Life Skills Edu. Grd 7 P.B. Pg.49-51	Research, discussions, observation, QA	
	2		Strategies for effective communication	By the end of the lesson, the learner should be able to: - list strategies for effective communication, - design strategies for effective communication in resolving conflicts, - appreciate the culture of peace in a society.	Learner is guided to: create posters with strategies to enhance for effective communication in resolving conflicts,	How can resolving conflicts help us live peacefully in the community?	Digital devices, pictures, manila papers, cardboards Thriving Life Skills Edu. Grd 7 T.G. Pg.47-49 Thriving Life Skills Edu. Grd 7 P.B. Pg.49-51	Research, discussions, observation, QA	

	3		Building healthy relationships	By the end of the lesson, the learner should be able to: - state ways of building healthy relationships. - build healthy relationships to promote peace in the family, - appreciate the culture of peace in a society.	Learner is guided to: use digital or print resources to research ways of building healthy relationship	How can resolving conflicts help us live peacefully in the community?	Digital devices, pictures, manila papers, cardboards MTP SST. Grd 8 P.B. Pg.67-68	Research, discussions, observation, QA	
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	4		Building healthy relationships	By the end of the lesson, the learner should be able to: - state ways of building healthy relationships. - build healthy relationships to promote peace in the family, - appreciate the culture of peace in a society.	Learner is guided to: use digital or print resources to research ways of building healthy relationship	How can resolving conflicts help us live peacefully in the community?	Digital devices, pictures, manila papers, cardboards MTP SST. Grd 8 P.B. Pg.67-68	Research, discussions, observation, QA	
3	1		Showing empathy	By the end of the lesson, the learner should be able to: - list ways of showing empathy. - show empathy with survivors of conflicts in the family, - appreciate the culture of peace in a society.	Learner is guided to: undertake group activities and exchange new ideas as they role play a scenario in the family where empathy is shown,	How can resolving conflicts help us live peacefully in the community?	Digital devices, pictures, manila papers, cardboards Thriving Life Skills Edu. Grd 8 T.G. Pg.81-82 Thriving Life Skills Edu. Grd 8 P.B. Pg.76-77	Research, discussions, observation, QA	

	2		Showing empathy	By the end of the lesson, the learner should be able to: a. list ways of showing empathy. b. show empathy with survivors of conflicts in the family, c. appreciate the culture of peace in a society.	Learner is guided to: ● undertake group activities and exchange new ideas as they role play a scenario in the family where empathy is shown,	How can resolving conflicts help us live peacefully in the community?	Digital devices, pictures, manila papers, cardboards Thriving Life Skills Edu. Grd 7 T.G. Pg.81-82 Thriving Life Skills Edu. Grd 7 P.B. Pg.76-77	Research, discussions, observation, QA	
	3	COMMUNITY SERVICE LEARNING PROJECT	Identification of a problem in the community	By the end of the lesson, the learner should be able to: a. identify a problem/gap in the community, b. use IT devices to research on the problems in the community c. appreciate the need to be part of the solution to the gaps/challenges in the community.	The learner is guided to: ● brainstorm and identify problems/gaps/opportunities in their school/community that need attention,	1. How does One determine some gaps/ needs in the community? 2. Why is it necessary to make adequate preparations before embarking on a project?	Digital resources, pictures, newspapers and magazines MTP SST. Grd 8 P.B. Pg.81	Discussions Observations Research QA	

