

GRADE 9; SOCIAL STUDIES

SIMPLIFIED NOTES

CBC RATIONALIZED WORK

Well-organized, simplified learning notes that provide clear, concise information in a logical sequence, making key concepts easily accessible and memorable, enhancing understanding and retention while fostering engagement and facilitating effective study.

By providing a clear focus on key ideas, these Mwalimu Consultancy Notes foster better retention and comprehension, making learning more accessible and enjoyable.

UPDATED VERSION

This is a Free Sample/Overview of the Original Notes

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NATIONAL GOALS OF EDUCATION IN KENYA

Education in Kenya should:

1. Foster nationalism and patriotism and promote national unity.

Kenya's people belong to different communities, races and religions, but these differences need not divide them. They must be able to live and interact as Kenyans. It is a paramount duty of education to help young people acquire this sense of nationhood by removing conflicts and promoting positive attitudes of mutual respect which enable them to live together in harmony and foster patriotism in order to make a positive contribution to the life of the nation.

2. Promote the social, economic, technological and industrial needs for national development.

Education should prepare the youth of the country to play an effective and productive role in the life of the nation.

a) Social Needs

Education in Kenya must prepare children for changes in attitudes and relationships which are necessary for the smooth progress of a rapidly developing modern economy. There is bound to be a silent social revolution following in the wake of rapid modernization. Education should assist our youth to adapt to this change.

b) Economic Needs

Education in Kenya should produce citizens with the skills, knowledge, expertise and personal qualities that are required to support a growing economy. Kenya is building up a modern and independent economy which is in need of an adequate and relevant domestic workforce.

c) Technological and Industrial Needs

Education in Kenya should provide learners with the necessary skills and attitudes for industrial development. Kenya recognizes the rapid industrial and technological changes taking place, especially in the developed world. We can only be part of this development if our education system is deliberately focused on the knowledge, skills and attitudes that will prepare our young people for these changing global trends.

3. Promote individual development and self-fulfillment

Education should provide opportunities for the fullest development of individual talents and personality.

It should help children to develop their potential interests and abilities. A vital aspect of individual development is the building of character.

4. Promote sound moral and religious values.

Education should provide for the development of knowledge, skills and attitudes that will enhance the acquisition of sound moral values and help children to grow up into self-disciplined, self-reliant and integrated citizens.

5. Promote social equality and responsibility.

Education should promote social equality and foster a sense of social responsibility within an education system which provides equal educational opportunities for all. It should give all children varied and challenging opportunities for collective activities and corporate social service irrespective of gender, ability or geographical environment.

6. Promote respect for and development of Kenya's rich and varied cultures.

Education should instill in the youth of Kenya an understanding of past and present cultures and their valid place in contemporary society. Children should be able to blend the best of traditional values with the changing requirements that must follow rapid development in order to build a stable and modern society.

7. Promote international consciousness and foster positive attitudes towards other nations.

Kenya is part of the international community. It is part of the complicated and interdependent network of peoples and nations. Education should therefore lead the youth of the country to accept membership of this international community with all the obligations and responsibilities, rights and benefits that this membership entails.

8. Promote positive attitudes towards good health and environmental protection.

Education should inculcate in young people the value of good health in order for them to avoid indulging in activities that will lead to physical or mental ill health. It should foster positive attitudes towards environmental development and conservation. It should lead the youth of Kenya to appreciate the need for a healthy environment.

Extracted from the KICD Curriculum by Mwalimu Consultancy Ltd.

LEARNING OUTCOMES FOR JUNIOR SCHOOL

By end of Junior School, the learner should be able to:

- 1. Apply literacy, numeracy and logical thinking skills for appropriate self-expression.** Students should be able to read and write with confidence. This includes understanding different genres, composing coherent texts and interpreting information from various sources. Students should understand basic mathematical concepts like addition, subtraction, multiplication and division and be able to apply these in real-life scenarios. Encouraging problem-solving and critical thinking through puzzles, simple coding activities and science experiments.
- 2. Communicate effectively, verbally and non-verbally, in diverse contexts.** Participating in group discussions, presenting ideas clearly and listening actively. Using body language, facial expressions and gestures to enhance understanding and express emotions.
- 3. Demonstrate social skills, spiritual and moral values for peaceful co-existence.** Practicing teamwork, empathy and conflict resolution. Learning about honesty, respect, and responsibility through stories, role-playing and classroom discussions.
- 4. Explore, manipulate, manage and conserve the environment effectively for learning and sustainable development.** Engaging in hands-on activities like planting trees, recycling projects and nature walks. Understanding the importance of reducing waste and protecting natural resources through classroom projects and field trips. **Authored by Mwalimu 0746222000.**
- 5. Practice relevant hygiene, sanitation and nutrition skills to promote health.** Teaching proper handwashing techniques, personal cleanliness and the importance of dental care. Understanding waste disposal, keeping personal and communal spaces clean. Learning about balanced diets, recognizing healthy food choices and understanding the impact of nutrition on overall health.
- 6. Demonstrate ethical behaviour and exhibit good citizenship as a civic responsibility.** Discussing concepts of fairness, respect and integrity through stories and classroom activities. Participating in community service, understanding civic duties and respecting diverse perspectives.
- 7. Appreciate the country's rich and diverse cultural heritage for harmonious co-existence.** Learning about various cultural practices, traditions and celebrations through activities, guest speakers and cultural events. Encouraging respect for diversity and inclusion through collaborative projects and discussions. **Done Mwalimu Consultancy Limited.**
- 8. Manage pertinent and contemporary issues in society effectively.** Discussing current affairs, events and social issues in age-appropriate ways. Encouraging students to think critically about solutions and their roles in addressing societal challenges.
- 9. Apply digital literacy skills for communication and learning.** Using educational software, engaging with online resources responsibly and understanding the basics of internet safety. Leveraging digital tools to create presentations, research topics and collaborate with peers.

