Grade 7 Social Studies

Terms 1, 2 and 3 - notes for 20 topics

IN EVERY TOPIC

- What you will learn and the key words.
- Short, clear notes with worked examples.
- Questions to try and a topic test, with the answers at the back.

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Strand 1.0 Social Studies and Personal Development | Term 1

1.1 Self-Exploration

WHAT YOU WILL LEARN

By the end of this topic you should be able to:

- explore personal abilities and interests for holistic development
- develop personal values for a steady personality
- manage emotions in day-to-day life

KEY WORDS

ability, interest, talent, values, personality, emotions, self-awareness, career.

1. Personal abilities and interests

Abilities are things you can do well (drawing, solving problems, running, speaking). Interests are things you like doing (music, farming, reading).
Talents are natural abilities; skills are learned through practice.
Self-exploration: knowing yourself helps you choose subjects, pathways at senior school and careers.
Activity: complete a private checklist: "I am good at... I enjoy... People say I am..."

2. Abilities, interests and careers

Matching examples
Good with numbers and problem solving: accountant, engineer, data analyst.
Good at drawing and creating: designer, architect, artist.
Enjoys helping people: nurse, teacher, social worker, counsellor.
Loves sport and movement: coach, physiotherapist, athlete.
Senior school pathways: STEM; Social Sciences; Arts and Sports Science.

3. Personal values

Values are beliefs that guide how we behave.
Core values in Kenyan schools: love, responsibility, respect, unity, peace, patriotism, social justice, integrity.
A steady personality: consistent, honest, self-controlled, reliable.
Developing values: practise them daily, choose good friends, learn from role models, reflect on mistakes.

4. Understanding emotions

Emotions are feelings such as happiness, anger, fear, sadness, excitement, jealousy and worry.
Triggers are events that cause emotions (losing a game, praise, being left out, exams).
Emotions affect the body (fast heartbeat, tears) and behaviour.
All emotions are normal; what matters is how we respond.

5. Managing emotions

Healthy ways: pause and breathe slowly, count to ten, walk away for a moment, talk to a trusted person, write feelings down, exercise, pray or meditate, think before acting.
Unhealthy ways: fighting, shouting insults, keeping feelings bottled up for too long, using alcohol or drugs.
Role-play: a learner is teased; show a calm response.
If feelings become too heavy, talk to the school counsellor or a trusted adult.

6. Personal awareness in daily life

Self-awareness means knowing your strengths, weaknesses, values and emotions.
Benefits: better choices, confidence, healthy relationships, managing stress, choosing a suitable career.
Activity: make a private "All About Me" chart: abilities, interests, values, a weakness to work on, a possible career.
Share only what you are comfortable with in pairs.

TRY THESE

1. What is an ability?
2. What is the difference between a talent and a skill?
3. Suggest a career for someone who loves animals and science.
4. Name the three senior school pathways.
5. What are values?
6. Name four core values.
7. Name three emotions.
8. What is a trigger?
9. Give three healthy ways to manage anger.
10. Give one unhealthy way of handling emotions.
11. What is self-awareness?
12. Give two benefits of self-awareness.

TOPIC TEST

T1. Name one ability you would like to develop and how.
T2. Interview an adult about how they chose their career.
T3. Which value is most important to you and why?
T4. Why might two people react differently to the same event?
T5. Make a personal calm-down plan with three steps.
T6. Set one personal goal for this term.

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Strand 1.0 Social Studies and Personal Development | Term 1

1.2 Social Entrepreneurial Opportunities

WHAT YOU WILL LEARN

By the end of this topic you should be able to:

- identify entrepreneurial opportunities that closely match their personality
- describe requirements for social entrepreneurial opportunities in the world of work

KEY WORDS

entrepreneur, social entrepreneur, opportunity, capital, licence, tour guide.

1. Entrepreneurship and social entrepreneurship

An entrepreneur starts and runs a business to meet a need and make a profit.

A social entrepreneur starts a business or project mainly to solve a social problem (clean water, recycling, helping people with disabilities) while earning enough to continue.

Example: a youth group that collects plastic waste and makes building blocks, cleaning the area and creating jobs.

2. Opportunities related to Social Studies

Opportunities linked to Social Studies

Tourism and heritage: tour guiding and tour companies; cultural centres and craft shops; museum and heritage work; travel agencies; events and cultural festivals.

Other areas: map-making and land-survey help; community radio and journalism; recycling and environmental projects; translation.

Many use knowledge of places, history, culture and people.

