

Wk	Lesson	Strand	Sub-strand	Specific-Learning outcomes	Learning Experience	Key Inquiry Question(S)	Learning Resources	Assessment Methods	Ref
1	1	Social Studies	Career and Entrepreneurial Opportunities in Social Studies	<p><u>By the end of the lesson, the learner should be able to:</u></p> <ol style="list-style-type: none"> State the importance of Social Studies for Personal Development and Service to Humanity. Identify appropriate strategies for addressing gender stereotypes associated with career choices and entrepreneurial opportunities in Social Studies. Make a poster on entrepreneurial opportunities related to Social Studies in our society. Appreciate the careers and Entrepreneurial Opportunities in Social Studies. 	<p>Individually, in groups or in pairs, learners are guided to:</p> <ul style="list-style-type: none"> - State the importance of Social Studies for Personal Development and Service to Humanity. - Identify appropriate strategies for addressing gender stereotypes associated with career choices and entrepreneurial opportunities in Social Studies. -Make a poster on entrepreneurial opportunities related to Social Studies in our society. 	What is the importance of Social Studies in personal development and service to humanity?	<ul style="list-style-type: none"> • Pictures • Charts • Realia • Computing devices <p><u>KLB: Top Scholar; Social Studies Learner's Book Grade 7 pg. 1-8</u></p>	Oral questions Oral Report Observation	
	2	Social Studies	Biological Differences Devoid of Stereotypes in Career Choices and Entrepreneurial Opportunities in Social Studies	<p><u>By the end of the lesson, the learner should be able to:</u></p> <ol style="list-style-type: none"> Identify biological differences devoid of stereotypes in career choices and entrepreneurial opportunities in Social Studies. Create posters on respect for one's gender in pursuit of Social Studies careers and entrepreneurial opportunities Demonstrate respect for one's gender identity in pursuit of Social Studies careers and entrepreneurial opportunities. 	<p>Individually, in groups or in pairs, learners are guided to:</p> <ul style="list-style-type: none"> -Identify biological differences devoid of stereotypes in career choices and entrepreneurial opportunities in Social Studies. -Create posters on respect for one's gender in pursuit of Social Studies careers and entrepreneurial opportunities. -Demonstrate respect for one's gender identity in pursuit of Social Studies careers and entrepreneurial opportunities. 	Which careers are related to Social Studies in Kenya and Globally?	<p>Photographs Pictures Video clips Maps Charts Realia Computing devices</p> <p><u>KLB: Top Scholar; Social Studies Learner's Book Grade 7 pg. 8-10</u></p>	Oral questions Oral Report Observation	

	3	Social Studies	Role of Social Studies for Promotion of Social Cohesion	<p><u>By the end of the lesson, the learner should be able to:</u></p> <p>a) Define social cohesion.</p> <p>b) Identify ways in which Social Studies promotes social cohesion.</p> <p>c) Discuss the role of Social Studies for Promotion of Social Cohesion.</p> <p>d) Appreciate the role of Social Studies for Promotion of Social Cohesion.</p>	<p>Individually, in groups or in pairs, learners are guided to:</p> <p>- Define social cohesion.</p> <p>-Identify ways in which Social Studies promotes social cohesion.</p> <p>-Discuss the role of Social Studies for Promotion of Social Cohesion.</p>	What is the role of Social Studies for Promotion of Social Cohesion?	<p>Pictures</p> <p>Video clips</p> <p>Realia</p> <p>Computing devices</p> <p><u>KLB: Top Scholar; Social Studies Learner's Book Grade 7 pg. 11-12</u></p>	<p>Oral questions</p> <p>Oral Report</p> <p>Observation</p>	
	4	Personal Management Skills	Self-Awareness	<p><u>By the end of the lesson, the learner should be able to:</u></p> <p>a) Define the term self-awareness.</p> <p>b) Identify the dimensions of a human beings.</p> <p>c) Discuss physical and social dimensions.</p> <p>d) Appreciate the importance of self-awareness.</p>	<p>In pairs, learners to define the term self-awareness.</p> <p>In pairs, learners are guided to identify the dimensions of a human beings.</p> <p>In groups, learners are guided to discuss physical and social dimensions</p>	What is self-awareness?	<p>Pictures</p> <p>Flash cards</p> <p>Photographs</p> <p>Charts</p> <p>Digital devices</p> <p><u>Mentor; Life Skills Education Learner's Book Grade 7 page 1-3</u></p>	<p>Oral questions</p> <p>Oral Report</p> <p>Checklist</p> <p>Observation</p>	
2	1	Natural and Historical Built Environments in Africa	Maps and Map Work	<p><u>By the end of the lesson, the learner should be able to:</u></p> <p>a) Define the term map.</p> <p>b) Identify on the position of Africa in relation to other continents in the world.</p> <p>c) Brainstorm on the shape and size of Africa.</p> <p>d) Draw or trace the map of Africa.</p> <p>e) Appreciate the position, shape and size of Africa.</p>	<p>Individually, in groups or in pairs, learners are guided to:</p> <p>-Define the term map.</p> <p>-Identify on the position of Africa in relation to other continents in the world.</p> <p>-Brainstorm on the shape and size of Africa.</p> <p>-Draw or trace the map of Africa.</p>	How would you describe the shape of Africa?	<p>Atlas</p> <p>Photographs</p> <p>Pictures</p> <p>Video clips</p> <p>Maps</p> <p>Charts</p> <p>Computing devices</p> <p><u>KLB: Top Scholar; Social Studies Learner's Book Grade 7 pg. 14-17</u></p>	<p>Oral questions</p> <p>Oral Report</p> <p>Observation</p>	
	2	Natural and Historical Built Environments	Countries that Make Up the African Continent	<p>By the end of the lesson, the learner should be able to:</p> <p>a) List down all the countries of Africa.</p>	<p>Individually, in groups or in pairs, learners are guided to:</p> <p>- List down all the countries of Africa.</p>	Which countries make up the African continent?	<p>Atlas</p> <p>Photographs</p> <p>Pictures</p> <p>Maps</p> <p>Realia</p>	<p>Oral questions</p> <p>Oral Report</p> <p>Observation</p>	

