

REPUBLIC OF KENYA
MINISTRY OF EDUCATION

COMPETENCY-BASED CURRICULUM (CBC)

GRADE 8 SOCIAL STUDIES
TERM 2 LESSON PLANS

2026 (Rationalised CBC)

— PREVIEW —

This is a 2-lesson preview. The full pack contains 36 lesson plans.

Buy the full pack at cbcedukenya.com — KES 300

TEACHER'S NAME	_____
SCHOOL	_____
GRADE	8
TERM	Term 2
YEAR	2026

REFERENCE MATERIALS

1. Social Studies Grade 8 Curriculum Design (KICD)
2. Approved Social Studies Grade 8 Learner's Book
3. Approved Teacher's Guide
4. MTP Social Studies Grade 8

CBC Edu Kenya · cbcedukenya.com

Aligned with KICD Curriculum Designs · Editable Word Document

Not an official MoE/KICD publication

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SECTION A: DETAILED LESSON PLANS

The following lesson plans provide a detailed guide for selected lessons across Term 2. All plans follow the rationalised CBC format aligned with the KICD curriculum design for GRADE 8 SOCIAL STUDIES.

LESSON PLAN — WEEK 1, LESSON 1

Strand: **CITIZENSHIP** | Sub-Strand: **Rights and Freedoms**

SCHOOL	_____
LEARNING AREA	Social Studies
GRADE	8
TERM	2
WEEK / LESSON	Week 1 Lesson 1
STRAND	CITIZENSHIP
SUB-STRAND	Rights and Freedoms
SPECIFIC LEARNING OUTCOMES	By the end of the lesson, the learner should be able to: a) State rights b) Apply c) Build awareness
KEY INQUIRY QUESTION(S)	What rights do I have?
CORE COMPETENCY	Citizenship; Communication; Critical Thinking
VALUES	Patriotism, Integrity, Responsibility
PERTINENT & CONTEMPORARY ISSUES (PCI)	Life Skills; Citizenship; Social Cohesion; Governance
LEARNING RESOURCES	Constitution extracts

ORGANISATION OF LEARNING

INTRODUCTION	(5 min) Greet the learners warmly and settle them. Briefly recap the previous lesson by asking one or two learners to share something they remember. Introduce today's focus on Rights and Freedoms by writing the key inquiry question on the board: "What rights do I have?". Allow two to three learners to give quick answers — accept all responses without correcting yet. Tell learners that by the end of the lesson they will be able to state rights. Display the resources for the lesson (Constitution extracts) so learners know what to expect.
STEP 1	(7 min) Whole-class minds-on activity. Discuss. Hold up the relevant resource or write the key term on the board. Ask learners what they already know about it. Note 3-4 learner ideas on the board — these become anchors for the lesson. Link learners' ideas to the SLO: "State rights". Manage the class actively — walk to the back of the room, call on learners by name, and keep the pace brisk so no one drifts.
STEP 2	(8 min) Direct teach with a worked example. Case study. Demonstrate one full example on the board, thinking aloud as you go: name the step, do the step, check the step. Pause halfway and ask the class to predict the next step before you reveal it — this is your formative check. Re-state the inquiry question "What rights do I have?" and answer it now using the example you just completed. Connect explicitly to the SLO: "Apply". Invite one or two volunteers to come up and try the next example with

	you guiding — give immediate corrective feedback.
STEP 3	(8 min) Guided practice in pairs or small groups. practise Rights and Freedoms together in pairs. Distribute the practice task and put learners in pairs of mixed ability. Set a clear time limit (5 minutes for the task, 2 minutes for sharing). Walk around the room and listen in — pick up two pairs whose work is going well and one pair that is stuck. Differentiate as you go: for fast finishers, add a stretch question (e.g. "now try a harder example"); for learners who are stuck, scaffold by working through the first step together. Keep a low murmur in the room — silence usually means confusion, loud chatter usually means off-task.
STEP 4	(7 min) Independent application and formative assessment. apply Rights and Freedoms independently in a short task. Set a short individual task that mirrors the worked example but with different numbers, names, or context. While learners work, circulate and tick exercise books for two things only: did the learner attempt the task, and did they get the core idea right. This gives you a quick read on the class. After 5 minutes, call time and ask three learners to share their answers — choose one strong, one developing, and one who needs support. Affirm progress on the SLO: "Build awareness".
CONCLUSION	(5 min) Recap and exit ticket. Ask the whole class three quick questions to verify learning: (1) What is one new word or idea you learned today about Rights and Freedoms? (2) How would you answer "What rights do I have?" in one sentence? (3) Where could you use this learning outside the classroom? Take answers from different learners — including the quieter ones. Close by reminding learners of the values for the lesson and previewing the next lesson briefly. Affirm specific learners by name for effort, accuracy, or helpfulness during the lesson.
EXTENDED ACTIVITIES	Set a short, concrete task for home: ask learners to find one example of Rights and Freedoms in their environment (in the home, market, neighbourhood, or community) and bring evidence to the next lesson — a sketch, a written description, or a photograph if available. Fast finishers in class can begin this task immediately as enrichment. Encourage learners to discuss the lesson with a parent, sibling, or guardian — this strengthens learning at home and invites family involvement, which is a core CBC principle.
REFLECTION ON THE LESSON	_____

