Grade 8 Social Studies

Term 1 - 42 complete lesson plans

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

ABOUT THIS PACK

42 complete, ready-to-teach Grade 8 Social Studies lesson plans for Term 1, covering self-improvement, self-esteem assessment, community service learning project, scientific theory about human origin, early civilisation: visitors from asia and europe, trans saharan slave trade and population growth in Africa.

TOPICS IN THIS PACK

Topic	Name	Lessons
1.1	Self-Improvement	4
1.2	Self-Esteem Assessment	4
2.1	Community Service Learning Project	8
3.1	Scientific Theory about Human Origin	6
3.2	Early Civilisation: Visitors from Asia and Europe	8
3.3	Trans Saharan Slave Trade	6
3.4	Population Growth in Africa	6

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.

CONTENTS

No.	Lesson	Topic	Page
1	Personality traits	1.1 Self-Improvement	4
2	Values and personality	1.1 Self-Improvement	7
3	Setting goals for self-improvement	1.1 Self-Improvement	10
4	Careers in Social Studies	1.1 Self-Improvement	13
5	Self-esteem and holistic development	1.2 Self-Esteem Assessment	16
6	Effects of unhealthy self-esteem	1.2 Self-Esteem Assessment	19
7	Assessing self-esteem in social interactions	1.2 Self-Esteem Assessment	22
8	Improving self-esteem	1.2 Self-Esteem Assessment	25
9	Identifying needs in the community	2.1 Community Service Learning Project	28
10	Writing the problem statement	2.1 Community Service Learning Project	31
11	Designing solutions	2.1 Community Service Learning Project	34
12	Planning the project	2.1 Community Service Learning Project	37
13	Implementing the project (part 1)	2.1 Community Service Learning Project	40
14	Implementing the project (part 2)	2.1 Community Service Learning Project	43
15	Reflecting on the project	2.1 Community Service Learning Project	46
16	Reporting on the project	2.1 Community Service Learning Project	49
17	The scientific theory of human origin	3.1 Scientific Theory about Human Origin	52
18	Stages of human evolution	3.1 Scientific Theory about Human Origin	55
19	Changes that took place in humans	3.1 Scientific Theory about Human Origin	58
20	Sites of early human remains	3.1 Scientific Theory about Human Origin	61
21	Preserving remains of early humans	3.1 Scientific Theory about Human Origin	64
22	Africa: the cradle of humanity	3.1 Scientific Theory about Human Origin	67
23	Early visitors to the East African coast	3.2 Early Civilisation: Visitors from Asia and Europe	70

24	Why the visitors came	3.2 Early Civilisation: Visitors from Asia and Europe	73
25	Swahili civilisation	3.2 Early Civilisation: Visitors from Asia and Europe	76
26	Growth of the East African city states	3.2 Early Civilisation: Visitors from Asia and Europe	79
27	Life in a coastal city state	3.2 Early Civilisation: Visitors from Asia and Europe	82
28	Best practices from early civilisations	3.2 Early Civilisation: Visitors from Asia and Europe	85
29	Role-play: early civilisation and the modern world	3.2 Early Civilisation: Visitors from Asia and Europe	88
30	Cultural heritage and review	3.2 Early Civilisation: Visitors from Asia and Europe	91
31	What was the Trans-Saharan slave trade?	3.3 Trans Saharan Slave Trade	94
32	Factors that led to the slave trade	3.3 Trans Saharan Slave Trade	97
33	Organisation of the trade	3.3 Trans Saharan Slave Trade	100
34	Effects of the Trans-Saharan slave trade	3.3 Trans Saharan Slave Trade	103
35	Slavery today and assertiveness	3.3 Trans Saharan Slave Trade	106
36	Promoting social justice	3.3 Trans Saharan Slave Trade	109
37	Causes of population growth in Africa	3.4 Population Growth in Africa	112
38	Effects of population growth	3.4 Population Growth in Africa	115
39	Types of migration	3.4 Population Growth in Africa	118
40	Effects of migration	3.4 Population Growth in Africa	121
41	Demographic trends in Kenya	3.4 Population Growth in Africa	124
42	Creating awareness on population growth	3.4 Population Growth in Africa	127