SUBJECT GENERAL LEARNING OUTCOMES

By the end of Junior School, the learner should be able to:

- a) **Demonstrate an understanding of historical concepts, historical sources and evidence for the development of identity and a sense of belonging.** This outcome focuses on learners developing an understanding of history, its sources and evidence. The goal is for learners to learn how history shapes their identity and contributes to a sense of belonging within their community, country and the wider world.
- b) **Develop Life Skills to navigate through challenges in day-to-day life.** Learners will acquire the skills necessary to cope with daily challenges. This could include problem-solving, emotional regulation, communication and other practical skills that promote resilience and well-being.
- c) **Conserve and manage the environment for sustainable development.** This focuses on fostering an awareness of the importance of protecting and managing the environment. Learners will learn how to balance environmental concerns with the need for sustainable development, ensuring the planet's future well-being.
- d) **Manage pertinent and contemporary issues as an informed, engaged, empowered, ethical and responsive citizen.** This outcome encourages learners to be informed, responsible and ethical citizens. It emphasizes understanding current societal issues and learning how to engage with them thoughtfully and responsibly.
- e) **Apply research and digital literacy competencies to interpret phenomena for problem-solving and decision-making in society.** By strengthening research and digital literacy skills, learners will be equipped to analyze information, make informed decisions and solve problems using both traditional and modern tools, particularly in the context of society's evolving needs.
- f) **Apply values, positive attitudes, principles of democracy, governance and human rights for mutual social responsibility.** Learners will gain an understanding of democratic principles, human rights and governance. They are expected to internalize values like fairness, equality and social responsibility to contribute positively to their communities.
- g) **Appreciate themselves, other people, be proud of their Kenyan cultural heritage and be willing to further develop, preserve and share this heritage globally.** This outcome focuses on cultural pride and heritage. Learners are encouraged to appreciate their own culture, learn about others and actively participate in preserving and promoting their Kenyan cultural heritage while sharing it on the global stage.

1. SOCIAL STUDIES AND CAREER

DEVELOPMENT

1.1. PATHWAY CHOICES

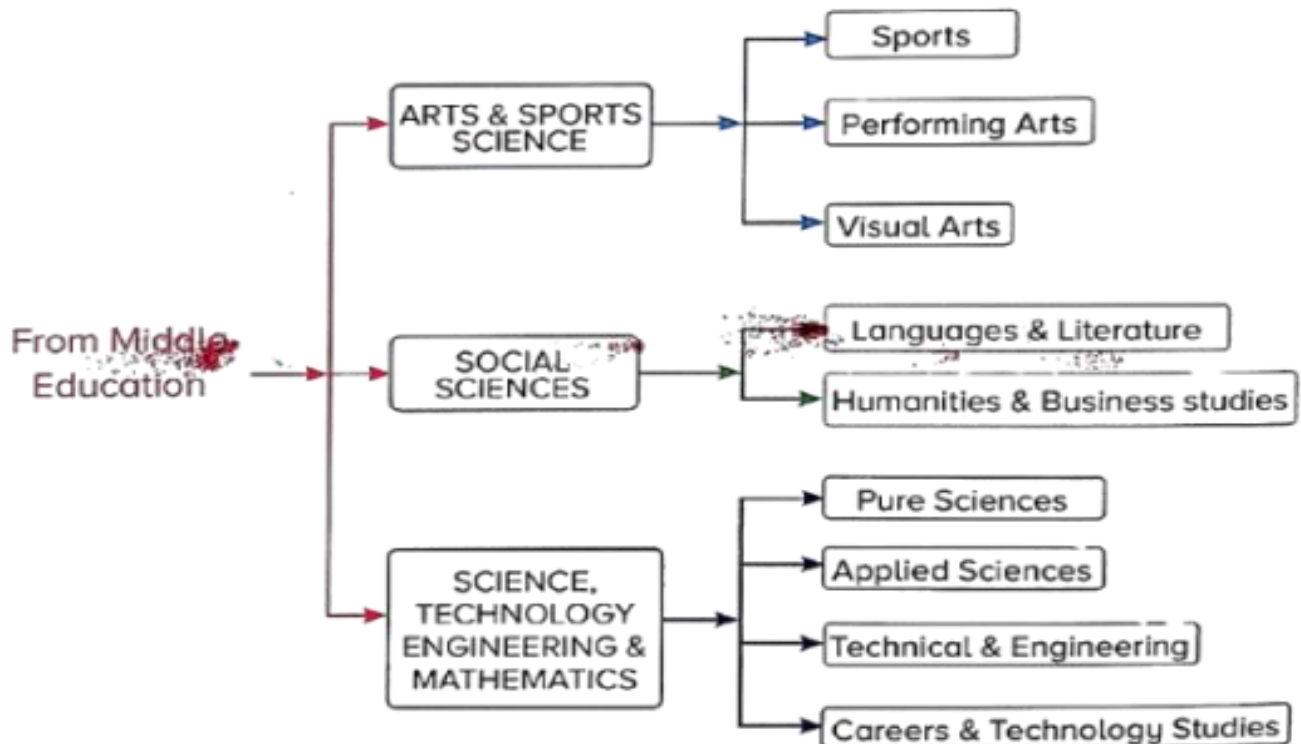
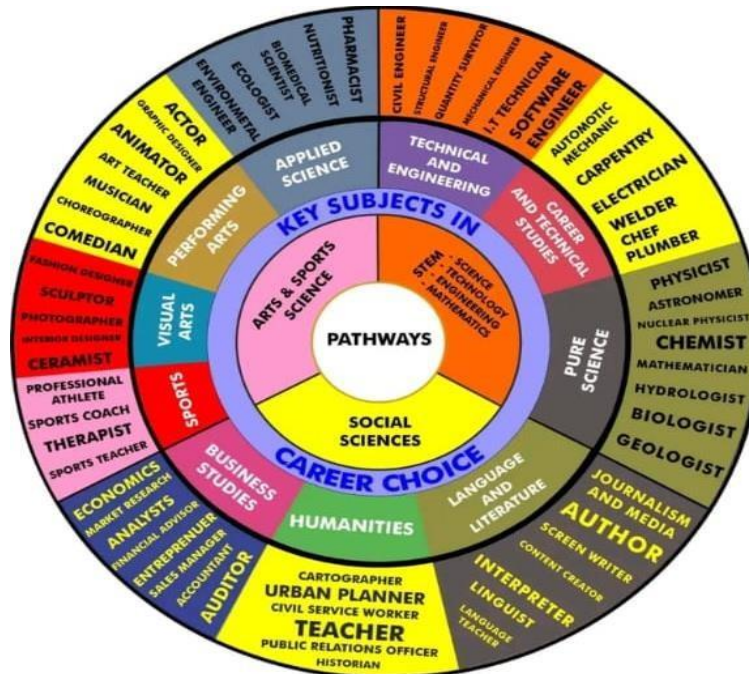
- A **career path** is a series of jobs that help a person get closer to their career goals and life vision.
- It's not just about the jobs you take but also about the skills and experiences you gain along the way.
- Your career path can change over time as your interests or opportunities shift.
- To plan a career, it's important to understand what you enjoy, research different fields, and set goals for the short and long term.
- A **pathway** is the learning route someone chooses as they get ready to focus on a specific area of interest. This path helps you build the knowledge and skills needed for a certain career.
- Pathways can be different for each person. Some might involve getting a degree or certification, while others might include apprenticeships or online courses. A good learning pathway helps you gain what you need to succeed in a field.
- Over time, your pathway might change as new opportunities or technologies come up. It's important to review your learning plan to make sure it still matches your goals.