3. Matching opportunities to personality

Matching

Outgoing and good speakers: tour guiding, events, radio.

Creative: crafts, design, photography.

Organised and good with numbers: travel agency, shop management.

Love nature: eco-tourism, tree nurseries, recycling.

Use your "All About Me" chart from 1.1 to choose two opportunities that fit you.

4. Requirements for social entrepreneurship

Requirements

An idea that meets a real need.

Skills and knowledge (training, experience).

Capital: money or materials to start (savings, groups, youth funds).

Licences and permits from the county government.

Personal qualities: hard work, honesty, creativity, risk-taking, customer care.

A plan: what, for whom, how, cost and expected income.

5. Appreciating entrepreneurial opportunities

Group project: plan a simple social enterprise for the school or community (for example a paper-bag making project to replace plastic bags).
Plan headings: the problem; the idea; who benefits; materials and cost; who does what; how income is used.
Present to the class; peers give one suggestion.
Benefits of entrepreneurship: jobs, income, solving community problems, using local resources.

TRY THESE

1. What is an entrepreneur?
2. What is a social entrepreneur?
3. Name three opportunities linked to Social Studies.
4. Which knowledge does a tour guide need?
5. Suggest an opportunity for a creative person.
6. Suggest one for someone who loves nature.
7. What is capital?
8. Who issues business permits?
9. Name three headings in the plan.
10. Give two benefits of entrepreneurship.

TOPIC TEST

T1. Name a problem in your community that a social enterprise could solve.
T2. Plan a tour of your area for visitors in five stops.
T3. Explain why one opportunity would not suit you.
T4. List the requirements for a tour-guide business.
T5. Draw a simple advert for your group's enterprise.

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Strand 2.0 People and Relationships | Term 1

2.1 Human Origin

WHAT YOU WILL LEARN

By the end of this topic you should be able to:

- explore traditional stories of human origin from African communities
- explain religious stories about the origin of humankind
- illustrate common aspects found in traditional and religious stories of human origin
- acknowledge religious and traditional stories of human origin

KEY WORDS

origin, myth, traditional story, creator, ancestor, shrine.

1. Traditional stories of human origin: the Agikuyu

The Agikuyu story (traditional account)

Ngai (God) created Gikuyu, the father of the community, and took him to the top of Mount Kirinyaga (Mount Kenya), showing him the land below.

Ngai told him to settle at a place with fig trees, Mukurwe wa Nyagathanga (in present-day Murang'a), and gave him a wife, Mumbi.

They had nine daughters, from whom the nine main Agikuyu clans descend.

Such stories explain where a community came from and why certain places are sacred.

2. More traditional stories of origin

The Maasai (traditional account): Enkai (God) lowered cattle to the first Maasai from the sky along a leather strap, so the Maasai believe all cattle were given to them and herding is their special calling.

Other communities tell of a first man and woman created by God and placed on a hill, in a forest or by a lake, and of the community growing from their children.

Collect one story from an elder at home and write it in five sentences.

3. Religious stories about the origin of humankind

Christian and Jewish account (Genesis 1-2, summarised): God created the world in six days and rested on the seventh; He formed Adam from the dust of the ground, breathed life into him, and made Eve from Adam's rib; they lived in the Garden of Eden.

Islamic account (Qur'an, summarised): Allah created Adam from clay, taught him the names of all things, and created Hawa (Eve) as his wife; they lived in paradise before coming to earth.

Both teach that one God created human beings, who are special and responsible for the earth.

4. Common aspects of origin stories

Common aspects

A supreme being created people (Ngai, Enkai, God, Allah).

A first man and woman from whom others descend.

A special place (a mountain, a garden, a fig tree).

Humans are given gifts and responsibilities (land, cattle, care of the earth).

Activity: draw a Venn diagram comparing one traditional and one religious story.

Respecting different stories builds unity in a diverse society.

TRY THESE

1. In the Agikuyu story, who created Gikuyu?
2. Where did Gikuyu and Mumbi settle?
3. In the Maasai story, how were cattle given?
4. What does the Maasai story explain?
5. In the Bible, who were the first people?
6. In the Qur'an, what was Adam created from?
7. Name two common aspects of origin stories.
8. Name a special place in one story.

TOPIC TEST

T1. Why is Mount Kenya important in the story?
T2. Retell an origin story from another Kenyan community.
T3. Give one similarity between the two religious accounts.
T4. Write a paragraph on why origin stories are still told today.

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