		ents in Africa		b) Identify the Island countries that make up Africa. c) Draw a map showing all the countries that make up the African continent. d) Appreciate the countries that make up the African continent.	-Identify the Island countries that make up Africa. -Draw a map showing all the countries that make up the African continent.		Computing devices <u>KLB: Top Scholar; Social Studies Learner's Book Grade 7 pg. 17-18</u>		
	3	Natural and Historical Built Environm ents in Africa	Using Latitudes and Longitudes to locate Places and Features on a Map	By the end of the lesson, the learner should be able to: a) Define the terms Latitudes and Longitudes. b) Describe the location of different cities in Africa. c) Demonstrate using Latitudes and Longitudes to locate Places and Features on a Map. d) Appreciate the use of Latitudes and Longitudes to locate Places and Features on a Map.	Individually, in groups or in pairs, learners are guided to: - Define the terms Latitudes and Longitudes. -Describe the location of different cities in Africa. -Use an atlas map or a wall map with latitudes and longitudes, describe the location of the different features of Africa, such as, Mt. Kilimanjaro, Lake Victoria	How do we locate places and features on a map?	Atlas Photographs Pictures Video clips Maps Charts Realia Computing devices <u>KLB: Top Scholar; Social Studies Learner's Book Grade 7 pg. 19-20</u>	Oral questions Oral Report Observation	
	4	Personal Managem ent Skills	Self-Awareness	By the end of the lesson, the learner should be able to: a) Explain the meaning of social, psychological, spiritual and economic dimension. b) List the values that they consider very important. c) Draw pictures showing a description of themselves in all human dimensions. d) Appreciate the importance of self-awareness.	In pairs, learners to explain the meaning of social, psychological, spiritual and economic dimension. In pairs, learners to list values that they consider very important. Individually, learners to draw pictures showing a description of themselves in all human dimensions	What is the meaning of social, psychological, spiritual and economic dimension?	Pictures Flash cards Photographs Charts Digital devices Mentor; Life Skills Education Learner's Book Grade 7 page 3-5	Oral questions Oral Report Checklist Observation	
3	1	Natural and Historical Built Environm	Calculating Time of Different Places in the	By the end of the lesson, the learner should be able to: a) Identify the formula of calculating the time of	Individually, in groups or in pairs, learners are guided to: -Identify the formula of calculating the time of	How are latitudes and longitudes useful in day-to-day lives?	Atlas Pictures Video clips Maps	Oral questions Oral Report Observation	

