



# DOYEN PUBLISHERS

## SCHEMES OF WORK TERM II 2025

### GRADE 9 SOCIAL STUDIES

Wk	LS	strand	Sub-strand	Lesson Learning Outcomes	Key Inquiry Question(s)	Learning Experiences	Learning Resources	Assessment Methods	Refl
1	1	<b>Population structure</b>	Significance of population structure in the distribution of national resources in a society	By the end of the lesson, the learner should be able to: a) determine the significance of population structure in the distribution of national resources in a society b) Make posters on the differences in population structure in developed and developing countries. c) appreciate the differences in population structure between developed and developing countries.	Why is the population structure of a country important?	Learner is guided to: • brainstorm and enumerate the significance of population structure in the distribution of national resources in a society, • compose and display messages on differences in population structure of developed and developing countries for sustainable development	Resource persons Selected resources Manila paper MTP SST Grd 9 T.G. Pg. 44- 45 MTP SST Grd 9 P.B Pg. 79- 82	QA Written tests Portfolio Discussion Project	
	2	<b>Peaceful Conflict Resolution</b>	Types of peace in society – personal	By the end of the lesson, the learner should be able to: a) explain types of peace for sustainable social interactions, b) Analyze personal peace in the society. c) Appreciate the importance of peace in the society.	How can we promote peace in the community?	Learner is guided to: • brainstorm on types of peace in the society such as personal.	Resource persons Selected resources Manila paper MTP SST Grd 9 T.G. Pg. 46- 47 MTP SST Grd 9 P.B Pg. 83- 85	QA Written tests Portfolio Discussion Project	



	<b>3</b>		Cultural peace	By the end of the lesson, the learner should be able to: a) List the types of peace for sustainable social interactions, b) Analyze cultural peace in the society. c) Appreciate the importance of peace in the society.	How can we promote peace in the community?	Learner is guided to: • brainstorm on types of peace in the society such as personal, cultural and share,	Resource persons Selected resources Manila paper MTP SST Grd 9 T.G. Pg. 46- 47 MTP SST Grd 9 P.B Pg. 83- 85	QA Written tests Portfolio Discussion Project	
	<b>4</b>		Barriers to conflict resolution in daily life	By the end of the lesson, the learner should be able to: a) identify barriers to conflict resolution in day to-day lives, b) Examine the barriers to conflict resolution in daily life. c) Appreciate the importance of peace in the society.	How can we promote peace in the community?	Learner is guided to: • use digital or print resources to search for barriers to conflict resolution and present,	Resource persons Selected resources Manila paper MTP SST Grd 9 T.G. Pg. 48- 49 MTP SST Grd 9 P.B Pg. 85- 87	QA Written tests Portfolio Discussion Project	
<b>2</b>	<b>1</b>		Ways of managing emotions to promote peace in the community	By the end of the lesson, the learner should be able to: a) Define the term emotions. b) explore ways of managing emotions in the promotion of peace in the community, c) Appreciate the importance of peace in the society.	How can we promote peace in the community?	Learner is guided to: • discuss possible solutions for managing emotions to promote peace in the community,	Resource persons Selected resources Manila paper MTP SST Grd 9 T.G. Pg. 49- 51 MTP SST Grd 9 P.B Pg. 87- 89	QA Written tests Portfolio Discussion Project	



2		Ways of managing emotions to promote peace in the community	By the end of the lesson, the learner should be able to: a) Define the term emotions. b) explore ways of managing emotions in the promotion of peace in the community, c) Appreciate the importance of peace in the society.	How can we promote peace in the community?	Learner is guided to: • discuss possible solutions for managing emotions to promote peace in the community,	Resource persons Selected resources Manila paper MTP SST Grd 9 T.G. Pg. 49- 51 MTP SST Grd 9 P.B Pg. 87- 89	QA Written tests Portfolio Discussion Project	
3		Applying emotional intelligence for peaceful conflict resolutions in the community	By the end of the lesson, the learner should be able to: a) List scenarios on emotional intelligence for peaceful conflict resolutions in the community. b) apply emotional intelligence for peaceful conflict resolutions in the community, c) Appreciate the importance of peace in the society.	How can we promote peace in the community?	Learner is guided to: • engage a resource person on how to apply emotional intelligence to maintain peace in the community,	Resource persons Selected resources Manila paper MTP SST Grd 9 T.G. Pg. 51- 52 MTP SST Grd 9 P.B Pg. 90- 92	QA Written tests Portfolio Discussion Project	



