**MORAN GRADE 8 SOCIAL STUDIES SCHEMES OF WORK TERM 3**

**TEACHERS NAME………………..…… SCHOOL………..……… TERM 3**

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| **Wk** | **LSN** | **strand** | **Sub-strand** | **Specific Learning Outcomes** | **Key Inquiry Question(s)** | **Learning Experiences** | **Learning Resources** | **Assessment Methods** | **Refl** |
| **1** | **1** | **Natural and Historic**  **Built**  **Environm**  **ents** | Historical  Sites and  Monuments  in Africa- locating selected historical sites (fort  Jesus, Kilwa) | By the end of the lesson, the learner should be able to:   1. locate selected historical sites and monuments in Africa, 2. draw a map of Africa and indicate the selected historical site and monument 3. value conservation of historical sites and monuments in the locality in promoting cultural heritage. | What are the locations of various historical sites and monuments? | Learner is guided to:  use digital or print resources to trace selected historical sites and monuments in Africa *(Fort Jesus, Kilwa)* and present in class,  draw a map of Africa and indicate the selected historical sites and monuments and share in class, | Digital resources, Maps, Photographs and pictures of historical sites, Moran SST. Grd 8 T.G. Pg.144-145  Moran SST. Grd 8  P.B. Pg.166-169 | Oral questions Observations  Written tests  Project |  |
|  | **2** | **Natural and Historic**  **Built**  **Environm**  **ents** | Great  Zimbabwe, Giza pyramids | By the end of the lesson, the learner should be able to:   1. identify and locate selected historical sites and monuments in   Africa,   1. draw a map of Africa and indicate the selected historical site and monument 2. value conservation of historical sites and monuments in the locality in promoting cultural heritage. | What are the locations of various historical sites and monuments? | Learner is guided to:   * use digital or print resources to trace selected historical sites and monuments in Africa *(Great Zimbabwe, Giza pyramids)* and present in class, * draw a map of Africa and indicate the selected historical sites and monuments and share in class, | Digital resources, Maps, Photographs and pictures of historical sites, Moran SST. Grd 8 T.G. Pg.144-145  Moran SST. Grd 8  P.B. Pg.166-169 | Oral questions Observations  Written tests  Project |  |
|  | **3** | **Natural and Historic**  **Built**  **Environm**  **ents** | Meroe,  Timbuktu | By the end of the lesson, the learner should be able to:   1. locate selected historical sites and monuments in Africa, 2. draw a map of Africa and indicate the selected historical site and monument 3. value conservation of historical sites and monuments in the locality in promoting cultural heritage. | What are the locations of various historical sites and monuments? | Learner is guided to:  ● use digital or print resources to trace selected historical sites and monuments in Africa *(Meroe, Timbuktu)* and present in class, ● draw a map of Africa and indicate the selected historical sites and monuments and share in class, | Digital resources, Maps, Photographs and pictures of historical sites, Moran SST. Grd 8 T.G. Pg.144-145  Moran SST. Grd 8  P.B. Pg.166-169 | Oral questions Observations  Written tests  Project |  |

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| **Wk** | **LSN** | **strand** | **Sub-strand** | **Specific Learning Outcomes** | **Key Inquiry Question(s)** | **Learning Experiences** | **Learning Resources** | **Assessment Methods** | **Refl** |
|  | **4** | **Natural and Historic**  **Built**  **Environm**  **ents** | Robben island | By the end of the lesson, the learner should be able to:   1. locate selected historical sites and monuments in Africa, 2. draw a map of Africa and indicate the selected historical site and monument 3. value conservation of historical sites and monuments in the locality in promoting cultural heritage. | What are the locations of various historical sites and monuments? | Learner is guided to:  ● use digital or print resources to trace selected historical sites and monuments in Africa *(Robben Island)* and present in class, ● draw a map of Africa and indicate the selected historical sites and monuments and share in class, | Digital resources, Maps, Photographs and pictures of historical sites, Moran SST. Grd 8 T.G. Pg.144-145  Moran SST. Grd 8  P.B. Pg.166-169 | Oral questions Observations  Written tests  Project |  |