		ents in Africa	World Using Longitudes	<p>different places in the world using longitudes.</p> <p>b) Calculating the time of different places in the world using longitudes.</p> <p>c) Enjoy calculating the time of different places in the world using longitudes.</p>	<p>different places in the world using longitudes.</p> <p>-Calculating the time of different places in the world using longitudes.</p>		<p>Charts</p> <p>Realia</p> <p>Computing devices</p> <p><u>KLB: Top Scholar; Social Studies Learner's Book Grade 7 pg. 20-21</u></p>		
	2	Natural and Historical Built Environm ents in Africa	<p>Pictures, Plans and Maps as used in Social Studies</p>	<p><u>By the end of the lesson, the learner should be able to:</u></p> <p>a) Define the term picture, plans and a map.</p> <p>b) Draw and colour a picture of their classroom.</p> <p>c) Draw a plan or a map of their classroom.</p> <p>d) Appreciate the uses of maps.</p>	<p>Individually, in groups or in pairs, learners are guided to:</p> <p>-Define the term picture, plans and a map.</p> <p>-Draw and colour a picture of their classroom.</p> <p>-Draw a plan or a map of their classroom.</p>	<p>What is a plan?</p>	<p>Photographs</p> <p>Pictures</p> <p>Video clips</p> <p>Maps</p> <p>Computing devices</p> <p><u>KLB: Top Scholar; Social Studies Learner's Book Grade 7 pg. 21-24</u></p>	<p>Oral questions</p> <p>Oral Report</p> <p>Observation</p>	
	3	Natural and Historical Built Environm ents in Africa	Types of Maps Used in Social Studies	<p>By the end of the lesson, the learner should be able to:</p> <p>a) Identify the types of maps used in Social Studies.</p> <p>b) State the importance of maps in day-to-day lives.</p> <p>c) Match the types of maps with the description given in the table in learner's book.</p> <p>d) Appreciate the importance of maps in day-to-day lives.</p>	<p>Individually, in groups or in pairs, learners are guided to:</p> <p>-Identify the types of maps used in Social Studies.</p> <p>-State the importance of maps in day-to-day lives.</p> <p>-Match the types of maps with the description given in the table in learner's book.</p>	<p>How important are maps in our daily lives?</p>	<p>Atlas</p> <p>Photographs</p> <p>Pictures</p> <p>Video clips</p> <p>Maps</p> <p>Charts</p> <p>Realia</p> <p>Computing devices</p> <p><u>KLB: Top Scholar; Social Studies Learner's Book Grade 7 pg. 24-29</u></p>	<p>Oral questions</p> <p>Oral Report</p> <p>Observation</p>	
	4	Personal Managem ent Skills	Identifying personal talents and abilities	<p><u>By the end of the lesson, the learner should be able to:</u></p> <p>a) Define a talent.</p> <p>b) Identify ways of dealing with different contemporary challenges.</p>	<p>Learners to define a talent.</p> <p>In pairs, learners to identify ways of dealing with different contemporary challenges.</p> <p>In groups, learners to state ways in which the learners are</p>	<p>What is a talent?</p> <p>What activities can people in the</p>	<p>Pictures</p> <p>Flash cards</p> <p>Photographs</p> <p>Charts</p> <p>Digital devices</p>	<p>Oral questions</p> <p>Oral Report</p> <p>Checklist</p> <p>Observation</p>	

				c) Discuss the various social-economic groups in their school community. d) Appreciate the social-economic backgrounds of the people in the community.	using their talents and abilities for self-fulfilment. In groups, learners to discuss the various social-economic groups in their school community	community do to eradicate poverty?	<u>Mentor; Life Skills Education Learner's Book Grade 7 page 5-9</u>		
4	1	Natural and Historical Built Environm ents in Africa	The Earth and the Solar System	By the end of the lesson, the learner should be able to: a) Explain the origin of the earth according the Luhya folklore. b) Explain the theories on the origin of the earth. c) Draw the Passing Star theory and the Nebula Cloud theory. d) Enjoy sharing stories on the origin of the earth from their communities.	Individually, in groups or in pairs, learners are guided to: - Explain the origin of the earth according the Luhya folklore. -Explain the theories on the origin of the earth. -Draw the Passing Star theory and the Nebula Cloud theory. -Share experiences on the origin of the earth from their communities.	How did the earth come into being?	Atlas Photographs Pictures Maps Charts Realia Computing devices <u>KLB: Top Scholar; Social Studies Learner's Book Grade 7 pg. 30-33</u>	Oral questions Oral Report Observation	
	2	Natural and Historical Built Environm ents in Africa	The Size of the Earth	By the end of the lesson, the learner should be able to: a) Describe the shape of the earth at the poles and at the centre. b) Give examples of objects from the environment that have the same shape like that of the earth. c) Relate the shape of the egg to the shape of the earth.	Individually, in groups or in pairs, learners are guided to: -Describe the shape of the earth at the poles and at the centre. -Give examples of objects from the environment that have the same shape like that of the earth. -Relate the shape of the egg to the shape of the earth.	What is the circumference of the earth?	KLB: Top Scholar; Social Studies Learner's Book Grade 7 pg. 34-36 Atlas Photographs Pictures Maps Charts Computing devices	Oral questions Oral Report Observation	
	3	Natural and Historical Built Environm ents in Africa	The shape of the Earth in the Solar System	By the end of the lesson, the learner should be able to: a) Take a balloon (circular balloon) that is circular and inflatable.	Individually, in groups or in pairs, learners are guided to: -Take a balloon (circular balloon) that is circular and inflatable.	What shape does it make?	Atlas Photographs Pictures Video clips Maps Charts Realia	Oral questions Oral Report Observation	

