2024 Pre-Technical Studies Lesson Plans

Term 2.

**WEEK; 1. LESSON: 1**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **Grade 7** | **Pre-Technical Studies.** |  |  |  |

**Strand; Tools and Production.**

**Sub-strand: Measuring and Marking Out Tools.**

**Specific Learning Outcome:**

By the end of the lesson, the learner should be able to:

(a). Define the term measuring tools.

(b). Identify the measuring tools used in a work environment.

(c). Draw the measuring tools used in work environment.

(d).Appreciate the different measuring tools used in the work environment.

**Key Inquiry Question**

1.What are measuring tools?

2.Which measuring tools do you know?

**Learning Resources.**

Teachers notes.

Top Scholar Pre-Technical Studies Grade 8.

Measuring tools.

Charts.

Pictures.

Digital devices.

**Organization of Learning**

Learning will take place in actual classroom.

Learners will work in groups,in pairs.

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| **Time** | **Content** |
| **5 min** | **Introduction**  Introduce lesson by availing the some of the measuring tools in class and ask learners in pairs to name the availed tools. |
| **30 min** | **Lesson Development**  **Step 1.**  In pairs,learners to brainstorm and present the meaning of measuring tools.  In groups,learners are guided to observe pictures/visual aids and identify the measuring tools.  **Step 2.**  In groups or individually,learners to collaborate in drawing measuring tools in their note books and charts.  **Step 3.**  In groups, learners to display their drawings in class and peers to assess the drawings and give feedback. |
| **5 min** | **Conclusion**  Conclude lesson by asking learners to share what they have learnt in the lesson. |

**Reflection on the lesson:...................................................**

**WEEK: 1. LESSON: 2.**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **Grade 7.** | **Pre-Technical Studies.** |  |  |  |

**Strand: Tools and Production.**

**Sub-strand:Measuring and Marking Tools.**

**Specific Learning Outcome:**

By the end of the lesson, the learner should be able to:

(a). Identify the uses of the measuring tools in a work environment.

(b). Discuss the uses of the measuring tools in a work environment.

(c). Search the internet for clips on how measuring tools are used in the work environment.

(d). Appreciate the uses of the measuring tools in a work environment.

**Key Inquiry Question.**

What are the uses of the measuring tools used in a work environment?

**Learning Resources**

Teachers notes.

Top Scholar Pre-Technical Studies Grade 8.

Pictures.

Digital devices.

Video clips.

**Organization of Learning**

Learning will take place in actual classroom.

Learners will work in groups,in pairs.

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| --- | --- |
| **Time** | **Content** |
| **5 min** | **Introduction**  Introduce lesson,by asking learners in pairs to review the previous lesson and give feedback. |
| **30 min** | **Lesson Development**  **Step 1.**  In groups,learners are guided to observe the pictures of measuring tools and identify the uses of the measuring tools.  **Step 2.**  In groups,learners are guided to outline and discuss the uses of the different measuring tools in a work environment.  **Step 3.**  In groups,learners are guided to use digital devices to search for clips on how measuring tools are used in a work environment.  Learners to watch the clips and give feedback. |
| **5 min** | **Conclusion**  Conclude lesson by asking oral questions on the lesson. |

**Reflection on the lesson:.....................................................**

**WEEK: 1. LESSON; 3.**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **Grade 7** | **Pre-Technical Studies** |  |  |  |

**Strand: Tools and Production.**

**Sub-strand: Measuring and Marking Out Tools.**

**Specific Learning Outcome:**

By the end of the lesson, the learner should be able to:

(a). Define the term Marking tools.

(b). Identify the marking tools used in a work environment.

(c).Draw the marking tools in exercise books and charts.

(d). Appreciate the different marking tools in a work environment.

**Key Inquiry Question**

What are marking tools?

Which marking tools do you know?

**Learning Resources**

Teachers notes.

Pictures.

Top Scholar Pre-Technical Studies Grade 8.

Charts.

Photos.

Digital devices.

**Organization of Learning**

Learning will take place in classroom.

Learners will work in groups and in pairs.

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| **Time** | **Content** |
| **5 min** | **Introduction**  In pairs,learners to review the previous lesson and give feedback on what was covered. |
| **30 min** | **Lesson Development**  **Step 1.**  In groups,learners are guided to observe pictures/photos and then identify the marking tools used in a work environment.  **Step 2.**  In groups,learners are guided to use digital devices to search the internet for photos of the marking tools used in a work environment.  **Step 3.**  In groups or individually,learners are guided to draw the marking tools used in a work environment in exercise books and charts. |
| **5 min** | **Conclusion**  Conclude lesson by asking learners to display their drawings in class and peers to assess them. |

**Reflection on the lesson:....................................................................**

**WEEK: 1. LESSON: 4.**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **Grade 7** | **Pre-Technical Studies** |  |  |  |

**Strand: Tools and Production.**

**Sub-strand: Measuring and Marking Tools**.

**Specific Learning Outcome:**

By the end of the lesson, the learner should be able:

(a). Outline the uses of the different marking tools used in a work environment.

(b). Discuss the uses of the marking tools in a work environment.

(c). Search the internet for clips on how marking tools are used in a work environment.

(d). Appreciate the uses of the different marking tools in a work environment.

**Key Inquiry Question.**

What are the individual uses of the marking tools in a work environment?

**Learning Resources**

Charts.

Pictures.

Teachers notes.

Digital devices.

Top Scholar Pre-Technical Studies Grade 8.

**Organization of Learning**

Learners will work in groups or pairs.