| **2** | **1** | **Natural and Historic**  **Built**  **Environm**  **ents** | Importance of historical sites and  monuments | By the end of the lesson, the learner should be able to:   1. list some of the historical sites and monuments. 2. examine the importance of historical sites and monuments for the preservation of cultural heritage, 3. value conservation of historical sites and monuments in the locality in promoting cultural heritage. | What are the importance  of historical sites and monuments? | Learner is guided to:  ● develop the skill of constructive dialogue as they brainstorm in groups on the importance of historical sites and monuments in  Africa and share in class, | Digital resources, Maps, Photographs and pictures of historical sites, Moran SST. Grd 8 T.G. Pg.146-147  Moran SST. Grd 8  P.B. Pg.170-171 | Oral questions Observations  Written tests  Project |  |
|  | **2** | **Natural and Historic**  **Built**  **Environm**  **ents** | Importance of historical  sites and  monuments | By the end of the lesson, the learner should be able to:   1. explain the importance of historical sites and monuments for the preservation of cultural heritage, 2. make posters on the importance of historical sites and monuments 3. value conservation of historical sites and monuments in the locality in promoting cultural heritage. | What are the importance  of historical sites and monuments? | Learner is guided to:  ● develop the skill of constructive dialogue as they brainstorm in groups on the importance of historical sites and monuments in  Africa and share in class, | Digital resources, Maps, Photographs and pictures of historical sites, Moran SST. Grd 8 T.G. Pg.146-147  Moran SST. Grd 8  P.B. Pg.170-171 | Oral questions Observations  Written tests  Project |  |
|  | **3** | **Natural and Historic**  **Built**  **Environm**  **ents** | Ways of conserving historical  sites and  monument  in Africa | By the end of the lesson, the learner should be able to:   1. state some of the ways we can use to conserve historical sites and monuments 2. explore ways of conserving historical sites and monuments in Africa, 3. value conservation of historical sites and monuments in the locality in promoting cultural heritage. | Why should we conserve historical sites and monuments? | Learner is guided to:  ● work harmoniously in groups, and use print resources to find out ways of conserving historical sites  and monuments and present them in class, | Digital resources, Maps, Photographs and pictures of historical sites, Moran SST. Grd 8 T.G. Pg.148-149  Moran SST. Grd 8  P.B. Pg.171-172 | Oral questions Observations  Written tests  Project |  |
|  | **4** | **Natural and Historic**  **Built**  **Environm**  **ents** | Ways of conserving historical sites and  monument  in Africa | By the end of the lesson, the learner should be able to:   1. Suggests ways of conserving historical sites and monuments in Africa, 2. Examine locally available materials that be used in conservation. 3. value conservation of historical sites and monuments in the locality in promoting cultural heritage. | Why should we conserve historical sites and monuments? | Learner is guided to:  ● work harmoniously in groups, and use print resources to find out ways of conserving historical sites  and monuments and present them in class, | Digital resources, Maps, Photographs and pictures of historical sites, Moran SST. Grd 8 T.G. Pg.148-149  Moran SST. Grd 8  P.B. Pg.171-172 | Oral questions Observations  Written tests  Project |  |
| **3** | **1** | **Natural and Historic**  **Built**  **Environm**  **ents** | Conservation of historical sites and  monument  in the locality | By the end of the lesson, the learner should be able to:   1. highlight strategies for conserving historical sites. 2. design strategies of overcoming challenges to creative thinking in conserving cultural heritage, 3. value conservation of historical sites and monuments in the locality in promoting cultural heritage. | Why should we conserve historical sites and monuments? | Learner is guided to:   * discuss ways of applying creative thinking in preserving cultural heritage * demonstrate love for their own community as they exchange new ideas in designing strategies to overcoming challenges in creative thinking preserving cultural heritage and share, | Digital resources, Maps, Photographs and pictures of historical sites, Moran SST. Grd 8 T.G. Pg.150-152  Moran SST. Grd 8  P.B. Pg.173-174 | Oral questions Observations  Written tests  Project |  |

