

REPUBLIC OF KENYA
MINISTRY OF EDUCATION

COMPETENCY-BASED CURRICULUM (CBC)

GRADE 9 SOCIAL STUDIES
TERM 2 LESSON PLANS

2026 (Rationalised CBC)

— PREVIEW —

This is a 2-lesson preview. The full pack contains 44 lesson plans.

Buy the full pack at cbcedukenya.com — KES 300

TEACHER'S NAME	_____
SCHOOL	_____
GRADE	9
TERM	Term 2
YEAR	2026

REFERENCE MATERIALS

1. Social Studies Grade 9 Curriculum Design (KICD)
2. Approved Social Studies Grade 9 Learner's Book
3. Approved Teacher's Guide
4. KNEC KJSEA Social Studies Framework 2026

CBC Edu Kenya · cbcedukenya.com

Aligned with KICD Curriculum Designs · Editable Word Document

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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 9 SOCIAL STUDIES.

LESSON PLAN — WEEK 1, LESSON 1

Strand: **RESOURCES & ECONOMIC ACTIVITIES** | Sub-Strand: **Tourism — Meaning**

SCHOOL	_____
LEARNING AREA	Social Studies
GRADE	9
TERM	2
WEEK / LESSON	Week 1 Lesson 1
STRAND	RESOURCES & ECONOMIC ACTIVITIES
SUB-STRAND	Tourism — Meaning
SPECIFIC LEARNING OUTCOMES	By the end of the lesson, the learner should be able to: a) Define tourism b) Distinguish from related travel c) Appreciate tourism as economic activity
KEY INQUIRY QUESTION(S)	What is tourism and why do people travel?
CORE COMPETENCY	Communication; Critical Thinking; Self-Efficacy
VALUES	Respect, Responsibility, Patience
PERTINENT & CONTEMPORARY ISSUES (PCI)	Life Skills; Values Education
LEARNING RESOURCES	Atlas, pictures, learner book

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 Tourism — Meaning by writing the key inquiry question on the board: "What is tourism and why do people travel?". 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 define tourism. Display the resources for the lesson (Atlas, pictures, learner book) so learners know what to expect.
STEP 1	(7 min) Whole-class minds-on activity. Brainstorm. 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: "Define tourism". 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. Share experiences. 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 is tourism and why do people travel?" and answer it now using the example

	you just completed. Connect explicitly to the SLO: "Distinguish from related travel". 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. Class discussion. 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 Tourism — Meaning 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: "Appreciate tourism as economic activity".
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 Tourism — Meaning? (2) How would you answer "What is tourism and why do people travel?" 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 Tourism — Meaning 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: **RESOURCES & ECONOMIC ACTIVITIES** | Sub-Strand: **Types of Tourism — Domestic & International**

SCHOOL	_____
LEARNING AREA	Social Studies
GRADE	9
TERM	2
WEEK / LESSON	Week 1 Lesson 2
STRAND	RESOURCES & ECONOMIC ACTIVITIES
SUB-STRAND	Types of Tourism — Domestic & International
SPECIFIC LEARNING OUTCOMES	By the end of the lesson, the learner should be able to: a) Differentiate domestic from international b) Give Kenyan examples c) Build classification
KEY INQUIRY QUESTION(S)	How do domestic and international tourism differ?
CORE COMPETENCY	Communication; Critical Thinking; Self-Efficacy
VALUES	Respect, Responsibility, Patience
PERTINENT & CONTEMPORARY ISSUES (PCI)	Life Skills; Values Education
LEARNING RESOURCES	Pictures, atlas

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 Types of Tourism — Domestic & International by writing the key inquiry question on the board: "How do domestic and international tourism differ?". 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 differentiate domestic from international. Display the resources for the lesson (Pictures, atlas) so learners know what to expect.
STEP 1	(7 min) Whole-class minds-on activity. Compare. 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: "Differentiate domestic from international". 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. Class examples. 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 "How do domestic and international tourism differ?" and answer it now using the example you just completed. Connect explicitly to the SLO: "Give Kenyan examples". 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. Pair quiz. 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 Types of Tourism — Domestic & International 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 classification".
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 Types of Tourism — Domestic & International? (2) How would you answer "How do domestic and international tourism differ?" 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 Types of Tourism — Domestic & International 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	<hr/>

— **END OF PREVIEW** —

You have viewed 2 of 44 fully-detailed lesson plans. The complete pack covers every week of Term 2 (44 lessons) plus the full Scheme of Work.