	4		Designing solutions to the identified problem	By the end of the lesson, the learner should be able to: a. Identify a problem/gap in the community, b. Design a solution(s) to the identified problem c. Appreciate the need to be part of the solution to the gaps/challenges in the community.	The learner is guided to: Speak engagingly when discussing and adapting one identified (problem/gap) for the class/group project and hence state the project title, Authenticate the problem/gap and hence write down the statement of the problem (a small description of the identified problem),	1. How does One determine some gaps/ needs in the community?	Digital resources, pictures, newspapers and magazines <u>MTP SST. Grd 8 P.B. Pg.81-82</u>	Discussions Observations Research QA	
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4	1		Designing solutions to the identified problem	By the end of the lesson, the learner should be able to: - Identify a problem/gap in the community, - Design a solution(s) to the identified problem - Appreciate the need to be part of the solution to the gaps/challenges in the community.	The learner is guided to: Speak engagingly when discussing and adapting one identified (problem/gap) for the class/group project and hence state the project title, Authenticate the problem/gap and hence write down the statement of the problem (a small description of the identified problem),	1. How does One determine some gaps/needs in the community?	Digital resources, pictures, newspapers and magazines <u>MTP SST. Grd 8 P.B. Pg.81-82</u>	Discussions Observations Research QA	
	2		Planning to implement the solution to the Identified problem	By the end of the lesson, the learner should be able to: - Identify a solution(s) to the identified problem - Plan to implement the solution to the identified problem, - Appreciate the need to be part of the solution to the gaps/challenges in the community.	The learner is guided to: Search, discuss and agree on an appropriate solution/way/skills of addressing the identified problem and note down the recommended/ proposed solution, Discuss and draw a plan for Implementing the proposed solution,	1. How does One determine some gaps/needs in the community?	Digital resources, pictures, newspapers and magazines MTP SST. Grd 8 P.B. Pg.82	Discussions Observations Research QA	
	3		Implementing the plan for solving the identified problem	By the end of the lesson, the learner should be able to: - Identify a plan to implement the solution to the identified problem, - Implement the plan for solving the identified problem, - Appreciate the need to be part of the solution to the gaps/challenges in the community.	The learner is guided to: ● implement the plan prudently to Address the identified problem,	Why is it necessary to make adequate preparations before embarking on a project?	Digital resources, pictures, newspapers and magazines MTP SST. Grd 8 P.B. Pg.83-84	Discussions Observations Research QA	

	4		Implementing the plan for solving the identified problem	By the end of the lesson, the learner should be able to: - Identify a plan to implement the solution to the identified problem, - implement the plan for solving the identified problem, - appreciate the need to be part of the solution to the gaps/challenges in the community.	The learner is guided to: implement the plan prudently to address the identified problem,	Why is it necessary to make adequate preparations before embarking on a project?	Digital resources, pictures, newspapers and magazines MTP SST. Grd 8 P.B. Pg.83-84	Discussions Observations Research QA	
5	1		Implementing the plan for solving the identified problem	By the end of the lesson, the learner should be able to: - Identify a plan to implement the solution to the identified problem, - implement the plan for solving the identified problem, - appreciate the need to be part of the solution to the gaps/challenges in the community.	The learner is guided to: implement the plan prudently to address the identified problem,	Why is it necessary to make adequate preparations before embarking on a project?	Digital resources, pictures, newspapers and magazines MTP SST. Grd 8 P.B. Pg.83-84	Discussions Observations Research QA	
	2		Reporting on the concluded project	By the end of the lesson, the learner should be able to: - identify a way of writing a report, - report/account on the concluded project, - appreciate the need to be part of the solution to the gaps/challenges in the community.	The learner is guided to: reflect on the concluded project and submit a summary account/report to the CSL teacher.	Why is it necessary to make adequate preparations before embarking on a project?	Digital resources, pictures, newspapers and magazines MTP SST. Grd 8 P.B. Pg.83-86	Discussions Observations Research QA	

	3	NATURAL AND HISTORIC BUILT ENVIRONMENTS	Map Reading and Interpretation – Interpreting maps using marginal information	By the end of the lesson, the learner should be able to: a. identify marginal information on a map. b. interpret maps using marginal information, c. appreciate the use of marginal information to interpret maps.	Learner is guided to: exchange new ideas when discussing in groups the marginal information on a map and present it in class, brainstorm on types and uses of scales (Statement scale, linear scale, and Representative fraction scale) and present in class,	How can critical thinking be used in map interpretation?	Digital devices, maps, reference books MTP SST. Grd 8 P.B. Pg.87-93	Observation, QA, Discussion	
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	4		Interpreting maps using marginal information	By the end of the lesson, the learner should be able to: a. identify marginal information on a map. b. interpret maps using marginal information, c. appreciate the use of marginal information to interpret maps.	Learner is guided to: exchange new ideas when discussing in groups the marginal information on a map and present it in class, brainstorm on types and uses of scales (Statement scale, linear scale, and Representative fraction scale) and present in class,	How can critical thinking be used in map interpretation?	Digital devices, maps, reference books MTP SST. Grd 8 P.B. Pg.87-93	Observation, QA, Discussion	
6	1		Interpreting maps using marginal information	By the end of the lesson, the learner should be able to: a. identify marginal information on a map. b. interpret maps using marginal information, c. appreciate the use of marginal information to interpret maps.	Learner is guided to: exchange new ideas when discussing in groups the marginal information on a map and present it in class, brainstorm on types and uses of scales (Statement scale, linear scale, and Representative fraction scale) and present in class,	How can critical thinking be used in map interpretation?	Digital devices, maps, reference books MTP SST. Grd 8 P.B. Pg.87-93	Observation, QA, Discussion	