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|  | **2** | **Natural and Historic**  **Built**  **Environm**  **ents** | Conservation of historical sites and  monument  in the locality | By the end of the lesson, the learner should be able to:   1. apply strategies of overcoming challenges to creative thinking in conserving cultural heritage, 2. conserve historical sites and monuments in the locality 3. value conservation of historical sites and monuments in the locality in promoting cultural heritage. | Why should we conserve historical sites and monuments? | Learner is guided to:   * discuss ways of applying creative thinking in preserving cultural heritage * demonstrate love for their own community as they exchange new ideas in designing strategies to overcoming challenges in creative thinking preserving cultural heritage and share, | Digital resources, Maps, Photographs and pictures of historical sites, Moran SST. Grd 8 T.G. Pg.150-152  Moran SST. Grd 8  P.B. Pg.173-174 | Oral questions Observations  Written tests  Project |  |
|  | **3** | **POLITICAL**  **DEVELOPM**  **ENTS AND**  **GOVERNA**  **NCE** | The constitution of Kenya- component  of the Kenyan constitution | By the end of the lesson, the learner should be able to:   1. list the components of the constitution of Kenya. 2. explore the components of the   Constitution of Kenya,   1. appreciate the importance of the constitution of Kenya. | Why do we need a constitution? | Learner is guided to:  ● in groups discuss the components of the Constitution of Kenya, | The Constitution of  Kenya, Citizenship  Education Learners  Activity Book  Moran SST. Grd 8 T.G. Pg.153-155  Moran SST. Grd 8  P.B. Pg.175-177 | Oral questions Observations  Written tests |  |
|  | **4** | **POLITICAL**  **DEVELOPM**  **ENTS AND**  **GOVERNA**  **NCE** | Roles of the  three arms of  government – executive and judiciary | By the end of the lesson, the learner should be able to:   1. identify the three arms of the government. 2. illustrate the roles of the executive and judiciary arms of government of Kenya in reference to the relevant chapters in the Constitution, 3. appreciate the importance of the three arms of Government. | What is the role of the  three arms of government? | Learner is guided to:  ● work harmoniously in groups to create charts showing the three arms of government, their roles and interrelationships, and display them, | The Constitution of  Kenya, Citizenship  Education Learners  Activity Book  Moran SST. Grd 8 T.G. Pg.155-157  Moran SST. Grd 8  P.B. Pg.177-179 | Oral questions Observations  Written tests |  |

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| **4** | **1** | **POLITICAL**  **DEVELOPM**  **ENTS AND**  **GOVERNA**  **NCE** | Legislature | By the end of the lesson, the learner should be able to:   1. describe the legislative arm of the government. 2. illustrate the roles of the legislature arm of government of Kenya in reference to the relevant chapters in the   Constitution,   1. appreciate the importance of the three arms of Government. | What is the role of the  three arms of government? | Learner is guided to:  ● work harmoniously in groups to create charts showing the three arms of government, their roles and interrelationships, and display them, | The Constitution of  Kenya, Citizenship  Education Learners  Activity Book  Moran SST. Grd 8 T.G. Pg.155-157  Moran SST. Grd 8  P.B. Pg.177-179 | Oral questions Observations  Written tests |  |
|  | **2** | **POLITICAL**  **DEVELOPM**  **ENTS AND**  **GOVERNA**  **NCE** | Guiding principles of leadership and integrity in the constitution of Kenya | By the end of the lesson, the learner should be able to:   1. define the terms leadership and integrity. 2. examine the guiding principles of leadership and integrity in the Constitution of Kenya, 3. Appreciate the principles on leadership and integrity in the constitution | Why is assertiveness important in adhering to the  Constitution of Kenya? | Learner is guided to:  ● display team spirit as they brainstorm in groups on the guiding principles of leadership and integrity in the Constitution of Kenya, | The Constitution of  Kenya, Citizenship  Education Learners  Activity Book  Moran SST. Grd 8 T.G. Pg.158-159  Moran SST. Grd 8  P.B. Pg.180-182 | Oral questions Observations  Written tests |  |