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SECTION B: SCHEME OF WORK — GRADE 9 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	Resources & Economic Activities	Tourism — Meaning	a) Define tourism b) Distinguish from related travel c) Appreciate tourism as economic activity	What is tourism and why do people travel?	Brainstorm; share experiences; class discussion	Atlas, pictures, learner book	Observation, oral, written
1	2	Resources & Economic Activities	Types of Tourism — Domestic & International	a) Differentiate domestic from international b) Give Kenyan examples c) Build classification	How do domestic and international tourism differ?	Compare; class examples; pair quiz	Pictures, atlas	Written, oral
1	3	Resources & Economic Activities	Types of Tourism — Eco & Cultural	a) Define eco-tourism b) Define cultural tourism c) Appreciate conservation	How do eco and cultural tourism promote conservation?	Discuss Maasai Mara, Lamu; pair share	Pictures, atlas	Written, oral
1	4	Resources & Economic Activities	Types of Tourism — Business, Religious, Medical	a) Identify other tourism types b) Give examples c) Apply	Why do people travel for non-leisure reasons?	List examples; pair quiz; class share	Pictures, learner book	Oral, written
2	1	Resources & Economic Activities	Physical Attractions in Africa	a) Identify physical features b) Locate on map c) Build geography	What physical features attract tourists?	Locate Kilimanjaro, Vic Falls, Sahara; pair label	Atlas, charts	Observation, oral
2	2	Resources & Economic Activities	Wildlife Attractions	a) Identify major parks b) State Big Five c) Build awareness	Why is African wildlife a global draw?	Discuss Serengeti, Kruger, Maasai Mara; pair share	Pictures, atlas	Oral, written
2	3	Resources & Economic Activities	Cultural & Historical Attractions	a) Identify cultural sites b) State significance c) Connect to heritage	How do cultural sites tell Africa's story?	Discuss Pyramids, Timbuktu, Lamu; pair share	Pictures, atlas	Oral, written
2	4	Resources & Economic Activities	Beach & Coastal Attractions	a) Identify Kenyan beaches b) State features c) Connect to tourism	What makes our coast attractive?	Discuss Diani, Watamu; pair share	Pictures	Oral, peer
3	1	Resources & Economic Activities	Tourism Circuits in Kenya	a) Identify tourism circuits b) Plan a tour c) Apply	How are tourism circuits organised?	Map circuits; pair plan tour; share	Map, atlas	Written, peer
3	2	Resources & Economic Activities	Factors Favouring Tourism in Kenya	a) Identify climate, security, infrastructure b) Connect factors c) Build analysis	Why is Kenya a tourism leader?	Discuss; pair list; class chart	Charts, learner book	Written, oral
3	3	Resources &	Role of KTB & KWS	a) State KTB roles b) State KWS roles c) Appreciate	Who manages tourism in	Discuss; resource person; pair quiz	Pictures, learner book	Oral, written

		Economic Activities		institutions	Kenya?			
3	4	Resources & Economic Activities	Tourism — Economic Contribution	a) State economic contribution b) Use forex stats c) Apply	How much does tourism contribute?	Show stats; pair calculate; class discussion	Stats sheets	Written, oral
4	1	Resources & Economic Activities	Economic Importance	a) Identify jobs created b) State income generated c) Apply	How does tourism create jobs?	Discuss; pair share; chart	Charts	Oral, written
4	2	Resources & Economic Activities	Social Importance	a) Identify cultural exchange b) State infrastructure benefits c) Apply	How does tourism connect cultures?	Discuss; pair share	Pictures, learner book	Oral, peer
4	3	Resources & Economic Activities	Environmental Value	a) State conservation benefits b) Identify protection c) Apply	How does tourism protect nature?	Discuss; pair share; class commit	Pictures, learner book	Oral, peer
4	4	Resources & Economic Activities	Tourism Project — Infographic	a) Plan infographic b) Show impact c) Build creativity	Can we visualise tourism impact?	Pair plan; create poster; share	Art materials	Portfolio, peer
5	1	Resources & Economic Activities	Tourism Problems	a) Identify problems facing tourism b) State causes c) Build analysis	What problems face African tourism?	Discuss; pair list; class chart	Charts, articles	Written, oral
5	2	Resources & Economic Activities	Terrorism & Insecurity	a) Identify impact on tourism b) State responses c) Apply	How has terrorism affected our tourism?	Discuss; pair share; chart	Articles	Oral, written
5	3	Resources & Economic Activities	Pandemics — COVID-19 Impact	a) State pandemic impact b) Identify recovery c) Apply	How did COVID affect tourism?	Discuss; pair share	Articles, charts	Oral, peer
5	4	Resources & Economic Activities	Solutions to Tourism Problems	a) Identify solutions b) Plan responses c) Build problem solving	How can we solve these problems?	Pair brainstorm; class commit	Charts	Oral, peer
6	1	Resources & Economic Activities	Trade in Africa — Meaning	a) Define trade b) Distinguish trade types c) Build foundation	What is trade?	Discuss; pair share; class chart	Learner book, pictures	Oral, written
6	2	Resources & Economic Activities	Internal Trade	a) Define internal trade b) Give Kenyan examples c) Apply	What is internal trade?	Discuss markets; pair share; chart	Pictures	Oral, written
6	3	Resources & Economic	External Trade — Imports &	a) Define imports/exports b) Give Kenyan examples c) Apply	What does Kenya buy and sell?	List Kenyan exports; pair work	Stats, charts	Written, oral