1.2. Factors to consider when selecting a pathway

1. **Interests and passions:** Choose a pathway that aligns with what you enjoy and are passionate about. If you care about what you're learning or doing, you'll be more motivated and successful.
2. **Skills and strengths:** Consider your natural abilities and the skills you already have. It's helpful to choose a pathway that builds on what you're good at, but also challenges you to grow.
3. **Goals and ambitions:** Think about your long-term career or personal goals. Select a pathway that will help you achieve them and lead you to where you want to be in the future.
4. **Opportunities and job market:** Research the opportunities available in your chosen field. Is there demand for the skills you're learning? Are there plenty of job openings or growth in that industry?
5. **Time and commitment:** Be realistic about the amount of time and effort you can invest in the pathway. Some pathways may require years of study or training, while others might be quicker. Make sure you're ready for the commitment.
6. **Financial considerations:** Think about the costs involved in your chosen pathway. Some educational or training options may be expensive, so make sure you have the resources or financial aid available to support you.
7. **Flexibility:** Consider how flexible the pathway is. Can it be adjusted if your goals change or new opportunities arise? It's good to have a pathway that allows room for growth or changes over time.
8. **Support and mentorship:** Having access to guidance from experienced people can be very helpful. Look for pathways where you can receive mentorship or be part of a supportive

community.

9. **Location and accessibility:** If the pathway requires in-person learning or working, consider where it's located. Will it be easy for you to get there? If it's online, think about how accessible the resources are.
10. **Work-life balance:** Consider how the pathway fits with your personal life. Will it allow you to maintain a healthy balance between work, study and your personal well-being?



1.3. Requirements for Arts and Sports Science pathway at Senior School

- This pathway combines elements of both arts and sports science, often preparing students for careers in physical education, sports management, health, fitness and related fields.
- Arts involve subjects related to the humanities, visual arts, music, drama and culture. It helps develop creativity, communication and critical thinking skills.
- Sports science covers areas like anatomy, physiology, nutrition, biomechanics and psychology as it relates to human performance and physical health.
- The requirements include:
 - ❖ Have creative skills.
 - ❖ Have a passion for sports.
 - ❖ Have a sporting talent or ability.
 - ❖ Be physically fit and active.
 - ❖ Be disciplined and dedicated.
 - ❖ Be able to work well under pressure.
 - ❖ Have good teamwork skills.
 - ❖ Be adaptable and open to learning new techniques.

1.4. Requirements for Social Sciences pathway at Senior School

- Social Sciences is a branch of science that involves the study of society and the manner in which people behave, relate to others and influence the world around them
- The requirements include:
 - ❖ Be good in languages; English and Kiswahili
 - ❖ Be good in foreign languages; French, German, Arabic and Mandarin
 - ❖ Be good in social studies
 - ❖ Be good at communication.
 - ❖ Have critical thinking skills.
 - ❖ Have analytical skills.
 - ❖ Be able to work with diverse groups of people.
 - ❖ Be open-minded and culturally aware.
 - ❖ Have strong research and writing skills.
 - ❖ Be detail-oriented and organized.
 - ❖ Have an understanding of human behavior and social dynamics.

1.5. Requirements for STEM pathway at Senior School

- The STEM pathway is focused on preparing students for fields related to science, technology, engineering and mathematics.
- It is designed for students interested in highly technical or research-based careers.
- The requirements include:
 - ❖ Be good in science.
 - ❖ Be good in Mathematics.
 - ❖ Be good in Agriculture
 - ❖ Have problem-solving skills.
 - ❖ Be curious and have a strong desire to learn.
 - ❖ Have good time management skills.
 - ❖ Be able to work in teams and independently.

- ❖ Have technical skills related to specific STEM fields.
- ❖ Be innovative and willing to experiment with new ideas.