	2		Calculating area of places on a map – types of scales	By the end of the lesson, the learner should be able to: a. identify the types of scales. b. calculate areas of places on a map using scales, c. appreciate the use of marginal information to interpret maps.	Learner is guided to: ● collaborate with others to practice scale conversions on a topographical map and critique each other's work,	How can critical thinking be used in map interpretation?	Digital devices, maps, reference books MTP SST. Grd 8 P.B. Pg.93-99	Observation, QA, Discussion	
	3		Calculating area of places on a map – uses of scales on maps	By the end of the lesson, the learner should be able to: a. identify the types of scales. b. Demonstrate the used of scales. c. appreciate the use of marginal information to interpret maps.	Learner is guided to: ● collaborate with others to practice scale conversions on a topographical map and critique each other's work,	How can critical thinking be used in map interpretation?	Digital devices, maps, reference books MTP SST. Grd 8 P.B. Pg.93-99	Observation, QA, Discussion	
	4		Calculating area of places on a map – conversion of scales	By the end of the lesson, the learner should be able to: a. identify the types of scales. b. Convert different types of scales. c. appreciate the use of marginal information to interpret maps.	● collaborate with others to practice scale conversions on a topographical map and critique each other's work,	How can critical thinking be used in map interpretation?	Digital devices, maps, reference books MTP SST. Grd 8 P.B. Pg.93-99	Observation, QA, Discussion	

7	1		Measuring distance of places on a map using scales	By the end of the lesson, the learner should be able to: a. identify the types of scales. b. Determine distances of places on a map using scales. c. appreciate the use of marginal information to interpret maps.	Learner is guided to: ● measure distances on a topographical map and share in class,	How can critical thinking be used in map interpretation?	Digital devices, maps, reference books MTP SST. Grd 8 P.B. Pg.99-106	Observation, QA, Discussion	
	2		Calculation of areas on a map using scales	By the end of the lesson, the learner should be able to: a. identify the types of scales. b. calculate areas of places on a map using scales, c. appreciate the use of marginal information to interpret maps.	Learner is guided to: ● calculate the area of different places on a topographical map and share in class,	How can critical thinking be used in map interpretation?	Digital devices, maps, reference books MTP SST. Grd 8 P.B. Pg.106-112	Observation, QA, Discussion	

	3		Calculation of areas on a map using scales	By the end of the lesson, the learner should be able to: a. identify the types of scales. b. calculate areas of places on a map using scales, c. appreciate the use of marginal information to interpret maps.	Learner is guided to: ● calculate the area of different places on a topographical map and share in class,	How can critical thinking be used in map interpretation?	Digital devices, maps, reference books MTP SST. Grd 8 P.B. Pg.106-112	Observation, QA, Discussion	
	4		Methods of representing features in topographical maps – relief features	By the end of the lesson, the learner should be able to: a. describe different methods of representing relief features on topographical maps, b. apply critical thinking skills in map reading and interpretation, c. appreciate the use of marginal information to interpret maps.	Learner is guided to: accomplish the task of carrying out a research on methods of representing physical features (drainage, relief features and vegetation) and share in class, draw diagrams of the relief and drainage features on a topographical map,	How can critical thinking be used in map interpretation?	Digital devices, maps, reference books MTP SST. Grd 8 P.B. Pg.112-120	Observation, QA, Discussion	
8	1		Methods of representing features in topographical maps – drainage features	By the end of the lesson, the learner should be able to: a. describe different methods of representing relief features on topographical maps, b. apply critical thinking skills in map reading and interpretation, c. Appreciate the use of marginal information to interpret maps.	Learner is guided to: accomplish the task of carrying out a research on methods of representing physical features (drainage, relief features and vegetation) and share in class, draw diagrams of the relief and drainage features on a topographical map,	How can critical thinking be used in map interpretation?	Digital devices, maps, reference books MTP SST. Grd 8 P.B. Pg.112-120	Observation, QA, Discussion	