LESSON PLAN — WEEK 1, LESSON 2

Strand: **CITIZENSHIP** | Sub-Strand: **Responsibilities**

SCHOOL	_____
LEARNING AREA	Social Studies
GRADE	8
TERM	2
WEEK / LESSON	Week 1 Lesson 2
STRAND	CITIZENSHIP
SUB-STRAND	Responsibilities
SPECIFIC LEARNING OUTCOMES	By the end of the lesson, the learner should be able to: a) Identify b) Apply c) Build values
KEY INQUIRY QUESTION(S)	What must I do?
CORE COMPETENCY	Citizenship; Communication; Critical Thinking
VALUES	Patriotism, Integrity, Responsibility
PERTINENT & CONTEMPORARY ISSUES (PCI)	Life Skills; Citizenship; Social Cohesion; Governance
LEARNING RESOURCES	Charts

ORGANISATION OF LEARNING

INTRODUCTION	(5 min) Greet the learners warmly and settle them. Briefly recap the previous lesson by asking one or two learners to share something they remember. Introduce today's focus on Responsibilities by writing the key inquiry question on the board: "What must I do?". Allow two to three learners to give quick answers — accept all responses without correcting yet. Tell learners that by the end of the lesson they will be able to identify. Display the resources for the lesson (Charts) so learners know what to expect.
STEP 1	(7 min) Whole-class minds-on activity. Discuss. Hold up the relevant resource or write the key term on the board. Ask learners what they already know about it. Note 3-4 learner ideas on the board — these become anchors for the lesson. Link learners' ideas to the SLO: "Identify". Manage the class actively — walk to the back of the room, call on learners by name, and keep the pace brisk so no one drifts.
STEP 2	(8 min) Direct teach with a worked example. Pair share. Demonstrate one full example on the board, thinking aloud as you go: name the step, do the step, check the step. Pause halfway and ask the class to predict the next step before you reveal it — this is your formative check. Re-state the inquiry question "What must I do?" and answer it now using the example you just completed. Connect explicitly to the SLO: "Apply". Invite one or two volunteers to come up and try the next example with you guiding — give immediate corrective feedback.
STEP 3	(8 min) Guided practice in pairs or small groups. practise Responsibilities together in pairs. Distribute the practice task and put learners in pairs of mixed ability. Set a clear time limit (5 minutes for the task, 2 minutes for sharing). Walk around the room and listen in — pick up two pairs whose work is

	going well and one pair that is stuck. Differentiate as you go: for fast finishers, add a stretch question (e.g. "now try a harder example"); for learners who are stuck, scaffold by working through the first step together. Keep a low murmur in the room — silence usually means confusion, loud chatter usually means off-task.
STEP 4	(7 min) Independent application and formative assessment. apply Responsibilities independently in a short task. Set a short individual task that mirrors the worked example but with different numbers, names, or context. While learners work, circulate and tick exercise books for two things only: did the learner attempt the task, and did they get the core idea right. This gives you a quick read on the class. After 5 minutes, call time and ask three learners to share their answers — choose one strong, one developing, and one who needs support. Affirm progress on the SLO: "Build values".
CONCLUSION	(5 min) Recap and exit ticket. Ask the whole class three quick questions to verify learning: (1) What is one new word or idea you learned today about Responsibilities? (2) How would you answer "What must I do?" in one sentence? (3) Where could you use this learning outside the classroom? Take answers from different learners — including the quieter ones. Close by reminding learners of the values for the lesson and previewing the next lesson briefly. Affirm specific learners by name for effort, accuracy, or helpfulness during the lesson.
EXTENDED ACTIVITIES	Set a short, concrete task for home: ask learners to find one example of Responsibilities in their environment (in the home, market, neighbourhood, or community) and bring evidence to the next lesson — a sketch, a written description, or a photograph if available. Fast finishers in class can begin this task immediately as enrichment. Encourage learners to discuss the lesson with a parent, sibling, or guardian — this strengthens learning at home and invites family involvement, which is a core CBC principle.
REFLECTION ON THE LESSON	_____

— END OF PREVIEW —

You have viewed 2 of 36 fully-detailed lesson plans. The complete pack covers every week of Term 2 (36 lessons) plus the full Scheme of Work.