	4		Applying emotional intelligence for peaceful conflict resolutions in the community	By the end of the lesson, the learner should be able to: a) List scenarios on emotional intelligence for peaceful conflict resolutions in the community. b) apply emotional intelligence for peaceful conflict resolutions in the community, c) Appreciate the importance of peace in the society.	How can we promote peace in the community?	Learner is guided to: • design scenarios on emotional intelligence for peaceful conflict resolutions in the community	Resource persons Selected resources Manila paper MTP SST Grd 9 T.G. Pg. 51- 52 MTP SST Grd 9 P.B Pg. 90- 92	QA Written tests Portfolio Discussion Project	
3	1		Embracing peace initiatives and agreements at the community level for harmonious living	By the end of the lesson, the learner should be able to: a) List the peace initiatives in the society b) Compose a song or poems on peace. c) embrace peace initiatives and agreements at the community level for harmonious living.	How can we promote peace in the community?	Learner is guided to: • compose songs or poems peace initiatives and agreements at the community level for harmonious living.	Resource persons Selected resources Manila paper MTP SST Grd 9 T.G. Pg. 52- 54 MTP SST Grd 9 P.B Pg. 92- 95	QA Written tests Portfolio Discussion Project	



2	<b>Healthy relationships</b>	Ways of sustaining healthy relationships in the community	By the end of the lesson, the learner should be able to: a) explain ways of sustaining healthy relationships in the community, b) Practice healthy relationships in the society. c) appreciate the need for healthy relationships in the community.	How can we promote healthy relationships in the community?	Learner is guided to: • brainstorm in pairs ways of sustaining healthy relationships in the community,	Resource persons Selected resources Manila paper MTP SST Grd 9 T.G. Pg. 55- 56 MTP SST Grd 9 P.B Pg. 96- 97	QA Written tests Portfolio Discussion Project	
3		Barriers to harmonious relationships	By the end of the lesson, the learner should be able to: a) List the barriers to harmonious relationships b) explore barriers to harmonious relationships, c) appreciate the need for healthy relationships in the community.	How can we promote healthy relationships in the community?	Learner is guided to: • speak clearly and effectively as they discuss barriers to harmonious relationships, • watch video clips on barriers to healthy relationships and write a report,	Resource persons Selected resources Manila paper MTP SST Grd 9 T.G. Pg. 56 MTP SST Grd 9 P.B Pg. 97- 98	QA Written tests Portfolio Discussion Project	
4		Strategies to overcome barriers to healthy relationships	By the end of the lesson, the learner should be able to: a) Give the strategies to overcome barriers to healthy relationships. b) design strategies to overcome barriers to healthy relationships, c) appreciate the need for healthy relationships in the community.	How can we promote healthy relationships in the community?	Learner is guided to: • use digital or print resources to research strategies to overcome barriers to healthy relationships, • undertake tasks as they roleplay scenarios that depict the need for healthy relationships in the community.	Resource persons Selected resources Manila paper MTP SST Grd 9 T.G. Pg. 57- 59 MTP SST Grd 9 P.B Pg. 99- 104	QA Written tests Portfolio Discussion Project	



4	1	<b>NATURAL AND HISTORIC BUILT ENVIRONMENTS</b>	Topographical maps	By the end of the lesson, the learner should be able to: a) name human activities on topographical maps, b) Observe pictures of topographical maps. c) appreciate the representation of human activities on topographical maps.	Why are topographical maps important?	Learner is guided to: • brainstorm human activities that may be represented on a topographical map,	Resource persons Selected resources Manila paper MTP SST Grd 9 T.G. Pg. 60- 61 MTP SST Grd 9 P.B Pg. 105- 107 Smart Minds SST Grd 9 T.G. Pg. 70-73 Smart Minds SST Grd 9 P.B Pg. 108-111	QA Written tests Portfolio Discussion Project	
	2		Topographical maps	By the end of the lesson, the learner should be able to: a) List human activities on topographical maps, b) Observe pictures of topographical maps. c) appreciate the representation of human activities on topographical maps.	Why are topographical maps important?	Learner is guided to: • brainstorm human activities that may be represented on a topographical map,	Resource persons Selected resources Manila paper MTP SST Grd 9 T.G. Pg. 60- 61 MTP SST Grd 9 P.B Pg. 105- 107	QA Written tests Portfolio Discussion Project	