1.6. Importance of choosing a career pathway

1. **Personalized learning** - Each pathway focuses on different subjects. By choosing a pathway, students can learn in areas they enjoy, whether it's art, science or social studies.
2. **Career preparation** - Pathways help students build the skills needed for specific careers. For example, the STEM pathway leads to jobs in tech and engineering while the Social Sciences pathway can lead to careers in law or social work.
3. **Skill development** - Different pathways teach important skills. For example, STEM develops problem-solving and technical skills while Social Sciences builds communication and research abilities.
4. **University and job readiness** - The pathway chosen can guide decisions about higher education. For example, a student on the STEM pathway might study engineering in university while one in Social Sciences might pursue psychology or law.
5. **Increased motivation** - When students choose subjects they are interested in, they tend to stay motivated and perform better.
6. **Exposure to careers** - Pathways introduce students to possible careers early on, helping them make informed decisions about their future.

1.7. PRE-CAREER SUPPORT SYSTEMS

- A support system refers to the network of people (friends, family and peers) that we can turn to for emotional and practical support.
- At school, fellow learners and teachers may provide assistance. There are various support systems that enhance our development in a school community.
- Pre-career support systems include:
 - ❖ Career support system
 - ❖ Mentorship
 - ❖ Chaplaincy
 - ❖ Alumni support system
 - ❖ Peer support system
 - ❖ Academic support system
 - ❖ Psychological support
 - ❖ Parental support system

1.8. Importance of support systems for holistic development

Support System	Importance
Career support system	This system helps learners understand their strengths, weaknesses and interests, giving them a clearer picture of the career paths available to them

Mentorship	Mentorship involves an experienced person guiding a less experienced person in areas of personal development. For example, an experienced footballer can train a young player to succeed in football.
Chaplaincy	A school chaplain supports the spiritual growth and development of learners through religious services and observances. Schools have special people who conduct spiritual guidance.
Alumni support system	An alumnus or alumna is a former student or graduate of an educational institution (school, college, university). Alumni associations are important in the following ways: i) They provide financial support to the school. ii) They enhance the school's reputation. iii) They serve as role models to learners.
Peer support system	Peer support systems involve learners supporting one another through shared experiences and understanding. This system fosters friendships, reduces isolation and helps students manage academic and emotional challenges together.
Academic support system	This system provides learners with additional academic resources such as tutoring, study groups and extra lessons to improve their academic performance and understanding of subjects.
Psychological support	This support system includes counseling services and mental health professionals who assist students in managing stress, anxiety and personal challenges, contributing to emotional well-being.
Parental support system	Parents and guardians play a key role in a learner's education by providing encouragement, guidance and involvement in school activities. Their support is vital in creating a strong foundation for academic and personal growth.

1.9. Importance of pre-career mapping for personal growth

1. It encourages proactive planning, helping learners anticipate challenges and develop strategies to overcome them. This forward-thinking approach fosters resilience and adaptability.
2. It fosters a deeper connection to one's passions and values. By aligning their career choices with their personal interests and core values, learners are more likely to find satisfaction and fulfillment in their careers.
3. It helps learners identify the resources and support they need to achieve their life goals such as social networks and mentorship.
4. It helps learners make informed decisions about their future career. For example, by researching different industries, people and job opportunities, they can determine the best career paths based on their skills, interests and values.
5. It helps learners set realistic and achievable life goals. Achieving life goals begins with identifying future career opportunities.
6. It helps learners understand the value of continuous learning and development. By mapping out

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a career path, they can see the skills, qualifications and experiences they will need, encouraging lifelong learning.

7. It is a tool for self-awareness. It helps learners understand their strengths and weaknesses and how they align with their future careers.
8. It provides a sense of direction and purpose, motivating learners to stay focused and committed to their goals. Having a clear roadmap can reduce feelings of uncertainty and anxiety about the future.
9. It provides learners with a clear understanding of the steps needed to achieve their future career.
10. It provides opportunities for learners to explore and consider different career options, broadening their horizons and helping them make more informed choices about their future.

1.10. Ways to effectively use support systems in the school community

1. **Introducing career options** – Schools can use pre-career support systems to introduce learners to various career options. This will enable them to identify career choices that are right for them.
2. **Exploring interests** – Schools can use support systems to help learners prepare for potential careers by guiding them to discover who they are and what they enjoy.
3. **Job shadowing and internships** – Schools can partner with local businesses or organizations to offer job shadowing or internship opportunities for students. This hands-on experience can help learners gain practical knowledge and skills in a career they are considering.
4. **Mentorship programs** – Schools can establish mentorship programs that pair learners with professionals in fields of interest. This allows students to gain insights, ask questions and build connections with those already established in their desired careers.
5. **Passion development** – Support systems can help learners identify and prepare for future careers by offering programs where they can discover their passion and determine what will be the best fit for them in the future.
6. **Sharing ideas early** – Schools can use support systems to provide learners with career ideas while they are still young. They can also invite various job recruiters to speak to the learners about what they do and what they expect from potential employees.
7. **Trying out different careers** – Schools can offer opportunities for learners to participate in programs that allow them to experience careers they are interested in.

1.11. Solutions to challenges arising from the use of support systems

Challenges	Solutions
Inadequate teacher support and training	Offer ongoing support and professional development for teachers.
Insufficient involvement from parents or guardians	Encourage active parent and community engagement.
Lack of coordination and collaboration	Improve coordination and collaboration.
Lack of reliable data	Improve data and evidence.
Lack of resources such as adequate capital	Schools should be given enough resources.
Limited access to technology	Invest in technology and infrastructure.
Poor communication between stakeholders	Establish clear communication channels.
Resistance to change	Provide training and professional development.

2. COMMUNITY SERVICE-LEARNING

- Community Service Learning (CSL) is an educational approach that combines meaningful community service with academic learning.
- In CSL, students apply the knowledge and skills they acquire in the classroom to real-world problems in their local community.
- The goal is not only to enhance academic understanding but also to foster civic responsibility, personal growth and social awareness.
- There are six major milestones to be followed when executing a CSL project:
 - a) **Problem identification** - Learners study their community to understand the challenges faced and their effects on community members.
 - b) **Designing a solution** - Learners create an intervention to address the challenge identified.
 - c) **Planning for the project** - Learners share roles, create a list of activities to be undertaken, mobilize resources needed to create their intervention and set timelines for execution.
 - d) **Implementation** - Learners execute the project and keep evidence of work done.
 - e) **Showcasing /exhibition and report writing** - Exhibitions involve showcasing learners' project items to the community and reflecting on the feedback Learners write a report detailing their project activities and learnings from feedback.
 - f) **Reflection** - Learners review all project work to learn from the challenges faced. They link project work with academic concepts, noting how the concepts enabled them to do their project as well as how the project helped to deepen learning of the academic concepts.

