Grade 9 Social Studies

Term 2 - 36 complete lesson plans

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

ABOUT THIS PACK

36 complete, ready-to-teach Grade 9 Social Studies lesson plans for Term 2, covering peaceful conflict resolution, healthy relationships, topographical maps, internal land forming processes and multipurpose river projects in Africa.

TOPICS IN THIS PACK

Topic	Name	Lessons
3.5	Peaceful Conflict Resolution	8
3.6	Healthy Relationships	4
4.1	Topographical maps	8
4.2	Internal Land Forming Processes	8
4.3	Multipurpose River Projects in Africa	8

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

Types of peace

By the end of the lesson, the learner should be able to: a) define peace; b) explain its types

> **Kinds of peace**
> Inner (personal) peace: calm in one's mind and heart. Interpersonal peace: good relations between people. Community and national peace: harmony among groups. Peace with nature: caring for the environment. Negative peace is the absence of violence; positive peace also includes justice, fairness and cooperation.

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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Types of peace

Strand 3.0 People and Relationships > Sub-strand 3.5 Peaceful Conflict Resolution | 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) define peace; b) explain its types

KEY INQUIRY QUESTION(S)

- How can we promote peace in the community?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Creativity and imagination**	Learners make up their own examples, patterns or ways of showing the idea.
COMPETENCY	**Critical thinking and problem solving**	Learners choose a method, check their answers and give reasons for their choices.
VALUE	**Peace**	Learners settle differences calmly during group work.
VALUE	**Integrity**	Learners record their own honest results and mark work truthfully.
PCI	**Social cohesion**	Learners work in harmony, include everyone and settle differences peacefully.
PCI	**Self-esteem**	Developed through the activities in this lesson.

LEARNING RESOURCES

Flip charts | Role-play cards | A resource person (peace committee member) where possible

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

peace | conflict | mediation | negotiation | emotional intelligence | empathy | reconciliation

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 promote peace in the community? What does peace look like at home?" 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 "Kinds of peace" (key ideas on the next page), explaining as you go. Use flip charts, role-play cards, a resource person (peace committee member) where possible. 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 does inner peace matter for community peace?"	Say the key idea in their own words and answer the exit question in the exercise book.

KEY IDEAS

Kinds of peace

Inner (personal) peace: calm in one's mind and heart. Interpersonal peace: good relations between people. Community and national peace: harmony among groups. Peace with nature: caring for the environment. Negative peace is the absence of violence; positive peace also includes justice, fairness and cooperation. Lasting peace needs both.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Name three types of peace.	**For example inner, interpersonal and community peace.**
2	What is negative peace?	**The absence of violence.**
3	What does positive peace add?	**Justice, fairness and cooperation.**
4	Why does inner peace matter for community peace?	**Calm people handle conflicts better.**

WATCH OUT FOR

Learners define peace only as "no fighting". Add fairness and cooperation.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	Draw circles: self, family, community, nation.
Learners ready for more	Write three things that make your school peaceful. (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 "types of peace" 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

Causes of conflict

Strand 3.0 People and Relationships > Sub-strand 3.5 Peaceful Conflict Resolution | 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) define conflict; b) identify its causes

KEY INQUIRY QUESTION(S)

- How can we promote peace in the community?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Creativity and imagination**	Learners make up their own examples, patterns or ways of showing the idea.
COMPETENCY	**Critical thinking and problem solving**	Learners choose a method, check their answers and give reasons for their choices.
VALUE	**Peace**	Learners settle differences calmly during group work.
VALUE	**Integrity**	Learners record their own honest results and mark work truthfully.
PCI	**Social cohesion**	Learners work in harmony, include everyone and settle differences peacefully.
PCI	**Self-esteem**	Developed through the activities in this lesson.

LEARNING RESOURCES

Flip charts | Role-play cards | A resource person (peace committee member) where possible

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

peace | conflict | mediation | negotiation | emotional intelligence | empathy | reconciliation

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: "Think of a recent argument. What started it?" 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 "Why conflicts happen" (key ideas on the next page), explaining as you go. Use flip charts, role-play cards, a resource person (peace committee member) where possible. 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 a cause of conflict between pastoral communities."	Say the key idea in their own words and answer the exit question in the exercise book.

KEY IDEAS

Why conflicts happen

Conflict is a disagreement between people or groups with different needs, views or interests.

Causes: competition for resources (land, water, pasture), misunderstanding, unfair treatment, rumours, tribalism, political rivalry, jealousy.

Conflict is normal; what matters is how we handle it.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Define conflict.	**A disagreement between people or groups with different needs or views.**
2	Give three causes of conflict.	**For example competition for resources, rumours and unfair treatment.**
3	Is all conflict bad?	**No; handled well, it can lead to better solutions.**
4	Give a cause of conflict between pastoral communities.	**Competition for pasture and water.**