	3		Human activities of topographical maps	By the end of the lesson, the learner should be able to: a) describe human activities on topographical maps, b) represent human activities on topographical maps c) appreciate the representation of human activities on topographical maps.	Why are topographical maps important?	Learner is guided to: • use print or digital resources to find out how human activities are represented in topographical maps,	Resource persons Selected resources Manila paper MTP SST Grd 9 T.G. Pg. 60- 61 MTP SST Grd 9 P.B Pg. 105- 107	QA Written tests Portfolio Discussion Project	
	4		Human activities of topographical maps	By the end of the lesson, the learner should be able to: a) describe human activities on topographical maps, b) Analyze how human activities affect roads. c) appreciate the representation of human activities on topographical maps.	Why are topographical maps important?	Learner is guided to: • use a chart to identify on topographical map how some human activities like agriculture, mining, urban development and deforestation affect roads,	Resource persons Selected resources Manila paper MTP SST Grd 9 T.G. Pg. 60- 61 MTP SST Grd 9 P.B Pg. 105- 107	QA Written tests Portfolio Discussion Project	
5	1		Enlarging and reducing parts of topographical map	By the end of the lesson, the learner should be able to: a) describe how to enlarge and reduce topographical maps b) Enlarge and reduce topographical maps c) appreciate the representation of human activities on topographical maps.	Why are topographical maps important?	Learner is guided to: • draw a sketch map to enlarge and reduce part of topographical maps and present it to peers,	Resource persons Selected resources Manila paper MTP SST Grd 9 T.G. Pg. 62- 63 MTP SST Grd 9 P.B Pg. 108- 110	QA Written tests Portfolio Discussion Project	



2		Enlarging and reducing parts of topographical map	By the end of the lesson, the learner should be able to: a) describe how to enlarge and reduce topographical maps b) Enlarge and reduce topographical maps c) appreciate the representation of human activities on topographical maps.	Why are topographical maps important?	Learner is guided to: • draw a sketch map to enlarge and reduce part of topographical maps and present it to peers,	Resource persons Selected resources Manila paper MTP SST Grd 9 T.G. Pg. 62- 63 MTP SST Grd 9 P.B Pg. 108- 110	QA Written tests Portfolio Discussion Project	
3		Illustrating cross-sections from topographical maps	By the end of the lesson, the learner should be able to: a) Give the human activities shown on topographical maps b) illustrate cross-sections from topographical maps, c) appreciate the representation of human activities on topographical maps.	Why are topographical maps important?	Learner is guided to: • draw cross-sections from topographical maps showing human activities, • display the cross-sections, take a gallery walk and peer assess.	Resource persons Selected resources Manila paper MTP SST Grd 9 T.G. Pg. 64- 66 MTP SST Grd 9 P.B Pg. 111- 116	QA Written tests Portfolio Discussion Project	
4		Illustrating cross-sections from topographical maps	By the end of the lesson, the learner should be able to: a) Give the human activities shown on topographical maps b) illustrate cross-sections from topographical maps, c) appreciate the representation of human activities on	Why are topographical maps important?	Learner is guided to: • draw cross-sections from topographical maps showing human activities, • display the cross-sections, take a gallery walk and peer assess.	Resource persons Selected resources Manila paper MTP SST Grd 9 T.G. Pg. 64- 66 MTP SST Grd 9 P.B Pg. 111- 116	QA Written tests Portfolio Discussion Project	





