Grade 7 Social Studies

Term 1 - 37 complete lesson plans

Ready to teach, in the KICD lesson-plan format | 40-minute lessons | PDF and editable Word

ABOUT THIS PACK

37 complete, ready-to-teach Grade 7 Social Studies lesson plans for Term 1, covering self-exploration, social entrepreneurial opportunities, human origin, early civilisation, slavery and servitude, developments in medium of trade, diversity and interpersonal relationships and peaceful coexistence.

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INSIDE EVERY LESSON PLAN

- The specific learning outcomes, key inquiry question, core competencies, values and PCIs, and the resources needed.
- A timed lesson flow: what the teacher does and what the learners do, from introduction to summary.
- The key content (a worked example, notes or a practical with its expected results), then four practice questions with the answers for the teacher.
- The common mistake to watch for, and ideas for learners who need support and for those ready for more.
- A four-level CBC assessment rubric (EE, ME, AE, BE), homework, and a blank reflection space to fill in after teaching.

You also receive this pack as an editable Word file, so you can change any lesson to suit your class before you print it. Lessons follow the order of the KICD curriculum design.

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Personal abilities and interests

Strand 1.0 Social Studies and Personal Development > Sub-strand 1.1 Self-Exploration | Lesson 1 of 6 | 40 minutes

SCHOOL	TEACHER	DATE
CLASS / STREAM	**TIME**	**ROLL (B / G)**

SPECIFIC LEARNING OUTCOME(S)

By the end of the lesson, the learner should be able to identify own abilities and interests

KEY INQUIRY QUESTION(S)

- How can personal abilities and interests influence career choices?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Self-efficacy**	Learners attempt each task with confidence and see that effort improves results.
COMPETENCY	**Critical thinking and problem solving**	Learners choose a method, check their answers and give reasons for their choices.
VALUE	**Unity**	Learners share materials fairly and work as one team.
VALUE	**Responsibility**	Learners look after shared materials and finish every task.
PCI	**Decision-making skills**	Developed through the activities in this lesson.

LEARNING RESOURCES

Self-assessment checklists | Career charts | Manila paper and markers | Learners' exercise books

ORGANISATION OF LEARNING

Whole class for the introduction and the summary; pairs or groups of four to five for guided practice; individual work for the independent tasks.

KEY WORDS

ability | interest | talent | values | personality | emotions | self-awareness | career

THE LESSON AT A GLANCE

Introduction	Teacher models	Guided practice	On their own	Wrap-up
6 min	9 min	10 min	9 min	6 min

Inside this plan: the step-by-step lesson flow with what the teacher and learners do, the key content, practice questions with answers, a common mistake to watch for, an assessment rubric on the four CBC levels, support and extension ideas, homework and a reflection page.

LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	6	Greet the class and ask: "Key question: how can personal abilities and interests influence career choices? What do you enjoy doing most, and what are you good at?" Take two or three answers, link them to earlier work, then state today's outcome.	Answer the starter question, recall what they already know and read the outcome aloud.
Step 1: Teacher models	9	Take learners through the key ideas on the next page, explaining as you go. Use self-assessment checklists, career charts, manila paper and markers. Ask learners to predict what comes next before you show it.	Watch, predict the next step, ask questions and note the key steps in their exercise books.
Step 2: Guided practice	10	Give questions 1 and 2. Move round the groups, ask "How do you know?" and correct errors kindly on the spot.	Work in pairs or small groups, explain each step to a partner and check one another's answers.
Step 3: Independent practice	9	Set questions 3 and 4 for individual work. Mark as you walk round and note who needs help in the next lesson.	Work on their own, then swap books with a partner to check.
Summary and conclusion	6	Ask two or three learners to state the key idea in their own words. Give this exit question and check the answers: "Why is self-exploration important?"	Say the key idea in their own words and answer the exit question in the exercise book.

KEY IDEAS

Abilities are things you can do well (drawing, solving problems, running, speaking). Interests are things you like doing (music, farming, reading).
Talents are natural abilities; skills are learned through practice.
Self-exploration: knowing yourself helps you choose subjects, pathways at senior school and careers.
Activity: complete a private checklist: "I am good at... I enjoy... People say I am..."