2.1. MILESTONE 1: IDENTIFYING A PROBLEM IN THE COMMUNITY

2.2. Ways of identifying a problem in the community

1. Conducting interviews – Talk to community members through surveys or interviews to find out what problems they face.
2. Attending community meetings – Attend local meetings or gatherings where people discuss issues in the area.
3. Checking on social media platforms – Look at local social media groups or online forums where people talk about their concerns.
4. Administering questionnaires to local groups – Partner with organizations or groups in the community that already know the problems people face.
5. Observing the area – Spend time in the community and watch for any problems or challenges people may have.
6. Reading and watching the news – Follow local news stories to stay informed about issues affecting the community.
7. Holding group discussions – Organize small group talks to discuss specific problems and see what people think.
8. Talking to local administration – Ask the local government officials, health workers or police officers about common problems in the area.
9. Analyzing past reports – Review old reports or data to see what challenges have been problems in the past and may still be today.

2.3. and challenges for drawing the problems

- **Environmental degradation:** The deterioration of the natural environment through pollution, deforestation and climate change. For example:
 - ❖ Air pollution
 - ❖ Climate change
 - ❖ Deforestation
 - ❖ Extinction of wildlife
 - ❖ Habitat destruction
 - ❖ Loss of biodiversity
 - ❖ Overfishing
 - ❖ Plastic waste
 - ❖ Soil pollution
 - ❖ Sound pollution
 - ❖ Water pollution
- **Safety and security:** The protection of individuals and communities from harm, violence and crime.

For example:

- ❖ Asthma
- ❖ Cancer
- ❖ Diabetes
- ❖ Heart disease
- ❖ HIV & AIDS
- ❖ Hypertension
- ❖ Kidney disease
- ❖ Liver disease
- ❖ Mental health disorders (e.g., depression, anxiety)
- ❖ Obesity
- ❖ Stroke
- **Online safety:** Protecting people from risks and threats on the internet such as cyberbullying and identity theft. For example:
 - ❖ Addiction to social media
 - ❖ Child exploitation
 - ❖ Cyberbullying
 - ❖ Data privacy breaches
 - ❖ Identity theft (impersonation)
 - ❖ Lack of digital literacy
 - ❖ Misinformation and fake news
 - ❖ Online fraud
 - ❖ Online harassment
 - ❖ Online scams
 - ❖ Unsafe online interactions
- **Drug use and substance abuse:** The harmful consumption of drugs and alcohol that can lead to addiction and health issues. For example:

- ❖ Alcohol addiction
- ❖ Drug trafficking
- ❖ Drug-related violence
- ❖ Impaired driving
- ❖ Overdose deaths
- ❖ Prescription drug misuse
- ❖ Smoking
- ❖ Substance use disorders
- ❖ Use of illegal substances (e.g. heroin, cocaine, marijuana)
- ❖ Youth drug abuse
- **Abuse of human rights:** Violations of basic rights and freedoms such as discrimination, torture and unjust imprisonment. For example:
 - ❖ Child labor
 - ❖ Discrimination based on race
 - ❖ Ethnicity
 - ❖ Forced marriages
 - ❖ Freedom of speech violations
 - ❖ Gender
 - ❖ Gender-based violence
 - ❖ Human trafficking
 - ❖ Lack of access to basic health services.
 - ❖ Lack of access to education
 - ❖ Political persecution
 - ❖ Refugee exploitation
 - ❖ Repression of minority groups
 - ❖ Torture
- **Communicable and non-communicable diseases:** Infectious diseases like malaria and tuberculosis and chronic diseases like diabetes and heart disease. For example:
 - ❖ Cholera
 - ❖ COVID-19
 - ❖ Ebola
 - ❖ HIV/AIDS
 - ❖ Influenza
 - ❖ Malaria
 - ❖ Polio
 - ❖ Respiratory infections
 - ❖ Tuberculosis (TB)
- **Food security issues:** Arise when there is a lack of consistent access to sufficient and nutritious food, often influenced by various environmental, economic and social factors. For example:
 - ❖ Famine
 - ❖ Food waste
 - ❖ High food prices
 - ❖ Hunger

- ❖ Lack of access to nutritious food
- ❖ Lack of irrigation in farming
- ❖ Low crop production
- ❖ Malnutrition
- ❖ Poor agricultural practices
- ❖ Soil infertility
- **Conflicts in the community:** Refer to disputes and violence that disrupt social harmony and can cause significant harm to individuals and society. For example:
 - ❖ Banditry
 - ❖ Cattle rustling
 - ❖ Domestic violence
 - ❖ Ethnic conflicts
 - ❖ Gang activity
 - ❖ Land disputes
 - ❖ Political instability
 - ❖ Religious intolerance
 - ❖ Violence during elections
 - ❖ Youth violence
- **Natural disasters:** These events are severe environmental phenomena that cause significant damage to ecosystems, communities and infrastructure. For example:
 - ❖ Floods
 - ❖ Drought
 - ❖ Landslides
 - ❖ Earthquakes
 - ❖ Volcanic activity
 - ❖ Hurricanes
 - ❖ Cyclones
 - ❖ Wildfires
 - ❖ Extreme heatwaves

2.4. MILESTONE 2: DESIGNING A SOLUTION

2.5. Solution brainstorming

- Organize group discussions: Get together with your classmates, teachers and other community members. Have a brainstorming session where everyone shares their ideas.
- Encourage all ideas: Don't hold back any ideas. Even if something seems impossible, say it anyway!