				b) Blow air into the balloon and mark it the North and South poles. c) Press the top of the balloon (north pole) with one finger lightly. d) Relate it to the shape of the earth.	-Blow air into the balloon and mark it the North and South poles. -Press the top of the balloon (north pole) with one finger lightly. -Relate it to the shape of the earth.		Computing devices <u>KLB: Top Scholar; Social Studies Learner's Book Grade 7 pg. 35-36</u>		
	4	Personal Management Skills	Self- Esteem	By the end of the lesson, the learner should be able to: a) Define self-esteem. b) Explain the meaning of high and low self-esteem. c) Recite the poem and answer the questions that follow. d) Appreciate the importance of high self-esteem.	Learners to define self-esteem. In groups, learners to explain the meaning of high and low self-esteem. In groups, learners to recite the poem and answer the questions that follow.	What is self-esteem? What is high and low self-esteem?	Pictures Flash cards Photographs Charts Digital devices <u>Mentor; Life Skills Education Learner's Book Grade 7 page 10-11</u>	Oral questions Oral Report Checklist Observation	
5	1	Natural and Historical Built Environm ents in Africa	The position of the Earth in the Solar System	By the end of the lesson, the learner should be able to: a) Identify the position of the Earth in the Solar System. b) Draw the solar system and indicate the position of the earth. c) Model the solar system clearly showing the position of the earth. d) Have fun and enjoying modelling the solar system.	Individually, in groups or in pairs, learners are guided to: -Identify the position of the Earth in the Solar System. -Draw the solar system and indicate the position of the earth. -Model the solar system clearly showing the position of the earth.	What is the position of the earth in the solar system?	Atlas Photographs Pictures Video clips Maps Charts Realia Computing devices <u>KLB: Top Scholar; Social Studies Learner's Book Grade 7 pg. 36-37</u>	Oral questions Oral Report Observation	
	2	Natural and Historical Built Environm ents in Africa	Effects of Rotation of the Earth on Human Activities	By the end of the lesson, the learner should be able to: a) Identify the effects of Rotation of the Earth on Human Activities. b) Discuss how the rotation of the earth influences different activities.	Individually, in groups or in pairs, learners are guided to: -Identify the effects of Rotation of the Earth on Human Activities.	What are the effects of Rotation of the Earth on Human Activities?	Photographs Pictures Maps Charts Computing devices <u>KLB: Top Scholar; Social Studies</u>	Oral questions Oral Report Observation	

				c) Appreciate the effects of rotation of the Earth on Human Activities.	-Discuss how the rotation of the earth influences different activities.		<u>Learner's Book</u> <u>Grade 7 pg. 37-38</u>		
	3	Natural and Historical Built Environm ents in Africa	Effects of Revolution of the Earth on Human Activities	By the end of the lesson, the learner should be able to: a) Distinguish between the rotation and revolution of the earth. b) Identify the effects of Revolution of the Earth on Human Activities. c) Discuss how differences in length of the day and night influence human activities. d) Appreciate the effects of Revolution of the Earth on Human Activities.	Individually, in groups or in pairs, learners are guided to: - Distinguish between the rotation and revolution of the earth. -Identify the effects of Revolution of the Earth on Human Activities. -Discuss how differences in length of the day and night influence human activities.	What are the effects of Revolution of the Earth on Human Activities?	Atlas Photographs Pictures Video clips Maps Charts Realia Computing devices <u>KLB: Top Scholar; Social Studies Learner's Book Grade 7 pg. 39</u>	Oral questions Oral Report Observation	
	4	Personal Managem ent Skills	Improving one's self-esteem	<u>By the end of the lesson, the learner should be able to:</u> a) Identify the factors that influence self-esteem. b) Discuss how they can enhance their self-esteem. c) Draw the self-esteem balloons in learner's books. d) Exercise self-confidence to avoid negative influence.	In pairs, learners to identify the factors that influence self-esteem. In groups, learners to discuss how they can enhance their self-esteem. Learners to draw the self-esteem balloons in learner's books	How can one improve their self-esteem?	Pictures Flash cards Photographs Charts Digital devices <u>Mentor; Life Skills Education Learner's Book Grade 7 page 12-15</u>	Oral questions Oral Report Checklist Observation	
6	1	Natural and Historical Built Environm ents in Africa	Internal Structure of the Earth in the Solar System	By the end of the lesson, the learner should be able to: a) Define the term crust, mantle and core. b) Explain the internal structure of the Earth in the Solar System. c) Draw, colour and label the internal structure of the earth showing the core, the mantle and the crust.	Individually, in groups or in pairs, learners are guided to: - Define the term crust, mantle and core. -Explain the internal structure of the Earth in the Solar System. -Draw, colour and label the internal structure of the earth	Why is it important to understand the solar system?	Atlas Photographs Pictures Video clips Maps Charts Realia Computing devices <u>KLB: Top Scholar; Social</u>	Oral questions Oral Report Observation	