|  | **3** | **POLITICAL**  **DEVELOPM**  **ENTS AND**  **GOVERNA**  **NCE** | Constitutiona l principles on leadership and integrity | By the end of the lesson, the learner should be able to:   1. explain the constitutional principles on leadership and integrity. 2. Apply the constitutional principles of leadership and integrity in daily interaction. 3. Appreciate the principles on leadership and integrity in the constitution | Why is assertiveness important in adhering to the  Constitution of Kenya? | Learner is guided to:  ● display team spirit as they brainstorm in groups on the guiding principles of leadership and integrity in the Constitution of Kenya, | The Constitution of  Kenya, Citizenship  Education Learners  Activity Book  Moran SST. Grd 8 T.G. Pg.159-161  Moran SST. Grd 8  P.B. Pg.182-183 | Oral questions Observations  Written tests |  |

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|  | **4** | **POLITICAL**  **DEVELOPM**  **ENTS AND**  **GOVERNA**  **NCE** | Good leadership intended in chapter six of the constitution of Kenya | By the end of the lesson, the learner should be able to:   1. Explain the principles of good leadership found in chapter 6 of the constitution of Kenya. 2. apply assertiveness in the principles of leadership and integrity in daily interactions, 3. exhibit good leadership intended in chapter six of the   Constitution of Kenya | 1. Why do we need a constitution? 2. Why is assertiveness important in adhering to the  Constitution of Kenya? | Learner is guided to:  ● reflect on situations in their past when they needed to be assertive and how it can be applied in upholding principles of leadership and integrity in daily interactions, ● develop critical and constructive dialogue as they debate on whether or not leaders in Kenya adhere to their constitutional responsibilities. | The Constitution of  Kenya, Citizenship  Education Learners  Activity Book  Moran SST. Grd 8 T.G. Pg.161-163  Moran SST. Grd 8  P.B. Pg.183-184 | Oral questions Observations  Written tests |  |
| **5** | **1** | **Human**  **rights** | Respect and protection of human  rights in the community | By the end of the lesson, the learner should be able to:   1. explain the meaning of human rights. 2. explore how human rights can be respected and protected in the community, 3. recognize the responsibility of the society in protecting human rights. | How can we promote  respect for Children’ Rights in the community? | Learner is guided to:  ● foster fairness and justice among peers as they brainstorm on how human rights can be respected and  protected in the community, | The Constitution of  Kenya, Citizenship  Education Learners  Activity Book  Moran SST. Grd 8 T.G. Pg.164-166  Moran SST. Grd 8  P.B. Pg.185-187 | Oral questions Observations  Written tests |  |
|  | **2** | **Human**  **rights** | Violation of children rights in society | By the end of the lesson, the learner should be able to:   1. List ways in children rights are violated. 2. investigate how children’s rights are violated in society. 3. recognize the responsibility of the society in protecting human rights. | How can we promote  respect for Children’ Rights in the community? | Learner is guided to:  ● enhance communicating and collaborating skills within diverse group to perform a skit depicting ways in which children are protected against violation of their rights, | The Constitution of  Kenya, Citizenship  Education Learners  Activity Book  Moran SST. Grd 8 T.G. Pg.166-168  Moran SST. Grd 8  P.B. Pg.187-190 | Oral questions Observations  Written tests |  |