Sometimes the craziest ideas can lead to real solutions.

- Use tools to organize ideas: You can draw pictures, make lists or create mind maps to organize your ideas
- Research existing solutions: Search online or talk to others about how people have solved similar problems in other places. For example, look at how other schools or communities have handled issues like waste or bullying.

- Learn from others: Find out what worked and what didn't. This will help you avoid mistakes and pick better ideas.

2.6. Solution design

Conduct a feasibility study to:

- Check if the idea will work: Ask yourself if your solution is realistic. Do you have the money, materials and time to do it? Can your school or community support it?
- What resources do you need? Think about what you need to make your solution work. Do you need more volunteers? Will it cost money to buy things? Write it down.
- Impact on the community: What will happen if your solution is successful? Will it make things better for everyone? Try to imagine the good and bad outcomes.
- Sustainability: Can your solution last for a long time? Make sure it doesn't just work for a short time but can keep going.

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2.7. Share feedback on the solution

Consultation:

- Share your ideas: Present your ideas to your classmates, teachers and community members. Show them your plan and ask for their opinions.
- Get their feedback: Listen to their suggestions. They might think of things you missed or help make the idea even better.

Revision:

- Make changes based on feedback: After hearing what others think, change your plan to make it better. Don't be afraid to adjust your ideas.
- Keep improving: Remember, the first idea might not be perfect. Keep improving it based on the feedback you get.

2.8. MILESTONE 3: PLANNING FOR THE PROJECT

2.9. Team formation and assigning roles

- Form teams to work on different parts of the project to increase the output and effectiveness of the project.
- Roles should be assigned roles based on strengths and interests of the learners.
- Learners can complete a brief survey or questionnaire to determine their skills, preferences and past experiences.
- This will help assign roles based on what each student is good at and interested in.
- Each team shall elect a team leader. Ensure gender equality of the leaders of various teams.
- Each team should be assigned a teacher(s) to help coordinate the activities.

2.10. Roles of team leaders

- Guide the project and ensures all activities are aligned with the goal.
- Delegate tasks to team members.
- Organize meetings and keeps track of overall progress.
- Oversee the team's progress, ensures everyone is on track and provides guidance

- Make key decisions and helps resolve conflicts within the team.
- Inspire the team, keeps morale high and encourages active participation.
- Acts as the main point of contact between the team and the teachers.
- Ensure the team's tasks and deadlines are clear and adhered to.
- Help resolve any issues that arise within the team.

2.11. Roles of team members

- Actively participates in tasks and responsibilities.
- Works well with others, contributing ideas and assisting team members.
- Completes specific assigned tasks to support the project.
- Provides support to the team leader and fellow team members, ensuring smooth teamwork.
- Helps ensure tasks are completed on time and deadlines are met.
- May assist with communicating ideas, sharing updates and giving feedback within the team.

2.12. Roles of teacher coordinators

- Providing guidance and support throughout the project while helping learners understand their group objectives and tasks.
- Supervising and assisting in organizing project logistics, ensuring learners have the necessary tools, resources and materials and addressing any issues or challenges that arise.
- Linking the project to their respective learning areas, broader educational goals or real-world applications, helping learners see the relevance of their work.
- Encouraging learners to take ownership of their work, make decisions independently, and stay engaged and committed to the project.
- Offering advice and constructive feedback on project ideas, planning, execution and evaluating the final project based on predefined criteria or rubrics.
- Helping learners develop and reinforce the key CBC competencies related to research, teamwork, presentation and project management.
- Resolving conflicts, facilitating communication within groups and maintaining enthusiasm for the project's goals.
- Guiding learners in reflecting on their learning experiences and facilitating discussions on what is being learned, what is working well and what could be improved.

2.13. Activity planning

- Use a collaborative tool like Google Docs to create a list of tasks.
- Include specific responsibilities for each team member to avoid confusion.
- Set clear task deadlines based on their availability (keeping in mind academic commitments).
- Start with the most complex or time-consuming tasks early to allow extra time for unexpected challenges.
- List all materials and tools necessary for the project. This might include:
 - ❖ Writing materials
 - ❖ Chromebooks
 - ❖ Tablets
 - ❖ Manilla papers
 - ❖ Funds

2.14. Project timeline development

- Use tools like Google Calendar to create a simple and visual timeline.
- Ensure to include major milestones such as:
 - ❖ **Week 1-2:** Research and planning.
 - ❖ **Week 3-4:** Development and design.
 - ❖ **Week 5:** Testing.
 - ❖ **Week 6:** Final adjustments and execution.
 - ❖ **Week 7:** Presentation or submission.
- Set smaller checkpoints where progress can be assessed (e.g., completion of research, first draft of presentation).
- Keep in mind holidays, exam periods, and other school-related events that might affect the team's availability.
- Since students have other commitments (classes, exams, etc.), plan for some flexibility in case deadlines slip or a task takes longer than expected.

2.15. Guidelines for student-led project planning

1. Assign roles according to learners' individual skills, but also encourage them to try new tasks outside their comfort zone to develop new skills.
2. Acknowledge that students have other academic and personal commitments. Build in enough time to allow for delays and adjustments.
3. Since students often juggle multiple projects, clear communication is key. Keep everyone informed, and ensure they have the tools they need to stay connected.
4. Use accessible and easy-to-learn tools. Avoid overly complex platforms that might discourage students from using them. Google Docs or even simple shared spreadsheets can be very effective.
5. Recognize that students may need time to learn new skills or tools, so don't rush through the planning phase. Allow time for mistakes and adjustments.
6. Promote collaboration over competition. Remind the team that the project is a learning experience, and success is measured by teamwork and the process as much as the final result.