				d) Enjoy drawing the internal Structure of the Earth in the Solar System.	showing the core, the mantle and the crust.		<u>Studies Learner's Book Grade 7 pg. 40-41</u>		
	2	Natural and Historical Built Environm ents in Africa	Appreciate the Effects of Rotation and Revolution of the Earth on Human Activities	By the end of the lesson, the learner should be able to: a) Identify the importance of rotation and revolution of the earth influence day-to-day life. b) Create posters on effects of Rotation and Revolution of the Earth on Human Activities. c) Appreciate the Effects of Rotation and Revolution of the Earth on Human Activities.	Individually, in groups or in pairs, learners are guided to: - Identify the importance of rotation and revolution of the earth influence day-to-day life. -Create posters on effects of Rotation and Revolution of the Earth on Human Activities.	How does the rotation and revolution of the earth influence day-to-day life?	Atlas Photographs Pictures Video clips Maps Charts Realia Computing devices <u>KLB: Top Scholar; Social Studies Learner's Book Grade 7 pg. 41-42</u>	Oral questions Oral Report Observation	
	3	Natural and Historical Built Environm ents in Africa	Weather; Elements of Weather in the Environment	By the end of the lesson, the learner should be able to: a) Define the term weather. b) Identify the elements of weather. c) Explain the meaning of temperature, rainfall and wind. d) Draw and colour a thermometer, rain gauge, wind vane and wind sock. e) Appreciate the elements of weather.	Individually, in groups or in pairs, learners are guided to: - Define the term weather. Identify the elements of weather. -Explain the meaning of temperature, rainfall and wind. -Draw and colour a thermometer, rain gauge, wind vane and wind sock.	Why are elements of weather important? What is a rain gauge?	Photographs Pictures Video clips Maps Charts Realia Computing devices <u>KLB: Top Scholar; Social Studies Learner's Book Grade 7 pg. 43-45</u>	Oral questions Oral Report Observation	
	4	Personal Managem ent Skills	Types of emotions displayed in different situations	By the end of the lesson, the learner should be able to: a) List the negative and positive emotions. b) Draw facial expressions showing the different types of emotions.	In pairs, learners to list the negative and positive emotions Learners to draw facial expressions showing the different types of emotions such as, anxiety, guilt. Anger...etc.	What are emotions?	Pictures Flash cards Photographs Digital devices Mentor; Life Skills Education Learner's Book	Oral questions Oral Report Checklist Observation	

				c) Have a desire to express positive emotions.			Grade 7 page 16-18		
7	1	Natural and Historical Built Environm ents in Africa	Analysing and Interpreting Data on Weather Condition in the Environment	By the end of the lesson, the learner should be able to: a) Define the term data. b) Analyse and interpret data on rainfall. c) Analyse and interpret data on temperature. d) Analysing and Interpreting Data on Weather Condition in the Environment	Individually, in groups or in pairs, learners are guided to: - Define the term data. -Analyse and interpret data on rainfall. -Analyse and interpret data on temperature. -Analysing and Interpreting Data on Weather Condition in the Environment.	How can we use data on weather to make informed decisions?	KLB: Top Scholar; Social Studies Learner's Book Grade 7 pg. 46 Pictures Video clips Charts Realia Computing devices	Oral questions Oral Report Observation	
	2	Natural and Historical Built Environm ents in Africa	Factors considered when siting a Weather Station	By the end of the lesson, the learner should be able to: a) Define a weather station. b) Identify a suitable place in their school where they can site a weather station. c) Discuss the factors they will consider when sitting a Weather Station. d) Appreciate the factors to consider when sitting a Weather Station.	Individually, in groups or in pairs, learners are guided to: - Define a weather station. -Identify a suitable place in their school where they can site a weather station. -Discuss the factors they will consider when sitting a Weather Station.	Which factors do you consider when siting a Weather Station?	KLB: Top Scholar; Social Studies Learner's Book Grade 7 pg. 47 Photographs Pictures Video clips Maps Charts Realia Computing devices	Oral questions Oral Report Observation	
	3	Natural and Historical Built Environm ents in Africa	Constructing a rain gauge	By the end of the lesson, the learner should be able to: a) Outline the procedure of constructing a rain gauge. b) Construct a rain gauge. c) Appreciate the importance of a rain gauge.	Individually, in groups or in pairs, learners are guided to: - Outline the procedure of constructing a rain gauge. -Construct a rain gauge.	What is the procedure of constructing a rain gauge?	Photographs Pictures Video clips Realia Computing devices <u>KLB: Top Scholar; Social</u>	Oral questions Oral Report Observation	

