Grade 8 Social Studies

Term 2 - 38 complete lesson plans

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

ABOUT THIS PACK

38 complete, ready-to-teach Grade 8 Social Studies lesson plans for Term 2, covering diversity and interpersonal skills, peaceful conflict resolution, map reading and interpretation and weather and climate.

TOPICS IN THIS PACK

Topic	Name	Lessons
3.5	Diversity and interpersonal skills	8
3.6	Peaceful Conflict Resolution	8
4.1	Map Reading and Interpretation	12
4.2	Weather and Climate	10

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.

A TASTE OF LESSON 1

Social and cultural diversity in Kenya

By the end of the lesson, the learner should be able to: a) describe forms of diversity in Kenya; b) give examples

> **Many peoples, one nation**
> Diversity means differences among people. Kenya has more than 40 ethnic communities (the 2019 census recorded many), speaking Bantu, Nilotic and Cushitic languages, plus Kenyan Asians, Europeans and Arabs. Forms of diversity: ethnicity and language; religion; age; gender; ability and disability; rural and urban life; economic background; foods, dress, music and dances.

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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ELIMU254

Social and cultural diversity in Kenya

Strand 3.0 People and Relationships > Sub-strand 3.5 Diversity and interpersonal skills | Lesson 1 of 8 | 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 forms of diversity in Kenya; b) give examples

KEY INQUIRY QUESTION(S)

- How can we demonstrate respect and appreciation of social and cultural diversity and inclusion?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Self-efficacy**	Learners attempt each task with confidence and see that effort improves results.
COMPETENCY	**Citizenship**	Learners take turns, listen to others and link the work to life in their community.
VALUE	**Patriotism**	Learners use Kenyan examples — shillings, local markets, familiar places.
VALUE	**Love**	Learners help a classmate who is stuck.
PCI	**Social cohesion**	Learners work in harmony, include everyone and settle differences peacefully.
PCI	**Ethnic and racial relations**	Developed through the activities in this lesson.

LEARNING RESOURCES

Pictures of Kenyan cultural festivals and dress | Emotion cards | 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

diversity | culture | inclusion | stereotype | discrimination | emotion | peer pressure | interpersonal skills

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: "Key question: how can we demonstrate respect and appreciation of social and cultural diversity and inclusion?" 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 "Many peoples, one nation" (key ideas on the next page), explaining as you go. Use pictures of Kenyan cultural festivals and dress, emotion cards, 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 sign language is recognised in the Constitution?"	Say the key idea in their own words and answer the exit question in the exercise book.

KEY IDEAS

Many peoples, one nation

Diversity means differences among people. Kenya has more than 40 ethnic communities (the 2019 census recorded many), speaking Bantu, Nilotic and Cushitic languages, plus Kenyan Asians, Europeans and Arabs.

Forms of diversity: ethnicity and language; religion; age; gender; ability and disability; rural and urban life; economic background; foods, dress, music and dances.

Kenyan Sign Language is one of Kenya's recognised languages under the Constitution, together with Kiswahili and English.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Define diversity.	**Differences among people.**
2	Name the three main language groups of Kenyan communities.	**Bantu, Nilotic and Cushitic.**
3	Give four forms of diversity.	**Ethnicity, religion, ability and age.**
4	Which sign language is recognised in the Constitution?	**Kenyan Sign Language.**

WATCH OUT FOR

Celebrate every community; never rank cultures.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	Use pictures of cultural festivals.
Learners ready for more	Learn a greeting in a Kenyan language different from your own and in Kenyan Sign Language. (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 "social and cultural diversity in Kenya" 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

Appreciating diversity and inclusion

Strand 3.0 People and Relationships > Sub-strand 3.5 Diversity and interpersonal skills | Lesson 2 of 8 | 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 the benefits of diversity; b) describe ways of showing inclusion

KEY INQUIRY QUESTION(S)

- How can we demonstrate respect and appreciation of social and cultural diversity and inclusion?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Self-efficacy**	Learners attempt each task with confidence and see that effort improves results.
COMPETENCY	**Citizenship**	Learners take turns, listen to others and link the work to life in their community.
VALUE	**Patriotism**	Learners use Kenyan examples — shillings, local markets, familiar places.
VALUE	**Love**	Learners help a classmate who is stuck.
PCI	**Social cohesion**	Learners work in harmony, include everyone and settle differences peacefully.
PCI	**Ethnic and racial relations**	Developed through the activities in this lesson.

LEARNING RESOURCES

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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

diversity | culture | inclusion | stereotype | discrimination | emotion | peer pressure | interpersonal skills

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: "What would our class be like if everyone were exactly the same?" 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 "Benefits and inclusion" (key ideas on the next page), explaining as you go. Use pictures of Kenyan cultural festivals and dress, emotion cards, 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: "Give one way to include a learner with a disability."	Say the key idea in their own words and answer the exit question in the exercise book.

KEY IDEAS

Benefits and inclusion

Benefits of diversity: new ideas and skills; rich culture (food, music, art); tourism; learning from one another; national strength.

Inclusion means making sure everyone takes part and belongs: inviting the new learner to play; using sign language or writing for a deaf classmate; ramps for wheelchair users; teams mixed across communities.

Barriers: stereotypes (fixed, unfair ideas about a group), prejudice and discrimination.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Give three benefits of diversity.	**New ideas, rich culture and tourism.**
2	What is inclusion?	**Making sure everyone takes part and belongs.**
3	What is a stereotype?	**A fixed, unfair idea about a group.**
4	Give one way to include a learner with a disability.	**For example ramps or sign language.**