2.16. MILESTONE 4: IMPLEMENTATION

2.17. Activity management

- Assign roles to learners based on their strengths or areas they wish to develop. Encourage learners to take ownership of specific tasks and ensure they understand the importance of teamwork and responsibility.
- Ensure that learners are actively involved in the tasks themselves (e.g. managing materials, creating content, conducting experiments, etc.). This allows learners to practically apply what they've learned.
- Teach students how to effectively manage their time by following the project's timeline. Use time management tools or techniques like creating a to-do list to help learners stay on track.
- Encourage learners to address challenges creatively. If unexpected issues arise, allow learners to collaboratively brainstorm and come up with solutions, fostering critical thinking.

- Teachers or mentors should provide guidance during execution, helping students apply their learning, but also stepping back to allow them to experience problem-solving and decision-making.
- While learners are carrying out the project, encourage them to document their activities in real-time, noting what went well, what challenges arose, and how they were addressed.

2.18. Monitoring of progress

- Have learners regularly assess their own progress and that of their peers. This can help develop a reflective mindset and give them insight into how their work aligns with the overall project goals.
- Schedule regular check-ins or group discussions where students can present what they've accomplished, share challenges and update on progress. This also encourages accountability.
- Provide learners with simple project management tools or apps that track progress like Google Sheets or paper-based planners so they can visually monitor their tasks and deadlines.
- Allow learners to gather feedback from each other or from the teacher to make adjustments or improvements in their work, which helps in continuous learning and growth.
- At each stage, ask learners to reflect on how they managed their time and resources and whether any adjustments are needed in the plan.

2.19. Documentation of work

- Have learners actively participate in documenting their work. Encourage them to take photos, videos or journal entries that capture the process. This gives them the chance to reflect on what they've done.
- Ask learners to keep a learning journal where they record their experiences, thoughts, challenges, and personal reflections on the project. This encourages self-awareness and reflection.
- Have learners map out the steps they are taking, showing how the project is progressing and how their tasks contribute to the larger project. This helps them understand the interconnectedness of their activities.
- Ask learners to document interactions with peers—what they learned from one another, how they collaborated, and how teamwork influenced the outcome.
- Encourage learners to create visual records such as posters or slideshows, to represent their work and achievements. This can also be part of their final presentation.
- Create a shared online space such as Google Drive where learners can upload regular reports, photos and reflections about the project's progress. This gives students the opportunity to practice communication skills and maintain transparency.

2.20. Importance of documenting work in a project

1. Keeps everyone informed about the project's goals, tasks and progress.
2. Helps team members collaborate more effectively.
3. Allows you to monitor milestones and deadlines.
4. Creates a record that can be used for future projects.
5. Helps avoid repeating mistakes and saves time.
6. Creates a record of challenges and how they were resolved.
7. Provides an audit trail of decisions and actions.
8. Helps teams reflect on what worked well and what didn't.

9. Reduces confusion and miscommunication.
10. Provides facts and data to make informed decisions.
11. Helps evaluate whether the project achieved its goals.
12. Ensures the project continues smoothly if team members change.
13. Prevents loss of important knowledge.

2.21. Guidelines for implementation in a learner's project

1. Teach learners the importance of transparent communication with stakeholders (e.g., peers, teachers, and parents). They should regularly share what's happening, any challenges, and how they're addressing them.
2. Focus on the learning process. Allow learners to experience hands-on work, mistakes, adjustments, and successes. This provides valuable experiential learning.
3. Encourage continuous reflection. learners should regularly reflect on their learning journey, documenting what they've gained and how their skills have evolved.
4. Emphasize teamwork. learners should work collaboratively to learn from each other, solve problems, and achieve the project's goals together.

2.22. MILESTONE 5: SHOWCASING, EXHIBITION AND REPORT WRITING

2.23. Exhibition planning and event organization

- Ensure that the exhibition is designed to showcase key aspects of the project such as its outcomes, innovations and any unique findings. Determine if the exhibition will be physical, virtual or hybrid.
- Choose a venue that is easily accessible for community members and stakeholders, ensuring that it accommodates the expected number of attendees and the various display needs.
- Select a date and time that works well for the target audience and participants. This should be publicized well in advance.
- Consider practical aspects such as transportation, seating arrangements and catering (if necessary).

Plan for any special equipment needed for displays e.g. projectors, posters, interactive elements.

- Ensure local community members are invited such as project participants, stakeholders and people directly impacted by the project.

2.24. Presentation preparation

- Develop clear and engaging visuals that explain the project's objectives, methodologies and outcomes. This could include posters, infographics, models and digital displays.
- Prepare presentations such PowerPoint slides, short videos or demonstrations that outline key findings, successes and challenges.
- Incorporate interactive elements that allow attendees to engage with the project—this could include Q&A sessions, interactive displays or even live demonstrations.
- Provide materials such as brochures, summary reports or promotional items that summarize the project's impact and outcomes.

2.25. Report writing

- Include a clear introduction explaining the project's goals, context and expected outcomes.
- Describe the approaches, tools and methods used throughout the project. This could include a summary of research, data collection methods or design processes.
- Discuss the project's successes, tangible results and key learnings. Highlight any metrics or data that showcase the impact of the project.
- Be transparent about the difficulties or setbacks faced during the project.

2.26. Reflection and evaluation

- Conduct sessions with learners or team members involved in the project to gather their reflections on the process. This is an opportunity to identify what they learned, what challenges they overcame and what skills they gained.
- Reflect on the team's collaboration and what worked well in terms of communication, decision-making and project management.
- Encourage individual team members to reflect on how the project impacted their growth, both professionally and personally.
- Evaluate how the project has achieved its objectives. This can include assessing the direct impact on the community or participants, whether the goals were met and if the project has had a lasting effect.
- Collect feedback through surveys, interviews or informal discussions from exhibition attendees, project participants and stakeholders. Focus on understanding the effectiveness of the project and the exhibition itself.
- Based on the feedback, summarize what was successful in the project and what areas could be improved for future initiatives. This balanced evaluation helps in planning for future projects and refining project strategies.