				d) Enjoy constructing a rain gauge.			<u>Studies Learner's Book Grade 7 pg. 48</u>		
	4	Personal Management Skills	Managing emotions positively	By the end of the lesson, the learner should be able to: a) Identify the ways of managing emotions. b) State the effects of negative emotions. c) Identify places and people who offer psychological support in the community. d) Compose a poem about the importance of managing emotions. e) Managing emotions positively.	In groups, learners to identify the ways of managing emotions. In pairs, learners to state the effects of negative emotions. In pairs, learners to identify places and people who offer psychological support in the community. In pairs, learners to compose a poem about the importance of managing emotions.	What are the effects of negative emotions?	Pictures Flash cards Photographs Charts Digital devices <u>Mentor; Life Skills Education Learner's Book Grade 7 page 18-23</u>	Oral questions Oral Report Checklist Observation	
8				MID TERM BREAK					
9	1	Natural and Historical Built Environments in Africa	Constructing a wind vane	By the end of the lesson, the learner should be able to: a) Outline the procedure of constructing a wind vane. b) Construct a wind vane. c) Appreciate the importance of a wind vane. d) Enjoy constructing a wind vane.	Individually, in groups or in pairs, learners are guided to: - Outline the procedure of constructing a wind vane. -Construct a wind vane.	What is the procedure of constructing a wind vane?	Photographs Pictures Video clips Realia Computing devices <u>KLB: Top Scholar; Social Studies Learner's Book Grade 7 pg. 49</u>	Oral questions Oral Report Observation	
	2	Natural and Historical Built Environments in Africa	Constructing a wind sock	By the end of the lesson, the learner should be able to: a) Outline the procedure of constructing a wind sock. b) Construct a wind sock. c) Appreciate the importance of a wind sock. d) Enjoy constructing a wind sock.	Individually, in groups or in pairs, learners are guided to: - Outline the procedure of constructing a wind sock. -Construct a wind sock.	What is the procedure of constructing a wind sock?	Photographs Pictures Video clips Realia Computing devices <u>KLB: Top Scholar; Social Studies Learner's</u>	Oral questions Oral Report Observation	

							<u>Book Grade 7 pg. 50</u>		
	3	Natural and Historical Built Environm ents in Africa	The significance of Weather to Human Environment	By the end of the lesson, the learner should be able to: a) Identify the significance of Weather to Human Environment. b) Discuss the importance of weather to human environment. c) Share experience on how weather conditions impacts them and the community in which they live in. d) Respond to different weather conditions in the environment.	Individually, in groups or in pairs, learners are guided to: - Identify the significance of Weather to Human Environment. -Discuss the importance of weather to human environment. -Share experience on how weather conditions impacts them and the community in which they live in.	What is the significance of Weather to Human Environment?	Atlas Photographs Pictures Video clips Maps Charts Realia Computing devices <u>KLB: Top Scholar; Social Studies Learner's Book Grade 7 pg. 41-42</u>	Oral questions Oral Report Observation	
	4	Personal Managem ent Skills	Managing Stress	By the end of the lesson, the learner should be able to: a) Define stress. b) Identify the sources of stress. c) List down the effects of stress in our day-to-day lives. d) Recite the poem in learner's book. e) Manage their stress appropriately.	Learners to define stress. In groups, learners are guided to identify the sources of stress. In groups, learners to list down the effects of stress in our day-to-day lives. in groups, learners to recite the poem in learner's book.	What are the common sources of stress? What are the effects of stress?	Pictures Flash cards Photographs Charts Digital devices <u>Mentor; Life Skills Education Learner's Book Grade 7 page 23-25</u>	Oral questions Oral Report Checklist Observation	
10	1	Natural and Historical Built Environm ents in Africa	Historical Information; Sources of Historical Information in the Society	<u>By the end of the lesson, the learner should be able to:</u> a) Define Historical Information. b) Identify the sources of Historical Information in the Society. c) Draw some of the written and electronic sources of Historical Information in the Society.	Individually, in groups or in pairs, learners are guided to: - Define Historical Information. -Identify the sources of Historical Information in the Society.	What are the sources of Historical Information in the Society?	Atlas Photographs Pictures Video clips Maps Charts Realia Computing devices	Oral questions Oral Report Observation	