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6	1	<b>Internal Land Forming Processes</b>	Types of earth movements Causes of • Rift valley	By the end of the lesson, the learner should be able to: a) explore the types and causes of earth movements in the environment, b) Illustrate the formation of Rift valley c) recognize internal land forming processes in shaping the landscape and their influence on human activities.	How do landforms influence human activities?	Learner is guided to: • brainstorm the types and causes of earth movements and present them in class, • conduct library research on types of faults in the environment and do a presentation in class,	Resource persons Selected resources Manila paper MTP SST Grd 9 T.G. Pg. 67- 69 MTP SST Grd 9 P.B Pg. 117- 121	QA Written tests Portfolio Discussion Project	
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2		Causes of • Block mountain	By the end of the lesson, the learner should be able to: a) explore the types and causes of earth movements in the environment, b) Illustrate the formation of Block c) recognize internal land forming processes in shaping the landscape and their influence on human activities.	How do landforms influence human activities?	Learner is guided to: • brainstorm the types and causes of earth movements and present them in class, • conduct library research on types of faults in the environment and do a presentation in class,	Resource persons Selected resources Manila paper MTP SST Grd 9 T.G. Pg. 67- 69 MTP SST Grd 9 P.B Pg. 117- 121	QA Written tests Portfolio Discussion Project	
3		Causes of • Faults	By the end of the lesson, the learner should be able to: a) explore the types and causes of earth movements in the environment, b) Illustrate the formation of faults c) recognize internal land forming processes in shaping the landscape and their influence on human activities.	How do landforms influence human activities?	Learner is guided to: • brainstorm the types and causes of earth movements and present them in class, • conduct library research on types of faults in the environment and do a presentation in class,	Resource persons Selected resources Manila paper MTP SST Grd 9 T.G. Pg. 67- 69 MTP SST Grd 9 P.B Pg. 117- 121	QA Written tests Portfolio Discussion Project	



	4		Theories of continental drift in the formation of continents	By the end of the lesson, the learner should be able to: a) explain the theories of continental drift in the formation of continents, b) Analyze the theory of continental drift in the formation of continents. c) recognize internal land forming processes in shaping the landscape and their influence on human activities.	How do landforms influence human activities?	Learner is guided to: • use digital or print resources to research theories of continental drift in the environment and make short notes,	Resource persons Selected resources Manila paper MTP SST Grd 9 T.G. Pg. 70- 72 MTP SST Grd 9 P.B Pg. 122- 125	QA Written tests Portfolio Discussion Project	
7	1		Theories of continental plate tectonics in the formation of continents	By the end of the lesson, the learner should be able to: a) explain the theories of plate tectonic in the formation of continents, b) Analyze the theory of plate tectonic in the formation of continents. c) recognize internal land forming processes in shaping the landscape and their influence on human activities.	How do landforms influence human activities?	Learner is guided to: • use digital or print resources to research theories of plate tectonics in the environment and make short notes,	Resource persons Selected resources Manila paper MTP SST Grd 9 T.G. Pg. 70- 72 MTP SST Grd 9 P.B Pg. 122- 125	QA Written tests Portfolio Discussion Project	



2		Formation of features due to faulting in the environment	By the end of the lesson, the learner should be able to: a) Explain the process of faulting in the environment. b) illustrate the formation of selected features due to faulting in the environment, c) recognize internal land forming processes in shaping the landscape and their influence on human activities.	How do landforms influence human activities?	Learner is guided to: • view video clips/documentaries on the processes of faulting in the environment. • draw a sketch illustrating the formation of selected features in the environment and display for peer assessment,	Resource persons Selected resources Manila paper MTP SST Grd 9 T.G. Pg. 72- 76 MTP SST Grd 9 P.B Pg. 126- 131	QA Written tests Portfolio Discussion Project	
3		Formation of features due to faulting in the environment	By the end of the lesson, the learner should be able to: a) Explain the process of faulting in the environment. b) Use atlas to locate features formed as a result of faulting process. c) recognize internal land forming processes in shaping the landscape and their influence on human activities.	How do landforms influence human activities?	Learner is guided to: • use an atlas to locate features formed as a result of the faulting process,	Resource persons Selected resources Manila paper MTP SST Grd 9 T.G. Pg. 72- 76 MTP SST Grd 9 P.B Pg. 126- 131	QA Written tests Portfolio Discussion Project	



	4		Effects of faulting on human activities	By the end of the lesson, the learner should be able to: a) explain the effects of faulting on human activities, b) Create posters on awareness of disasters relating to faulting. c) recognize internal land forming processes in shaping the landscape and their influence on human activities.	How do landforms influence human activities?	Learner is guided to: • carry out mapping on the significance of faulting to human life and activities, • develop posters to create awareness of disasters relating to faulting, • create communication messages to create awareness on effects of faulting to safety of road users and present in class, • brainstorm and share in class the significance of faulting in human activities.	Resource persons Selected resources Manila paper MTP SST Grd 9 T.G. Pg. 76- 82 MTP SST Grd 9 P.B Pg. 131- 137	QA Written tests Portfolio Discussion Project	
8	1	<b>Multi-purpose River Projects in Africa</b>	Selected multipurpose river projects - River Tana Projects in Kenya	By the end of the lesson, the learner should be able to: a) identify selected multipurpose river projects on a map of Africa, b) Observe pictures of River Tana project in Kenya c) recognize the importance of multipurpose river projects in society.	How useful are multi-purpose river projects in society?	Learner is guided to: • use the internet and print media to identify selected multi-purpose river projects	Resource persons Map of Africa, Photographs MTP SST Grd 9 T.G. Pg. 83- 84 MTP SST Grd 9 P.B Pg. 138- 140	QA Written tests Portfolio Discussion Project	