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SECTION B: SCHEME OF WORK — GRADE 8 SOCIAL STUDIES TERM 2

School: _____ Teacher: _____ Year: 2026

WK	LSN	STRAND	SUB-STRAND	SPECIFIC LEARNING OUTCOMES	KEY INQUIRY QUESTION(S)	LEARNING EXPERIENCES	LEARNING RESOURCES	ASSESSMENT METHODS
1	1	Citizenship	Rights and Freedoms	a) State rights b) Apply c) Build awareness	What rights do I have?	Discuss; case study	Constitution extracts	Oral, written
1	2	Citizenship	Responsibilities	a) Identify b) Apply c) Build values	What must I do?	Discuss; pair share	Charts	Oral, peer
1	3	Citizenship	Bill of Rights	a) Identify b) Cite articles c) Apply	What is in Bill of Rights?	Read extracts; pair quiz	Constitution	Oral, written
2	1	Government	Devolution	a) Identify levels b) State functions c) Apply	How devolution works?	Discuss; structure	Charts	Oral, written
2	2	Government	County Government	a) Structure b) Functions c) Apply	What does county do?	Discuss; case study	Cases	Oral, written
2	3	Government	National Government	a) Three arms b) Functions c) Apply	How three arms work?	Discuss; chart	Charts	Oral, written
3	1	Government	Elections	a) State principles b) Process c) Apply	How elections work?	Mock election	Ballot papers	Practical, peer
3	2	Government	Public Service	a) Define b) Examples c) Apply	What is public service?	Discuss; pair classify	Pictures	Oral, peer
3	3	Government	Public Resources	a) Identify b) Use wisely c) Build values	How use resources?	Discuss; case study	Cases	Oral, peer
4	1	Geography	Climate of East Africa	a) Identify zones b) Compare c) Apply	How climate varies?	Map study	Maps	Written, peer
4	2	Geography	Rainfall Patterns	a) Identify b) Compare c) Apply	Why rain varies?	Map study	Maps	Written, peer
4	3	Geography	Vegetation	a) Identify zones b) Connect to climate c) Apply	How climate affects plants?	Map study	Maps	Written, peer
5	1	Geography	Population Distribution	a) Identify factors b) Map c) Apply	Why people live there?	Map study	Maps	Written, peer
5	2	Geography	Migration	a) State causes b) Effects c) Apply	Why migrate?	Discuss; case study	Cases	Oral, peer
5	3	Geography	Urbanisation	a) Define b) Causes c) Apply	Why cities grow?	Discuss	Pictures	Oral, peer
6	1	History	Pre-Colonial Kenya	a) Identify communities b) Lifestyles c) Build appreciation	How lived?	Discuss	Pictures	Oral, written
6	2	History	Trade in East Africa	a) Identify routes b) Goods c) Apply	What was traded?	Map; discuss	Maps	Oral, peer
6	3	History	Colonial Rule	a) State methods b)	How colonialism	Discuss; case study	Cases	Oral, peer

				Resistance c) Apply	affected?			
7	1	History	Struggle for Independence	a) Identify leaders b) Movements c) Build appreciation	Who fought?	Discuss; biographies	Articles	Oral, peer
7	2	History	Independence	a) State date b) Significance c) Apply	How independent?	Discuss	Articles	Oral, peer
7	3	History	Building Modern Kenya	a) Identify presidents b) Achievements c) Apply	How Kenya developed?	Discuss; chart	Charts	Oral, peer
8	1	Economic Activities	Agriculture	a) Major crops b) Importance c) Apply	How farming feeds Kenya?	Map; discuss	Maps	Oral, peer
8	2	Economic Activities	Manufacturing	a) Identify industries b) Locate c) Apply	What we make?	Discuss; map	Maps	Oral, peer
8	3	Economic Activities	Tourism	a) Identify attractions b) Importance c) Apply	Why tourism?	Discuss; case study	Pictures	Oral, peer
9	1	Resources	Water	a) Sources b) Conservation c) Apply	How conserve?	Discuss; pair plan	Charts	Oral, peer
9	2	Resources	Forests	a) Importance b) Conservation c) Apply	Why save forests?	Discuss; pair plan	Pictures	Oral, peer
9	3	Resources	Minerals	a) Identify b) Locate c) Apply	What minerals?	Map; discuss	Maps	Oral, peer
10	1	East African Community	Member States	a) Identify b) Map c) Apply	Who is in EAC?	Map study	Maps	Written, peer
10	2	East African Community	Benefits	a) Identify b) Apply c) Build awareness	Why EAC?	Discuss	Articles	Oral, peer
10	3	East African Community	Challenges	a) Identify b) Solutions c) Apply	What problems?	Discuss	Articles	Oral, peer
11	1	Africa	African Union	a) Identify b) Functions c) Apply	What does AU do?	Discuss	Articles	Oral, peer
11	2	Africa	Pan-Africanism	a) Define b) Leaders c) Apply	What is Pan-Africanism?	Discuss; biographies	Articles	Oral, peer
11	3	Africa	African Identity	a) Define b) Build pride c) Apply	What makes us African?	Discuss; share	Stories	Oral, peer
12	1	All Strands	Term 2 Revision	a) Recap b) Show progress c) Build readiness	What did we learn?	Pair quiz	Materials	Oral, peer
12	2	All Strands	Term 2 Revision	a) Apply b) Discuss c) Self-assess	How use this?	Practical tasks	Materials	Observation, oral

12	3	All Strands	Term 2 Assessment	a) Demonstrate b) Reflect c) Build readiness	Am I ready?	Assessment	Assessment paper	Written, self-assessment
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