				d) Appreciate the sources of Historical Information in the Society.	-Draw some of the written and electronic sources of Historical Information in the Society.		<u>KLB: Top Scholar; Social Studies Learner's Book Grade 7 pg. 54-56</u>		
	2	Natural and Historical Built Environments in Africa	Primary and Secondary Sources of Historical Information	<u>By the end of the lesson, the learner should be able to:</u> a) Distinguish between primary and secondary sources of historical information. b) Design a poster on primary and secondary sources of historical information. c) Appreciate the importance of primary and secondary sources of historical information.	Individually, in groups or in pairs, learners are guided to: - Distinguish between primary and secondary sources of historical information. -Design a poster on primary and secondary sources of historical information.	How are primary and secondary sources of historical information acquired?	Atlas Photographs Pictures Video clips Maps Charts Realia Computing devices <u>KLB: Top Scholar; Social Studies Learner's Book Grade 7 pg. 56-57</u>	Oral questions Oral Report Observation	
	3	Natural and Historical Built Environments in Africa	How Various Sources of Historical Information have been preserved Over the Years	<u>By the end of the lesson, the learner should be able to:</u> a) Identify ways of preserving sources of historical information. b) Explain how the sources of historical information can be preserved. c) Discuss the significance of various sources of Historical Information. d) Appreciate the importance of various sources of Historical Information.	Individually, in groups or in pairs, learners are guided to: - Identify ways of preserving sources of historical information. -Explain how the sources of historical information can be preserved. -Discuss the significance of various sources of Historical Information.	What are the ways of preserving sources of historical information?	Atlas Photographs Pictures Video clips Maps Charts Realia Computing devices <u>KLB: Top Scholar; Social Studies Learner's Book Grade 7 pg. 58-60</u>	Oral questions Oral Report Observation	
	4	Personal Management Skills	Managing stressful situations in our lives	By the end of the lesson, the learner should be able to: a) List down ways of managing stress in their lives.	In pairs, learners to list down ways of managing stress in their lives. In groups, learners are guided to discuss the role of Guidance	How do you manage stressful situation in your life?	Pictures Flash cards Photographs Charts Digital devices	Oral questions Oral Report Checklist Observation	

				b) Discuss the role of Guidance and Counselling services in stress management. c) Design posters with messages on the importance of managing stressful situations. d) Appreciate ways of managing stressful situations in our lives.	and Counselling services in stress management. In groups, learners are guided to design posters with messages on the importance of managing stressful situations.	Why do we need to manage stress in our lives?	<u>Mentor; Life Skills Education Learner's Book Grade 7 page 25-28</u>		
11	1	Natural and Historical Built Environm ents in Africa	Sources of Historical Information in Understanding Past Human Accounts	By the end of the lesson, the learner should be able to: a) Explain how sources of historical information help us to understand past human accounts. b) Prepare journals on sources of historical information. c) Appreciate the sources of Historical Information in Understanding Past Human Accounts	Individually, in groups or in pairs, learners are guided to: - Explain how sources of historical information help us to understand past human accounts. -Prepare journals on sources of historical information.	How significant are sources of historical information in understanding past human accounts?	Photographs Pictures Video clips Maps Charts Realia Computing devices <u>KLB: Top Scholar; Social Studies Learner's Book Grade 7 pg. 60-61</u>	Oral questions Oral Report Observation	
	2	Natural and Historical Built Environm ents in Africa	The Use of Various Sources of Historical Information in the Study of the Past	By the end of the lesson, the learner should be able to: a) Identify the uses of various sources of historical information in the study of the past. b) Use various sources of historical information in their school, compile a document about the history of their school. c) Appreciate the use of various sources of historical information in the study of the past.	Individually, in groups or in pairs, learners are guided to: - Identify the uses of various sources of historical information in the study of the past. -Use various sources of historical information in their school, compile a document about the history of their school.	How does the past shape the present and the future?	Atlas Photographs Pictures Video clips Maps Charts Realia Computing devices <u>KLB: Top Scholar; Social Studies Learner's Book Grade 7 pg. 61-62</u>	Oral questions Oral Report Observation	
	3	People and Population	Human Origin; Traditional	By the end of the lesson, the learner should be able to: a) Define the term origin.	Individually, in groups or in pairs, learners are guided to:	What are traditional stories?	Atlas Photographs Pictures	Oral questions	