ELIMU254

Personality traits

Strand 1.0 Social Studies and Personal Management > Sub-strand 1.1 Self-Improvement | Lesson 1 of 4 | 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: a) describe personality traits; b) identify their own main traits

KEY INQUIRY QUESTION(S)

- Which animal best reflects your personal characteristics?
- What career choices in Social Studies relate to you?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Communication and collaboration**	Learners explain their thinking to a partner and report their findings to the group.
COMPETENCY	**Creativity and imagination**	Learners make up their own examples, patterns or ways of showing the idea.
VALUE	**Unity**	Learners share materials fairly and work as one team.
VALUE	**Respect**	Learners listen while others explain and accept correction politely.
PCI	**Career guidance**	Developed through the activities in this lesson.

LEARNING RESOURCES

Animal picture cards | Goal-setting template | 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

personality | trait | self-understanding | goal | SMART goal | value

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: which animal best reflects your personal characteristics? Pick one and say why." 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 "Who am I?" (key ideas on the next page), explaining as you go. Use animal picture cards, goal-setting template, learners' exercise books. 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: "Name one of your own traits and an example of it."	Say the key idea in their own words and answer the exit question in the exercise book.

KEY IDEAS

Who am I?
Personality is the combination of traits that make a person unique: how they think, feel and behave.
Examples of traits: outgoing or quiet; organised or spontaneous; patient or quick-tempered; curious, honest, caring, determined.
Animal images help: a lion (confident leader), an ant (hardworking team player), an owl (thoughtful), a dog (loyal friend).
No trait is "bad" in itself; each has strengths and things to watch.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	What is personality?	**The combination of traits that make a person unique.**
2	Give four personality traits.	**For example honest, curious, patient and outgoing.**
3	Which animal might show hard work and teamwork?	**An ant.**
4	Name one of your own traits and an example of it.	**Answers will vary.**

WATCH OUT FOR

Keep sharing voluntary and positive; no labelling of classmates.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	Give a list of trait words to choose from.
Learners ready for more	How might a quiet person be a good leader? (Answer: For example by listening carefully and making thoughtful decisions)
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 "personality traits" 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.

ELIMU254

Values and personality

Strand 1.0 Social Studies and Personal Management > Sub-strand 1.1 Self-Improvement | Lesson 2 of 4 | 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: a) explain how values shape personality traits; b) link values to behaviour

KEY INQUIRY QUESTION(S)

- Which animal best reflects your personal characteristics?
- What career choices in Social Studies relate to you?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Communication and collaboration**	Learners explain their thinking to a partner and report their findings to the group.
COMPETENCY	**Creativity and imagination**	Learners make up their own examples, patterns or ways of showing the idea.
VALUE	**Unity**	Learners share materials fairly and work as one team.
VALUE	**Respect**	Learners listen while others explain and accept correction politely.
PCI	**Career guidance**	Developed through the activities in this lesson.

LEARNING RESOURCES

Animal picture cards | Goal-setting template | 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

personality | trait | self-understanding | goal | SMART goal | value

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

LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	6	Greet the class and ask: "Which values do your family and community teach most?" 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 "Values shape who we become" (key ideas on the next page), explaining as you go. Use animal picture cards, goal-setting template, learners' exercise books. 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: "Which trait grows from valuing responsibility?"	Say the key idea in their own words and answer the exit question in the exercise book.

KEY IDEAS

Values shape who we become

Values are beliefs about what is right and important: respect, responsibility, integrity, love, unity, patriotism, peace, social justice.

Values guide traits: a learner who values responsibility becomes organised and dependable; one who values respect becomes a good listener.

Values come from family, community, faith, school and role models.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Name four national values.	**For example respect, integrity, unity and responsibility.**
2	How can the value of integrity show in a learner?	**Doing the right thing even when no one is watching.**
3	Name two sources of values.	**Family and school.**
4	Which trait grows from valuing responsibility?	**For example being dependable.**

WATCH OUT FOR

Respect differences in family and faith backgrounds.