2		Selected multipurpose river projects - Aswan High Dam in Egypt	By the end of the lesson, the learner should be able to: a) identify selected multipurpose river projects on a map of Africa, b) Observe pictures of River Tana project in Kenya c) recognize the importance of multipurpose river projects in society.	How useful are multi-purpose river projects in society?	Learner is guided to: • use the internet and print media to identify selected multi-purpose river projects	Resource persons Map of Africa, Photographs MTP SST Grd 9 T.G. Pg. 83- 84 MTP SST Grd 9 P.B Pg. 138- 140	QA Written tests Portfolio Discussion Project	
3		Conditions that led to the establishment of multipurpose river projects along river Tana	By the end of the lesson, the learner should be able to: a) outline the conditions that led to the establishment of multi- purpose river projects Aswan High dam. b) Analyze the conditions for the establishment of multipurpose river projects c) recognize the importance of multipurpose river projects in society.	How useful are multi-purpose river projects in society?	Learner is guided to: • discuss the conditions that led to the establishment of multi-purpose river projects along River Tana,	Resource persons Map of Africa, Photographs MTP SST Grd 9 T.G. Pg. 85 MTP SST Grd 9 P.B Pg. 140- 142	QA Written tests Portfolio Discussion Project	



	4		Conditions that led to the establishment of multipurpose river projects along river Aswan High dam	By the end of the lesson, the learner should be able to: a) outline the conditions that led to the establishment of multi- purpose river projects Aswan High dam b) Analyze the conditions for the establishment of multipurpose river projects c) recognize the importance of multipurpose river projects in society.	How useful are multi-purpose river projects in society?	Learner is guided to: • discuss the conditions that led to the establishment of multi-purpose river Projects Aswan high dam	Resource persons Map of Africa, Photographs MTP SST Grd 9 T.G. Pg. 85 MTP SST Grd 9 P.B Pg. 140-142	QA Written tests Portfolio Discussion Project	
9	<b>HALF TERM</b>								
10	1		The economic importance of multi-purpose river projects in Africa.	By the end of the lesson, the learner should be able to: a) examine the economic importance of multipurpose river projects in Africa, b) Draw the map of Africa and indicate the multi-purpose projects. c) recognize the importance of multipurpose river projects in society.	How useful are multi-purpose river projects in society?	Learner is guided to: • research the economic importance of multipurpose river projects in Africa write short notes and share,	Resource persons Map of Africa, Photographs MTP SST Grd 9 T.G. Pg. 86- 87 MTP SST Grd 9 P.B Pg. 142- 145	QA Written tests Portfolio Discussion Project	



2		Challenges facing multi-purpose river projects in Africa	By the end of the lesson, the learner should be able to: a) List the challenges facing multi- purpose river projects in Africa. b) assess challenges facing multi- purpose river projects in Africa, c) recognize the importance of multipurpose river projects in society.	How useful are multi-purpose river projects in society?	Learner is guided to: • brainstorm on challenges facing multi-purpose river projects in Africa, • invite a resource person to share on the solutions to challenges facing multipurpose river projects.	Resource persons Map of Africa, Photographs MTP SST Grd 9 T.G. Pg. 87- 89 MTP SST Grd 9 P.B Pg. 145- 148	QA Written tests Portfolio Discussion Project	
3		Solutions to challenges facing multi-purpose river projects in Africa	By the end of the lesson, the learner should be able to: a) identify the solutions to challenges facing multi- purpose river projects in Africa. b) design solutions to challenges facing multipurpose river projects in Africa, c) recognize the importance of multipurpose river projects in society.	How useful are multi-purpose river projects in society?	Learner is guided to: • brainstorm on challenges facing multi-purpose river projects in Africa, • invite a resource person to share on the solutions to challenges facing multipurpose river projects.	Resource persons Map of Africa, Photographs MTP SST Grd 9 T.G. Pg. 89- 92 MTP SST Grd 9 P.B Pg. 148- 151	QA Written tests Portfolio Discussion Project	