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	What is an ability?	**Something a person can do well**
2	What is the difference between a talent and a skill?	**A talent is natural; a skill is learned**
3	Give one example of an interest.	**Music (answers vary)**
4	Why is self-exploration important?	**It helps in choosing subjects and careers**

WATCH OUT FOR

Learners saying they have no abilities; everyone has strengths.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

Level	What the learner can do
Exceeds expectations (EE)	Can identify own abilities and interests confidently and accurately, explain the method used, and apply the idea to new or unfamiliar problems.
Meets expectations (ME)	Can identify own abilities and interests accurately in familiar situations; notices and corrects slips without help.
Approaches expectations (AE)	Can partly identify own abilities and interests, or does so with prompts from the teacher or a partner; makes some errors.
Below expectations (BE)	Cannot yet identify own abilities and interests without direct help; needs the idea taught again with concrete objects.

SUPPORT AND EXTENSION

Learners who need support	Give a list of abilities to tick.
Learners ready for more	Name one ability you would like to develop and how. (Answer: Answers will vary)
Inclusion	Seat learners with low vision near the board and read aloud whatever you write; use large, clear, tactile materials; allow extra time; pair with a patient partner; use gestures or Kenyan Sign Language for the key words.

HOMEWORK AND FOLLOW-UP

Redo questions 3 and 4 neatly in the exercise book. Then tell someone at home what you learned about "personal abilities and interests" and bring one question of your own to ask next lesson.

TEACHER SELF-CHECK

- Did every learner get a turn to handle materials or explain their thinking?
- Did most learners meet the outcome? Write down the names of those who did not.
- Was the pace right — did any step take too long or too short a time?
- Which competency and value did I see learners showing?
- What will I change the next time I teach this lesson?

REFLECTION ON THE LESSON / SELF-REMARKS

Write this after teaching - what worked, what to change, which learners need follow-up.

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Abilities, interests and careers

Strand 1.0 Social Studies and Personal Development > Sub-strand 1.1 Self-Exploration | Lesson 2 of 6 | 40 minutes

SCHOOL	TEACHER	DATE
CLASS / STREAM	**TIME**	**ROLL (B / G)**

SPECIFIC LEARNING OUTCOME(S)

By the end of the lesson, the learner should be able to link abilities and interests to careers and senior school pathways

KEY INQUIRY QUESTION(S)

- How can personal abilities and interests influence career choices?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Self-efficacy**	Learners attempt each task with confidence and see that effort improves results.
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LEARNING RESOURCES

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ORGANISATION OF LEARNING

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KEY WORDS

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THE LESSON AT A GLANCE

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LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	6	Greet the class and ask: "Which career might suit someone who loves animals and is good at science?" Take two or three answers, link them to earlier work, then state today's outcome.	Answer the starter question, recall what they already know and read the outcome aloud.
Step 1: Teacher models	9	Take learners through "Matching examples" (key ideas on the next page), explaining as you go. Use self-assessment checklists, career charts, manila paper and markers. Ask learners to predict what comes next before you show it.	Watch, predict the next step, ask questions and note the key steps in their exercise books.
Step 2: Guided practice	10	Give questions 1 and 2. Move round the groups, ask "How do you know?" and correct errors kindly on the spot.	Work in pairs or small groups, explain each step to a partner and check one another's answers.
Step 3: Independent practice	9	Set questions 3 and 4 for individual work. Mark as you walk round and note who needs help in the next lesson.	Work on their own, then swap books with a partner to check.
Summary and conclusion	6	Ask two or three learners to state the key idea in their own words. Give this exit question and check the answers: "Why match careers to interests?"	Say the key idea in their own words and answer the exit question in the exercise book.

KEY IDEAS

Matching examples
Good with numbers and problem solving: accountant, engineer, data analyst.
Good at drawing and creating: designer, architect, artist.
Enjoys helping people: nurse, teacher, social worker, counsellor.
Loves sport and movement: coach, physiotherapist, athlete.
Senior school pathways: STEM; Social Sciences; Arts and Sports Science.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Suggest a career for someone who loves animals and science.	**Veterinary officer**
2	Name the three senior school pathways.	**STEM, Social Sciences, Arts and Sports Science**
3	Which pathway suits a future architect?	**STEM (or Arts, depending on the course)**
4	Why match careers to interests?	**People do better and are happier in work they enjoy**