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|  | **3** | **Human**  **rights** | Children’s rights as stipulated in the children’s  Act 2022 | By the end of the lesson, the learner should be able to:   1. outline the Children’s Rights in   Kenya,   1. analyze the rights of the child as stipulated in the children’s act   2022   1. recognize the responsibility of the society in protecting human rights. | What is the children’s act of 2022? | Learner is guided to:  ● enhance the skill of finding extra information as they use print or digital resources to search and identify the rights of the child as stipulated in the Children’s  Act(recent) | The Constitution of  Kenya, Citizenship  Education Learners  Activity Book  Moran SST. Grd 8 T.G. Pg.169-170  Moran SST. Grd 8  P.B. Pg.190-191 | Oral questions Observations  Written tests |  |
|  | **4** | **Human**  **rights** | Children’s rights as stipulated in African charter on the rights and welfare of the children | By the end of the lesson, the learner should be able to:   1. describe the African charter on the rights and welfare of the child. 2. analyze the rights of the child as stipulated in the African charter on the rights and welfare of the child. 3. recognize the responsibility of the society in protecting human rights. | What is contained in the African charter on the rights and welfare of the child? | Learner is guided to:  ● enhance the skill of finding extra information as they use print or digital resources to search and identify the rights of the child as stipulated in the African Charter on the rights and welfare of the child, | The Constitution of  Kenya, Citizenship  Education Learners  Activity Book  Moran SST. Grd 8 T.G. Pg.169-170  Moran SST. Grd 8  P.B. Pg.190-191 | Oral questions Observations  Written tests |  |
| **6** | **1** | **Human**  **rights** | Strategies that promote  protection of human  rights in society | By the end of the lesson, the learner should be able to:   1. demonstrate ways in which children are protected against violation of their Rights in   Kenya,   1. design strategies that promote protection of human rights in society. 2. recognize the responsibility of the society in protecting human rights. | How can  effective  communicati on foster respect for  Human Rights? | Learner is guided to:  ● exhibit the value of human dignity as they design an “issue tree” and use it to investigate the root causes, effects and possible solutions to the violation of human rights. | The Constitution of  Kenya, Citizenship  Education Learners  Activity Book  Moran SST. Grd 8 T.G. Pg.170-171  Moran SST. Grd 8  P.B. Pg.191-192 | Oral questions Observations  Written tests |  |

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| **Wk** | **LSN** | **strand** | **Sub-strand** | **Specific Learning Outcomes** | **Key Inquiry Question(s)** | **Learning Experiences** | **Learning Resources** | **Assessment Methods** | **Refl** |
|  | **2** | **Human**  **rights** | Strategies that promote  protection of human  rights in society | By the end of the lesson, the learner should be able to:   1. list strategies that promote protection of human rights in society. 2. explore how human rights can be respected and protected in the community, 3. recognize the responsibility of the society in protecting human rights. | How can  effective  communicati on foster respect for  Human Rights? | Learner is guided to:  ● exhibit the value of human dignity as they design an “issue tree” and use it to investigate the root causes, effects and possible solutions to the violation of human rights. | The Constitution of  Kenya, Citizenship  Education Learners  Activity Book  Moran SST. Grd 8 T.G. Pg.170-171  Moran SST. Grd 8  P.B. Pg.191-192 | Oral questions Observations  Written tests |  |
|  | **3** |  | Actions to promote protection of human rights posterity | By the end of the lesson, the learner should be able to:   1. describe the process of effective communication on human   rights issues,   1. Analyze actions to promote protection of human rights for posterity. 2. recognize the responsibility of the society in protecting human rights. | What actions can be taken to promote protection of human  rights posterity? | Learner is guided to:  ● role-play scenarios that depict the process of effective communication on human rights issues, | The Constitution of  Kenya, Citizenship  Education Learners  Activity Book  Moran SST. Grd 8 T.G. Pg.172-174  Moran SST. Grd 8  P.B. Pg.192-194 | Oral questions Observations  Written tests |  |