	4		Solutions to challenges facing multi-purpose river projects in Africa	By the end of the lesson, the learner should be able to: a) identify the solutions to challenges facing multi-purpose river projects in Africa. b) design solutions to challenges facing multipurpose river projects in Africa, c) recognize the importance of multipurpose river projects in society.	How useful are multi-purpose river projects in society?	Learner is guided to: • brainstorm on challenges facing multi-purpose river projects in Africa, • invite a resource person to share on the solutions to challenges facing multipurpose river projects.	Resource persons Map of Africa, Photographs MTP SST Grd 9 T.G. Pg. 89- 92 MTP SST Grd 9 P.B Pg. 148- 151	QA Written tests Portfolio Discussion Project	
11	1	<b>Management and conservation of the environment</b>	Factors that led to the degradation of the environment in the community	By the end of the lesson, the learner should be able to: a) List factors that lead to the degradation of the environment. b) explore factors that lead to the degradation of the environment in the community, c) acknowledge the importance of managing and conserving the environment.	Why is it important to conserve the degraded environment?	Learner is guided to: • research on factors that lead to the degradation of the environment in the community,	Resource persons The immediate environment Photographs MTP SST Grd 9 T.G. Pg. 93- 95 MTP SST Grd 9 P.B Pg. 152- 154	QA Written tests Portfolio Discussion Project	



2		Factors that led to the degradation of the environment in the community	By the end of the lesson, the learner should be able to: a) List factors that lead to the degradation of the environment. b) explore factors that lead to the degradation of the environment in the community, c) acknowledge the importance of managing and conserving the environment.	Why is it important to conserve the degraded environment?	Learner is guided to: • view video clips documentaries or pictures and write an essay on the factors that lead to the degradation of the environment,	Resource persons The immediate environment Photographs MTP SST Grd 9 T.G. Pg. 93- 95 MTP SST Grd 9 P.B Pg. 152- 154	QA Written tests Portfolio Discussion Project	
3		Effects of environmental degradation in society	By the end of the lesson, the learner should be able to: a) describe the effects of environmental degradation in society, b) Examine the effects of environmental degradation in society. c) acknowledge the importance of managing and conserving the environment.	Why is it important to conserve the degraded environment?	Learner is guided to: • use print or digital resources to establish the effects of degradation of the environment,	Resource persons The immediate environment Photographs MTP SST Grd 9 T.G. Pg. 96- 97 MTP SST Grd 9 P.B Pg. 155- 157	QA Written tests Portfolio Discussion Project	
4		Effects of environmental degradation in society	By the end of the lesson, the learner should be able to: a) describe the effects of environmental degradation in society, b) Examine the effects of environmental degradation in society. c) acknowledge the importance of managing and conserving the	Why is it important to conserve the degraded environment?	Learner is guided to: • use print or digital resources to establish the effects of degradation of the environment,	Resource persons The immediate environment Photographs MTP SST Grd 9 T.G. Pg. 96- 97 MTP SST Grd 9 P.B Pg. 155- 157	QA Written tests Portfolio Discussion Project	



				environment.					
12	1		Measures to manage and conserve the environment for sustainability	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) Highlight measures to manage and conserve the environment for sustainability.</li> <li>b) design measures to manage and conserve the environment for sustainability,</li> <li>c) acknowledge the importance of managing and conserving the environment.</li> </ul>	Why is it important to conserve the degraded environment?	Learner is guided to: <ul style="list-style-type: none"> <li>• brainstorm on the measures to manage and conserve the environment for sustainability,</li> </ul>	<p>Resource persons The immediate environment Photographs MTP SST Grd 9 T.G. Pg. 97- 98</p> <p>MTP SST Grd 9 P.B Pg. 157- 159</p>	QA Written tests Portfolio Discussion Project	