	2		Methods of representing features in topographical maps - vegetation	By the end of the lesson, the learner should be able to: a. describe different methods of representing relief features on topographical maps, b. apply critical thinking skills in map reading and interpretation, c. appreciate the use of marginal information to interpret maps.	How can critical thinking be used in map interpretation?	Learner is guided to: accomplish the task of carrying out a research on methods of representing physical features (drainage, relief features and vegetation) and share in class, draw diagrams of the relief and drainage	Digital devices, maps, reference books MTP SST. Grd 8 P.B. Pg.112-120	Observation, QA, Discussion	
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						features on a topographical map,			
	3-4	HALF TERM							
9	1	Weather and Climate	Factors influencing weather and climate in Africa	By the end of the lesson, the learner should be able to: - examine the factors influencing weather and climate in Africa, - draw a map of Africa and indicate the major climatic regions in Africa. - Reflect on how climate change affect human activities	1. How does Climate change Affect human activities? 2. How can One manage Stress during disasters?	Learner is guided to: use print or digital resources to research on the factors influencing weather and climate in Africa and share in class,	Atlas, maps, resource persons, manila paper, digital devices MTP SST. Grd 8 P.B. Pg.121-122	Observation, discussion, filed study, QA	
	2		Factors influencing weather and climate in Africa	By the end of the lesson, the learner should be able to: - examine the factors influencing weather and climate in Africa, - draw a map of Africa and indicate the major climatic regions in Africa. - Reflect on how climate change affect human activities	1. How does Climate change Affect human activities? 2. How can One manage Stress during disasters?	Learner is guided to: draw a map of Africa and indicate the major climatic regions (desert, semidesert, tropical, mediterranean and mountain and display it in class,	Atlas, maps, resource persons, manila paper, digital devices MTP SST. Grd 8 P.B. Pg.121-122	Observation, discussion, filed study, QA	
	3		The distribution and characteristic of climatic regions in Africa – equatorial climate	By the end of the lesson, the learner should be able to: - State the major characteristics of Climatic regions in Africa. - illustrate the distribution and characteristics of equatorial climate., - Reflect on how climate change affect human activities	1. How does Climate change Affect human activities? 2. How can One manage Stress during disasters?	Learner is guided to: view a video clip/film or use print materials on the distribution and characteristics of major climatic regions of Africa, (desert, semidesert, tropical, mediterranean and mountain) and make short notes,	Atlas, maps, resource persons, manila paper, digital devices MTP SST. Grd 8 P.B. Pg.123-131	Observation, discussion, filed study, QA	

	4		The distribution and characteristic of climatic regions in Africa – tropical/savannah climate	By the end of the lesson, the learner should be able to: a. State the major characteristics of Climatic regions in Africa. b. illustrate the distribution and characteristics of tropical or savannah climate c. Reflect on how climate change affect human activities	Learner is guided to: ● view a video clip/film or use print materials on the distribution and characteristics of major climatic regions of Africa, (desert, semidesert, tropical, mediterranean and mountain) and make short notes,	1. How does Climate change Affect human activities? 2. How can One manage Stress during disasters?	Atlas, maps, resource persons, manila paper, digital devices MTP SST. Grd 8 P.B. Pg.123-131	Observation, discussion, filed study, QA	
10	1		The distribution and characteristic of climatic regions in Africa – mediterranean climate	By the end of the lesson, the learner should be able to: a. State the major characteristics of Climatic regions in Africa. b. illustrate the distribution and characteristics of mediterranean climate. c. Reflect on how climate change affect human activities	Learner is guided to: ● view a video clip/film or use print materials on the distribution and characteristics of major climatic regions of Africa, (desert, semidesert, tropical, mediterranean and mountain) and make short notes,	1. How does Climate change Affect human activities? 2. How can One manage Stress during disasters?	Atlas, maps, resource persons, manila paper, digital devices MTP SST. Grd 8 P.B. Pg.123-131	Observation, discussion, filed study, QA	
	2		The distribution and characteristic of climatic regions in Africa – tropical desert climate	By the end of the lesson, the learner should be able to: a. State the major characteristics of Climatic regions in Africa. b. illustrate the distribution and characteristics of tropical desert climate. c. Reflect on how climate change affect human activities	Learner is guided to: ● view a video clip/film or use print materials on the distribution and characteristics of major climatic regions of Africa, (desert, semidesert, tropical, mediterranean and mountain) and make short notes,	1. How does Climate change Affect human activities? 2. How can One manage Stress during disasters?	Atlas, maps, resource persons, manila paper, digital devices MTP SST. Grd 8 P.B. Pg.123-131	Observation, discussion, filed study, QA	