|  | **4** |  | Actions to promote  protection of human rights posterity | By the end of the lesson, the learner should be able to:   1. List ways we can protect human rights for posterity, 2. take action to promote protection of human rights for posterity. 3. recognize the responsibility of the society in protecting human rights. | What actions can be taken to promote protection of human  rights posterity? | Learner is guided to:  ● role-play scenarios that depict the process of effective communication on human rights issues, | The Constitution of  Kenya, Citizenship  Education Learners  Activity Book  Moran SST. Grd 8 T.G. Pg.172-174  Moran SST. Grd 8  P.B. Pg.192-194 | Oral questions Observations  Written tests |  |
| **7** | **1** | **Citizenship** | Factors that promote African citizenship in the  community | By the end of the lesson, the learner should be able to:   1. define the term citizenship. 2. Locate countries in Eastern African on a map. 3. Show empathy to personalities who volunteer for addressing injustices in the society | 1. How can we promote global citizenship? 2. How can we show empathy as global citizens? | Learner is guided to:  ● in groups discuss factors for harmonious coexistence among  citizens in East Africa and Africa, | Photographs of the Nobel Prize nominees, Masking  tapes, The  Constitution of  Kenya  Moran SST. Grd 8 T.G. Pg.176-177  Moran SST. Grd 8  P.B. Pg.195-197 | Oral questions Observations  Written tests |  |
|  | **2** | **Citizenship** | Factors that promote African citizenship | By the end of the lesson, the learner should be able to:   1. State factors that promote African citizenship. 2. explore factors that promote eastern African citizenship in the community. 3. Show empathy to personalities who volunteer for addressing injustices in the society | 1. How can we promote global citizenship? 2. How can we show empathy as global citizens? | Learner is guided to:  ● in groups discuss factors for harmonious coexistence among citizens in East Africa and Africa, | Photographs of the Nobel Prize nominees, Masking  tapes, The  Constitution of  Kenya  Moran SST. Grd 8 T.G. Pg.177-179  Moran SST. Grd 8  P.B. Pg.197-199 | Oral questions Observations  Written tests |  |
|  | **3** | **Citizenship** | Qualities and responsibiliti es of a global citizen in the world today | By the end of the lesson, the learner should be able to:   1. describe qualities of a global citizen in the world today, 2. apply the qualities of a global citizen. 3. Show empathy to personalities who volunteer for addressing injustices in the society | 1. How can we promote global citizenship? 2. How can we show empathy as global citizens? | Learner is guided to:   * brainstorm on qualities and responsibilities of a global citizen in the world today, * use print resources to find out the responsibilities of a global citizen, | Photographs of the Nobel Prize nominees, Masking  tapes, The  Constitution of  Kenya  Moran SST. Grd 8 T.G. Pg.179-180  Moran SST. Grd 8  P.B. Pg.200-202 | Oral questions Observations  Written tests |  |

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|  | **4** | **Citizenship** | Qualities and responsibiliti es of a global  citizen in the world today | By the end of the lesson, the learner should be able to:   1. describe responsibilities of a global citizen in the world today, 2. apply the responsibilities of a global citizen. 3. Show empathy to personalities who volunteer for addressing injustices in the society | 1. How can we promote global citizenship? 2. How can we show empathy as global citizens? | Learner is guided to:   * use print resources to find out the   responsibilities of a global citizen,   * become aware about   responsibilities of as global citizens in developing communication messages or posters on responsibilities of a global citizen in the world today, | Photographs of the Nobel Prize nominees, Masking  tapes, The  Constitution of  Kenya  Moran SST. Grd 8 T.G. Pg.179-180  Moran SST. Grd 8  P.B. Pg.200-202 | Oral questions Observations  Written tests |  |