2		Measures to manage and conserve the environment for sustainability	By the end of the lesson, the learner should be able to: a) Highlight measures to manage and conserve the environment for sustainability. b) design measures to manage and conserve the environment for sustainability, c) acknowledge the importance of managing and conserving the environment.	Why is it important to conserve the degraded environment?	Learner is guided to: • brainstorm on the measures to manage and conserve the environment for sustainability,	Resource persons The immediate environment Photographs MTP SST Grd 9 T.G. Pg. 97- 98 MTP SST Grd 9 P.B Pg. 157- 159	QA Written tests Portfolio Discussion Project	
3		Applying creative thinking skills in managing and conserving the environment	By the end of the lesson, the learner should be able to: a) Explain ways of managing and conserving the environment. b) apply creative thinking skills in managing and conserving the immediate environment, c) acknowledge the importance of managing and conserving the environment.	Why is it important to conserve the degraded environment?	Learner is guided to: • demonstrate tolerance, express and understand different viewpoints as they participate in environmental conservation in the community,	Resource persons The immediate environment Photographs MTP SST Grd 9 T.G. Pg. 99 MTP SST Grd 9 P.B Pg. 160- 161	QA Written tests Portfolio Discussion Project	



	4		The importance of managing and conserving the environment	By the end of the lesson, the learner should be able to: a) explain the importance of managing and conserving the environment. b) Make posters on managing and conserving the environment. c) acknowledge the importance of managing and conserving the environment.	Why is it important to conserve the degraded environment?	Learner is guided to: • develop and display posters with messages on how to creatively manage and conserve the environment	Resource persons The immediate environment Photographs MTP SST Grd 9 T.G. Pg. 100-101 MTP SST Grd 9 P.B Pg. 162- 164	QA Written tests Portfolio Discussion Project	
13	1	<b>World Heritage sites in Africa</b>	Locate selected world heritage sites in Africa - • Rock-Hewn Churches	By the end of the lesson, the learner should be able to: a) identify the selected world heritage sites in Africa, b) Explore the importance of Rock- Hewn Churches. c) value heritage sites in the community.	Why is it important to conserve the world heritage sites?	Learner is guided to: • use digital/print resources to locate the selected world heritage sites • brainstorm on the importance of the selected world sites in promoting cultural heritage,	Resource persons Maps, Photographs MTP SST Grd 9 T.G. Pg. 102- 105 MTP SST Grd 9 P.B Pg. 165-170	QA Written tests Portfolio Discussion Project	
	2		Locate selected world heritage sites in Africa - • Vallée de Mai Nature Reserve • Serengeti National Park	By the end of the lesson, the learner should be able to: a) identify the selected world heritage sites in Africa, b) Explore the importance of Vallee de Mai nature reserve and Serengeti national park. c) value heritage sites in the community.	Why is it important to conserve the world heritage sites?	Learner is guided to: • use digital/print resources to locate the selected world heritage sites • brainstorm on the importance of the selected world sites in promoting cultural heritage,	Resource persons Maps, Photographs MTP SST Grd 9 T.G. Pg. 102- 105 MTP SST Grd 9 P.B Pg. 165-170	QA Written tests Portfolio Discussion Project	



	<b>3</b>		Locate selected world heritage sites in Africa - • Robben Island	By the end of the lesson, the learner should be able to: a) identify the selected world heritage sites in Africa, b) Explore the importance of Robben Island c) value heritage sites in the community.	Why is it important to conserve the world heritage sites?	Learner is guided to: • use digital/print resources to locate the selected world heritage sites • brainstorm on the importance of the selected world sites in promoting cultural heritage,	Resource persons Maps, Photographs MTP SST Grd 9 T.G. Pg. 102- 105 MTP SST Grd 9 P.B Pg. 165-170	QA Written tests Portfolio Discussion Project	
	<b>4</b>		Locate selected world heritage sites in Africa - • Victoria Falls	By the end of the lesson, the learner should be able to: a) identify the selected world heritage sites in Africa, b) Explore the importance of Victoria Falls. c) value heritage sites in the community.	Why is it important to conserve the world heritage sites?	Learner is guided to: • use digital/print resources to locate the selected world heritage sites • brainstorm on the importance of the selected world sites in promoting cultural heritage,	Resource persons Maps, Photographs MTP SST Grd 9 T.G. Pg. 102- 105 MTP SST Grd 9 P.B Pg. 165-170	QA Written tests Portfolio Discussion Project	
<b>14</b>	<b>END TERM ONE ASSESSMENT/CLOSING</b>								