	3		The distribution and characteristic of climatic regions in Africa – mountain climate	By the end of the lesson, the learner should be able to: - State the major characteristics of Climatic regions in Africa. - illustrate the distribution and characteristics of mountain climate. a. Reflect on how climate change affect human activities	Learner is guided to: view a video clip/film or use print materials on the distribution and characteristics of major climatic regions of Africa, (desert, semidesert, tropical, mediterranean and mountain) and make short notes,	1. How does Climate change Affect human activities? 2. How can One manage Stress during disasters?	Atlas, maps, resource persons, manila paper, digital devices MTP SST. Grd 8 P.B. Pg.123-131	Observation, discussion, filed study, QA	
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	4		Causes and effects of climatic change	By the end of the lesson, the learner should be able to: - State the causes and effects of climatic change - explore positive ways of managing stress during disasters caused by climate change, - Reflect on how climate change affect human activities	Learner is guided to: - discuss ways of managing stress caused during disasters caused by climate change, - brainstorm on the causes and effects of climate change and share in class,	1. How does Climate change Affect human activities? 2. How can One manage Stress during disasters?	Atlas, maps, resource persons, manila paper, digital devices MTP SST. Grd 8 P.B. Pg.131-136	Observation, discussion, filed study, QA	
11	1		Solutions to effects of climatic change	By the end of the lesson, the learner should be able to: - State the different ways of addressing climate change - apply problem solving skills in addressing effects of climate change on the environment, - Reflect on how climate change affect human activities	Learner is guided to: become aware of own responsibility in the society as they perform a skit on problem solving skills to address effects of climate change,	1. How does Climate change Affect human activities? 2. How can One manage Stress during disasters?	Atlas, maps, resource persons, manila paper, digital devices MTP SST. Grd 8 P.B. Pg.136-140	Observation, discussion, filed study, QA	

	2		Solutions to effects of climatic change	By the end of the lesson, the learner should be able to: - State the different ways of addressing climate change - apply problem solving skills in addressing effects of climate change on the environment, - Reflect on how climate change affect human activities	Learner is guided to: become aware of own responsibility in the society as they perform a skit on problem solving skills to address effects of climate change,	1. How does Climate change Affect human activities? 2. How can One manage Stress during disasters?	Atlas, maps, resource persons, manila paper, digital devices MTP SST. Grd 8 P.B. Pg.136-140	Observation, discussion, filed study, QA	
	3		Effects of weather and climate on human activities	By the end of the lesson, the learner should be able to: - State the effects of weather and climate on human activities - Observe pictures of effects of weather and climate on human activities. - recognize the effects of weather and climate on human activities.	Learner is guided to: find extra information as they engage with a resource person to discuss the effects of weather and climate on personal wellbeing and human activities.	1. How does Climate change Affect human activities? 2. How can One manage Stress during disasters?	Atlas, maps, resource persons, manila paper, digital devices MTP SST. Grd 8 P.B. Pg.136-140	Observation, discussion, filed study, QA	

	4		Effects of weather and climate on human activities	By the end of the lesson, the learner should be able to: - State the effects of weather and climate on human activities - Observe pictures of effects of weather and climate on human activities. - recognize the effects of weather and climate on human activities.	Learner is guided to: find extra information as they engage with a resource person to discuss the effects of weather and climate on personal wellbeing and human activities.	1. How does Climate change Affect human activities? 2. How can One manage Stress during disasters?	Atlas, maps, resource persons, manila paper, digital devices MTP SST. Grd 8 P.B. Pg.136-140	Observation, discussion, filed study, QA	
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12	1	Vegetation in Africa	Factors influencing vegetation	By the end of the lesson, the learner should be able to: - explain factors influencing vegetation distribution in Africa, - watch a video clip on factors influencing vegetation. - appreciate vegetation conservation within the environment.	Learner is guided to: brainstorm in groups factors influencing vegetation in Africa and do a presentation in class,	Why should we care for vegetation in our environment?	Digital devices, reference books, atlas MTP SST. Grd 8 P.B. Pg.141-144	Observation, discussion, field study, QA	
	2		Characteristic of major vegetation – tropical rainforest	By the end of the lesson, the learner should be able to: - list factors influencing vegetation distribution in Africa, - describe the characteristics of major vegetation regions of Africa on the map, (tropical rainforest) - appreciate vegetation conservation within the environment.	Learner is guided to: carry out a field excursion of the immediate environment and identify the different types of vegetation, • use digital or print resources to find out the vegetation regions in Africa, • use digital or print resources to identify the characteristics of vegetation in Africa,	Why should we care for vegetation in our environment?	Digital devices, reference books, atlas MTP SST. Grd 8 P.B. Pg.144-152	Observation, discussion, field study, QA	
	3		Characteristic of major vegetation – mangrove forests	By the end of the lesson, the learner should be able to: - list factors influencing vegetation distribution in Africa, - describe the characteristics of major vegetation regions of Africa on the map, (mangrove forest) - appreciate vegetation conservation within the environment.	Learner is guided to: carry out a field excursion of the immediate environment and identify the different types of vegetation, • use digital or print resources to find out the vegetation regions in Africa, • use digital or print resources to identify the characteristics of vegetation in Africa,	Why should we care for vegetation in our environment?	Digital devices, reference books, atlas MTP SST. Grd 8 P.B. Pg.144-152	Observation, discussion, field study, QA	