| **8** | **1** | **Citizenship** | Response to injustices and unfair situations in  the society –  Wangari  Maathai’s | By the end of the lesson, the learner should be able to:   1. describe Wangari Maathai’s biography. 2. explore ways in which Nobel Prize nominees responded to injustice situations in the society, (Wangari Maathai) 3. Show empathy to personalities who volunteer for addressing injustices in the society | 1. How can we promote global citizenship? 2. How can we show empathy as global citizens? | Learner is guided to:   * discuss desirable characteristics of the Nobel Prize nominees * demonstrate tolerance expressing and understanding different viewpoints as they debate on differences and similarities about how (*Wangari Maathai* and *Mahatma Gandhi*) responded to injustice situations in society, | Photographs of the Nobel Prize nominees, Masking  tapes, The  Constitution of  Kenya  Moran SST. Grd 8 T.G. Pg.181-183  Moran SST. Grd 8  P.B. Pg.202-204 | Oral questions Observations  Written tests |  |
|  | **2** |  | Mahatma Gandhi | By the end of the lesson, the learner should be able to:   1. Describe Mahatma Gandhi biography. 2. explore ways in which Nobel Prize nominees responded to injustice situations in the society, (Mahatma Gandhi) 3. Show empathy to personalities who volunteer for addressing injustices in the society | 1. How can we promote global citizenship? 2. How can we show empathy as global citizens? | Learner is guided to:   * discuss desirable characteristics of the Nobel Prize nominees * demonstrate tolerance expressing and understanding different viewpoints as they debate on differences and similarities about how (*Wangari Maathai* and *Mahatma Gandhi*) responded to injustice situations in society, | Photographs of the Nobel Prize nominees, Masking  tapes, The  Constitution of  Kenya  Moran SST. Grd 8 T.G. Pg.183-186  Moran SST. Grd 8  P.B. Pg.204-206 | Oral questions Observations  Written tests |  |
|  | **3** |  | Modelling Nobel prize nominees | By the end of the lesson, the learner should be able to:   1. Identify locally available materials that can be used for modelling. 2. Collect locally available materials for modelling. 3. Show empathy to personalities who volunteer for addressing injustices in the society | 1. How can we promote global citizenship? 2. How can we show empathy as global citizens? | Learner is guided to:   * discuss ways of modeling them   Nobel Prize nominees,   * write an essay on the importance of empathy to personalities who volunteer to address injustices in society, | Photographs of the Nobel Prize nominees, Masking  tapes, The  Constitution of  Kenya  Moran SST. Grd 8 T.G. Pg.187-188  Moran SST. Grd 8  P.B. Pg.206-207 | Oral questions Observations  Written tests |  |
|  | **4** |  | Modelling Nobel prize nominees | By the end of the lesson, the learner should be able to:   1. Identify two Nobel prize nominees. 2. Model the Nobel prize nominees to show a sense of responsibilities in addressing issues affecting that affect others. 3. Show empathy to personalities who volunteer for addressing injustices in the society | 1. How can we promote global citizenship? 2. How can we show empathy as global citizens? | Learner is guided to:   * discuss ways of modeling them   Nobel Prize nominees,   * practice and sing the Eastern   Africa (EAC) and African Union  (AU)anthems,   * in small groups translate the EAC and AU anthems into indigenous languages and sing in class. | Photographs of the Nobel Prize nominees, Masking  tapes, The  Constitution of  Kenya  Moran SST. Grd 8 T.G. Pg.187-188  Moran SST. Grd 8  P.B. Pg.206-207 | Oral questions Observations  Written tests |  |
| **9** | **1** |  | Social entrepreneur ship and active participation for personal and social well-being | By the end of the lesson, the learner should be able to:   1. Describe social entrepreneurship. 2. exhibit social entrepreneurship and active participation for personal and social wellbeing, 3. Show empathy to personalities who volunteer for addressing injustices in the society | 1. How can we promote global citizenship? 2. How can we show empathy as global citizens? | Learner is guided to:  ● research on social entrepreneurship and active participation for personal and social wellbeing and write a report, | Photographs of the Nobel Prize nominees, Masking  tapes, The  Constitution of  Kenya  Moran SST. Grd 8 T.G. Pg.189-191  Moran SST. Grd 8  P.B. Pg.207-208 | Oral questions Observations  Written tests |  |
|  | **2-4** |  | **END TERM ASSESSMENT/CLOSING** | | | |  |  |  |