		Activities	Exports					
6	4	Resources & Economic Activities	Balance of Trade	a) Define BoT b) Distinguish BoT from BoP c) Build economics	Why does Kenya import more than exports?	Worked examples; pair calculate	Stats, exercise book	Written, oral
7	1	Resources & Economic Activities	EAC	a) State EAC members b) State benefits c) Apply	What is EAC and why?	List members; pair quiz; class chart	Map, learner book	Oral, written
7	2	Resources & Economic Activities	COMESA	a) State COMESA members b) State benefits c) Apply	What is COMESA?	Discuss; pair quiz	Map, learner book	Oral, peer
7	3	Resources & Economic Activities	ECOWAS & SADC	a) State members of each b) Compare with EAC c) Apply	How are West and Southern Africa organised?	Discuss; pair classify	Map, learner book	Oral, peer
7	4	Resources & Economic Activities	Benefits of Regional Blocs	a) Identify benefits b) State challenges c) Apply	Why do African countries form blocs?	Discuss; pair share	Charts	Oral, written
9	1	Resources & Economic Activities	AfCFTA	a) Define AfCFTA b) State its objectives c) Apply	What is AfCFTA?	Discuss; pair share; class chart	Learner book, articles	Oral, written
9	2	Resources & Economic Activities	Benefits of AfCFTA	a) State economic benefits b) Identify Kenyan opportunities c) Apply	How does AfCFTA help Kenya?	Discuss; pair share	Articles, charts	Oral, peer
9	3	Resources & Economic Activities	Challenges of Regional Trade	a) Identify trade challenges b) State solutions c) Build problem solving	What blocks African trade?	Discuss; pair list; class commit	Charts	Oral, written
9	4	Resources & Economic Activities	Solutions and the Role of Learners	a) Identify solutions b) State learner role c) Apply	What can learners do?	Pair plan; class pledge	Chart	Oral, peer
10	1	Resources & Economic Activities	Transport — Meaning	a) Define transport b) Identify importance c) Build foundation	Why is transport important?	Discuss; pair share; class chart	Learner book, pictures	Oral, written
10	2	Resources & Economic Activities	Road & Railway Transport	a) Identify modes b) Give Kenyan examples c) Apply	What does SGR do for Kenya?	Discuss; pair share; pictures	Pictures, learner book	Written, oral
10	3	Resources & Economic Activities	Water & Air Transport	a) Identify ports and airports b) State role c) Apply	How does Mombasa Port serve Kenya?	Discuss; pair share	Map, pictures	Written, oral

10	4	Resources & Economic Activities	Pipeline & Future Modes	a) Identify pipeline transport b) Discuss future modes c) Apply	What is the next big transport idea?	Discuss; pair share	Articles, learner book	Oral, peer
11	1	Resources & Economic Activities	Traditional Communication	a) Identify traditional methods b) State role c) Build heritage	How did our ancestors communicate?	Discuss drums, smoke; pair share	Pictures, learner book	Oral, peer
11	2	Resources & Economic Activities	Modern Communication — Print & Broadcast	a) Identify modern methods b) State role c) Apply	How do we communicate today?	Discuss radio, TV, newspapers; pair share	Examples	Oral, written
11	3	Resources & Economic Activities	ICT & Mobile Communication	a) Identify ICT b) Discuss mobile money c) Apply	How has M-Pesa changed Kenya?	Discuss; pair share; class chart	Articles	Oral, peer
11	4	Resources & Economic Activities	Benefits & Challenges of Modern Communication	a) Identify benefits b) Identify risks c) Apply	What are the dangers of digital communication?	Discuss; pair share; pledge	Charts	Oral, peer
12	1	KJSEA Revision	Tourism Revision	a) Recap tourism b) Past papers c) Build readiness	Am I ready for tourism?	Past papers; pair mark	Past papers	Written, peer
12	2	KJSEA Revision	Trade & Regional Blocs	a) Recap trade b) Past papers c) Build readiness	Am I ready for trade?	Past papers; pair mark	Past papers	Written, peer
12	3	KJSEA Revision	Transport & Communication	a) Recap transport b) Past papers c) Build readiness	Am I ready?	Past papers; pair mark; reflect	Past papers	Written, self-assess
12	4	KJSEA Revision	Portfolio Review	a) Compile portfolio b) Reflect c) Plan Term 3	What needs more work?	Reflection; share goal	Portfolio, reflection sheet	Self-assess, peer