2.27. MILESTONE 6: REFLECTION

2.28. Personal reflection

- Encourage learners to write reflective journals or essays about their experiences during the project.
- The reflection should focus on personal growth, challenges faced, and how they overcame them.
- It should also highlight moments of achievement or realization and how those contributed to their development.
- *Questions to guide reflection:*
 - ❖ What challenges did I encounter during the project? How did I handle them?
 - ❖ What skills did I develop or improve?
 - ❖ How did the project shape my understanding of the topic or subject matter?
 - ❖ How did I feel throughout the process, and how did my feelings affect my performance?
 - ❖ What have I learned about myself as a learner or collaborator?

2.29. Academic linkage

- Learners should analyze how academic concepts from various subjects e.g. mathematics, science, literature, social studies, etc. were applied throughout the project.
- This encourages students to connect classroom knowledge with real-world experiences and to see how different disciplines work together to solve problems.
- *Questions to consider for concept integration:* Which academic concepts were most useful during the project? Why? How did learning in one subject support or enhance learning in another subject? How did the theoretical knowledge gained in the classroom translate into practical application in the project?

2.30. Group discussion

- Facilitate a group discussion where students share their insights on how the project deepened their understanding of academic concepts.
- Discuss any new perspectives or understandings they gained through the hands-on experience.
- *Possible discussion prompts:* Did any academic concepts challenge your thinking or expand your understanding of the subject? Were there moments when real-world application of academic theory made a concept clearer or more meaningful?

2.31. Group reflection

- Organize group debriefing sessions where learners can discuss what they learned both individually and collectively.
- This creates an opportunity for peer-to-peer learning and helps students articulate their learning experiences in a collaborative environment.
- *Group reflection questions:* What did each of us contribute to the project? How did our contributions complement each other? Were there any obstacles that we encountered as a group? How did we handle them? How did working as a team help in solving challenges that we couldn't have solved individually?

2.32. Lessons learned

- Encourage students to identify key takeaways from the project and to reflect on what they would do differently in future projects.
- This step fosters self-awareness and growth.
- *Key takeaways to consider:* What went well during the project? What are you most proud of? What could have been improved? How would you address those areas in future projects? What did this project teach me about working with others? About managing time or resources?

3. PEOPLE AND RELATIONSHIPS

3.1. SOCIO-ECONOMIC PRACTICES OF EARLY HUMANS

3.2. Socio-economic practices of early humans in Africa during the stone age period

- It was called the stone age because man's material culture mainly comprised stone.
- The Stone Age is a historical period given to the time when humans began making tools with stone as their main raw material.
- Man's tools, weapons and other equipment were mainly made from stone.
- It is divided into three:
 - ❖ Early stone age
 - ❖ Middle stone age
 - ❖ Late stone age

3.3. The Early stone age

- This was the earliest period.
- Some of the socio-economic practices of humans who lived during this period are:
 - They lived in small groups in order to assist each other
 - They lived in tree tops and did not wear clothes.
 - They had hairy bodies that kept them warm.
 - They obtained their food through hunting and gathering.
 - They used simple hunting methods such as chasing wild animals and laying traps.
 - They ate raw meat, roots and fruits.
 - They communicated through gestures and whistling.
 - They made simple tools using stones such as hand axes and cleavers
 - They hunted animals by chasing them.
 - They lived near rivers and lakes

3.4. The Middle Stone Age

- It occurred after the Early Stone Age.
- The socio-economic practices of humans who lived during this age included:
 - They invented fire and began cooking food.
 - They lived in caves and wore clothes made of animal skin.
 - With the invention of language, early man's culture and social bonds were strengthened.
 - They made improved tools, which were sharper than those made during the Early Stone Age.
 - Their hunting methods improved. They began trapping animals by digging pits.

3.5. The Late Stone Age

- There were important changes in the socio-economic practices of early humans during the Late Stone Age period.
- They developed permanent settlements and lived in huts made from tree branches, mud bricks and grass.
- The New Stone age was marked by use of microliths i.e. small pieces of sharp stone fitted and glued into wood or bone handles, e.g. the Crescent or lunette. Several microliths were fixed together in wooden or bone shafts to make "composite" tools.
- The tools used during the New Stone Age are:

- ❖ Arrowheads
- ❖ Arrows
- ❖ Bone needles
- ❖ Bows
- ❖ Daggers
- ❖ Harpoons
- ❖ Knives
- ❖ Sickles
- ❖ Slings
- ❖ Spears
- ❖ Swords
- The following are other socio-economic practices of early humans during this age:
 - They domesticated animals and practiced crop farming.
 - They decorated their bodies with ornaments such as ostrich eggshell beads.
 - They made tools that were sharper and more efficient than the ones made during the previous ages.
 - They practiced weaving, basketry and pottery.
 - They also practiced trading.
 - They developed a religion.
 - They developed a language for communication.
 - They began to depend more on natural forces such as rain for fertility and productivity of land, aware that drought could easily cause their ruin.
 - They made shelters using tree branches and grass, decorating walls and roofs with animal paintings. Other than caves and rock- shelters, man-built huts

3.6. Uses of fire invented by early man

1. Man used fire to cook and roast food.
2. Fire provided light at night.
3. Man used fire to keep himself warm
4. Fire was used to harden pottery tips of tools.
5. Fire was used to frighten/keep off dangerous animals.
6. It was used for communication
7. It was used for hunting
8. It was used for extracting poison.
9. Man preserved food by drying it over the fire.

3.7. Uses of stone tools by early man during the Old Stone Age period

- For skinning animals after hunting.
- For digging up roots.
- For cutting meat.
- For sharpening bone and wood.
- For scraping animal skins and softening them.
- For killing animals during hunting.
- For protection and defense from dangerous animals.

3.8. INDIGENOUS KNOWLEDGE SYSTEMS IN AFRICAN SOCIETIES

- Indigenous knowledge systems in Africa are diverse and have developed over millennia.

POLITE NOTE!

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