	4		Characteristic of major vegetation – Mediterranean vegetation	By the end of the lesson, the learner should be able to: - list factors influencing vegetation distribution in Africa, - describe the characteristics of major vegetation regions of Africa on the map, (Mediterranean vegetation) - appreciate vegetation conservation within the environment.	Learner is guided to: - carry out a field excursion of the immediate environment and identify the different types of vegetation, - use digital or print resources to find out the vegetation regions in Africa, - use digital or print resources to identify the characteristics of vegetation in Africa,	Why should we care for vegetation in our environment?	Digital devices, reference books, atlas MTP SST. Grd 8 P.B. Pg.144-152	Observation, discussion, field study, QA	
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	4		Characteristic of major vegetation – Mediterranean vegetation	By the end of the lesson, the learner should be able to: - list factors influencing vegetation distribution in Africa, - describe the characteristics of major vegetation regions of Africa on the map, (Mediterranean vegetation) - appreciate vegetation conservation within the environment.	Learner is guided to: - carry out a field excursion of the immediate environment and identify the different types of vegetation, - use digital or print resources to find out the vegetation regions in Africa, - use digital or print resources to identify the characteristics of vegetation in Africa,	Why should we care for vegetation in our environment?	Digital devices, reference books, atlas MTP SST. Grd 8 P.B. Pg.144-152	Observation, discussion, field study, QA	
13	1		Characteristic of major vegetation – Mountain vegetation	By the end of the lesson, the learner should be able to: - list factors influencing vegetation distribution in Africa, - describe the characteristics of major vegetation regions of Africa on the map, (Mountain vegetation) - appreciate vegetation conservation within the environment.	Learner is guided to: - carry out a field excursion of the immediate environment and identify the different types of vegetation, - use digital or print resources to find out the vegetation regions in Africa, - use digital or print resources to identify the characteristics of vegetation in Africa,	Why should we care for vegetation in our environment?	Digital devices, reference books, atlas MTP SST. Grd 8 P.B. Pg.144-152	Observation, discussion, field study, QA	

	2		Characteristic of major vegetation – Savanna and desert vegetation	By the end of the lesson, the learner should be able to: a. list factors influencing vegetation distribution in Africa, b. describe the characteristics of major vegetation regions of Africa on the map, (savannah and desert vegetation) c. appreciate vegetation conservation within the environment.	Learner is guided to: ● carry out a field excursion of the immediate environment and identify the different types of vegetation, ● use digital or print resources to find out the vegetation regions in Africa, ● use digital or print resources to identify the characteristics of vegetation in Africa,	Why should we care for vegetation in our environment?	Digital devices, reference books, atlas MTP SST. Grd 8 P.B. Pg.144-152	Observation, discussion, field study, QA		
	3		Locating major vegetation’s of Africa	By the end of the lesson, the learner should be able to: a. identify the vegetation found in Africa, b. locate the major vegetation regions of Africa, c. appreciate vegetation conservation within the environment.	Learner is guided to: ● draw the map of Africa and indicate the vegetation regions,	Why should we care for vegetation in our environment?	Digital devices, reference books, atlas MTP SST. Grd 8 P.B. Pg.152-153	Observation, discussion, field study, QA		
	4		Methods of conserving the environment	By the end of the lesson, the learner should be able to: a. apply methods of conserving vegetation in the community, b. explore personality interest on conservation of vegetation for career choice, c. appreciate vegetation conservation within the environment.	Learner is guided to: ● caring for the environment when creating posters on methods of conserving vegetation in the locality, ● write essays on ways of caring for vegetation in the school community, ● speak clearly as they debate on the importance of vegetation in the community and make short notes,	Why should we care for vegetation in our environment?	Digital devices, reference books, atlas MTP SST. Grd 8 P.B. Pg.154-158	Observation, discussion, field study, QA		
14				ASSESSMENT AND END TERM CLOSING						