			Stories of Human Origin from Selected African Communities	b) Describe any five traditional stories of human origin from African communities. c) Compare the traditional stories about the origin of humankind by looking at the similarities and differences. d) Enjoy reading and listening to traditional stories about the origin of humankind.	- Define the term origin. -Describe any five traditional stories of human origin from African communities. -Compare the traditional stories about the origin of humankind by looking at the similarities and differences.	Who was the creator of humankind according to the <i>Zulu</i> traditional story human origin?	Video clips Maps Charts Realia Computing devices <u>KLB: Top Scholar; Social Studies Learner's Book Grade 7 pg. 64-66</u>	Oral Report Observation	
	4	Community Service Learning (CSL)	Community Service Learning	By the end of the lesson, the learner should be able to: a) Brainstorm the meaning of Community Service Learning. b) Identify the activities in their community which people can engage to benefit all. c) Discuss the steps to follow when carrying out a Community Service Learning project. d) Have a desire to do a Community Service Learning project.	In groups, learners to brainstorm the meaning of Community Service Learning. In groups, learners to identify the activities in their community which people can engage to benefit all (children, youth and older people) In groups, learners to discuss the steps to follow when carrying out a Community Service Learning project.	What is Community Service Learning?	Pictures Flash cards Photographs Charts Digital devices Mentor; Life Skills Education Learner's Book Grade 7 page 29-32	Oral questions Oral Report Checklist Observation	
12	1	People and Population	Religious Stories about the Origin of Humankind	By the end of the lesson, the learner should be able to: a) Explain the religious Stories about the Origin of Humankind. b) Compare the religious stories about the origin of humankind by looking at their similarities and differences. c) Enjoy reading and listening to religious stories about the origin of humankind.	Individually, in groups or in pairs, learners are guided to: - Explain the religious Stories about the Origin of Humankind. -Compare the religious stories about the origin of humankind by looking at their similarities and differences.	What does Hinduism say about the origin of humankind?	Atlas Photographs Pictures Video clips Maps Charts Realia Computing devices <u>KLB: Top Scholar; Social Studies Learner's Book Grade 7 pg. 66-67</u>	Oral questions Oral Report Observation	

2	People and Population	Factors Proving that Africa is the Cradle of Humankind	By the end of the lesson, the learner should be able to: a) Define the term cradle. b) Explain why Africa is regarded as th cradle of humankind. c) Discuss the factors that have been given by archaeologists and paleontologists to support the view that Africa is the cradle of humankind. d) Appreciate the factors proving that Africa is the cradle of Humankind.	Individually, in groups or in pairs, learners are guided to: -Define the term cradle. -Explain why Africa is regarded as th cradle of humankind. -Discuss the factors that have been given by archaeologists and paleontologists to support the view that Africa is the cradle of humankind.	What is a cradle? Which are the factors that prove that Africa is the cradle of humankind?	Atlas Photographs Pictures Video clips Maps Charts Realia Computing devices <u>KLB: Top Scholar; Social Studies Learner's Book Grade 7 pg. 68-69</u>	Oral questions Oral Report Observation	
3	People and Population	Recording Traditional Stories about the Origin of Humankind in Society	By the end of the lesson, the learner should be able to: a) Explain how they can record traditional stories about the origin of humankind in their society. b) Discuss the strengths and weaknesses of each of the ways they have explained in recording the traditional stories about the origin of humankind in their society. c) Appreciate the various stories of human origin for self-identity.	Individually, in groups or in pairs, learners are guided to: - Explain how they can record traditional stories about the origin of humankind in their society. -Discuss the strengths and weaknesses of each of the ways they have explained in recording the traditional stories about the origin of humankind in their society.	How many ways are there to record traditional stories about the origin of humankind in society?	Atlas Photographs Pictures Video clips Maps Charts Realia Computing devices <u>KLB: Top Scholar; Social Studies Learner's Book Grade 7 pg. 69-72</u>	Oral questions Oral Report Observation	
4	Community Service Learning (CSL)	Accomplishing a Community Service Learning Project	By the end of the lesson, the learner should be able to: a) Read the case study in learner's book. b) Discuss the benefits of Community Service Learning. c) Identify problems in their community and design solutions to the identified problem.	In groups, learners to read the case study in learner's book. In groups, learners are guided to discuss the benefits of Community Service Learning. In groups, learners to identify problems in their community	What are the benefits of Community Service Learning?	Pictures Flash cards Photographs Charts Digital devices Mentor; Life Skills Education Learner's Book	Oral questions Oral Report Checklist Observation	

				d) Appreciate the importance of Community Service Learning.	and design solutions to the identified problem.		Grade 7 page 32-33		
13				ASSESSMENT					