Learning will take place in actual classroom.

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| **Time** | **Content** |
| **5 min** | **Introduction**  In groups,learners to review the previous lesson and give feedback. |
| **30 min** | **Lesson Development**  **Step 1.**  In groups,learners are guided to study the pictures of marking tools and identify the uses of the marking tools.  **Step 2.**  In groups,learners are guided to discuss the uses of the different marking tools in a work environment.  **Step 3.**  In groups or individually,learners are guided to perform simple tasks using the different marking tools.  **Step 4.**  In groups,learners are guided to search the internet for clips on how marking tools are used in a work environment. |
| **5 min** | **Conclusion**  Conclude lesson by asking learners to share briefly what they have learnt in the lesson. |

**Reflection on the lesson:................................................**

**WEEK 2: LESSON: 1.**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **Grade 7** | **Pre-Technical Studies.** |  |  |  |

**Strand: Tools and Production.**

**Sub-strand: Measuring and Marking Out Tools.**

**Specific Learning Outcome:**

By the end of the lesson, the learner should be able to:

(a). Identify ways of caring for measuring and marking tools in a work environment.

(b). Discuss the ways of caring for measuring and marking tools in a work environment.

(c). Prepare posters showing the ways of caring for measuring and marking tools in a work environment.

(d). Embrace the ways of caring for measuring and marking tools in a work environment.

**Key Inquiry Question**

How do you take care of measuring and marking tools in a work environment?

**Learning Resources**

Top Scholar Pre-Technical Studies Grade 8.

Posters

Digital devices.

Charts and marker pens.

Teacher's notes.

**Organization of Learning**

Learning will take place in classroom/open space.

Learners will work in groups and in pairs.

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| **Time** | **Content** |
| **5 min** | **Introduction**  In groups, learners to review the previous lesson and give feedback.. |
| **30 min** | **Lesson Development**  **Step 1.**  In groups,learners to brainstorm and present on the ways of caring for measuring and marking out tools in a work environment.  **Step 2.**  In groups,learners to discuss the ways of caring for measuring and marking out tools in a work environment.  **Step 3.**  In groups,learners to practice how to care for different measuring and marking out tools . |
| **5 min** | **Conclusion**  Conclude lesson by asking learners in pairs to share what they have learnt in the lesson. |

**Extended Activity:** With the guidance of teacher,learners in groups to collaborate in preparing posters showing the ways of caring for measuring and marking out tools in a work environment.

**Reflection on the lesson:.........................................................**

**WEEK: 2. LESSON: 2.**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **Grade 7** | **Pre-Technical Studies** |  |  |  |

**Strand: Tools and Production.**

**Sub-strand: Measuring and Marking Tools.**

**Specific Learning Outcome:**

By the end of the lesson, the learner should be able to:

(a). State the importance of measuring and marking tools in the work environment.

(b). Discuss the importance of measuring and marking tools in a work environment.

(c). Recognize the importance of measuring and marking tools in the work environment.

**Key Inquiry Question**

Why are measuring and marking tools important in a work environment?

**Learning Resources**

Teacher's notes.

Scholar Pre-Technical Studies Grade 8.

Flashcards.

Digital devices.

**Organization of Learning**

Learning will take place in actual classroom.

Learners will work in groups or pairs

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| --- | --- |
| **Time** | **Content** |
| **5 min** | **Introduction**  In groups,learners to review the previous lesson and give feedback. |
| **30 min** | **Lesson Development**  **Step 1.**  In groups,learners to brainstorm and present on the importance of measuring and marking tools in a work environment.  **Step 2**  In groups, learners are guided to state and discuss the importance of measuring and marking tools in a work environment.  **Step 3.**  In groups,learners are guided to search the internet for more information on the importance of marking and measuring tools in a work environment and make a presentation.  **Step 4.**  In groups,learners to make flashcards showing the importance of measuring and marking tools. |
| **5 min** | **Conclusion**  Conclude lesson by learners displaying their flashcards on importance of marking and measuring tools in a work environment. |

**Reflection on the lesson:........................................................**

**WEEK: 2. LESSON: 3.**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **Grade 7** | **Pre-Technical Studies** |  |  |  |

**Strand: Tools and Production.**

**Sub-strand: Measuring and Marking Out Tools.**

**Specific Learning Outcome:**

By the end of the lesson, the learner should be able to:

(a). Select measuring and marking tools for a given task.

(b). Outline the steps of performing a task using the selected marking and measuring tools.

(c). Search the internet for clips on how the selected tools are used to perform a task.

(d). Acknowledge the steps to perform a task using a specific marking out and measuring tools.

**Key Inquiry Question**

How do you use measuring and marking out tools to perform a task?

**Learning Resources**

Video clips.

Top Scholar Pre-Technical Studies Grade 8.

Digital devices.

**Organization of Learning**

Learning will take place in classroom.

Learners will work in groups/pairs.

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| **Time** | **Content** |
| **5 min** | **Introduction**  In pairs,learners to review the previous lesson and give feedback. |
| **30 min** | **Lesson Development**  **Step 1.**  In groups, learners to collaborate in choosing the appropriate measuring and marking out tools to perform a given task.  **Step 2.**  In groups,learners to outline and discuss the steps to follow in performing a given task.  **Step 3.**  In groups, learners are guided to use digital devices to search the internet for clips on how to use the selected marking and measuring tools to perform a task and watch them . |
| **5 min** | **Conclusion**  Conclude lesson by learners sharing their work in class. |

**Reflection on the lesson:......................................**

**WEEK: 2. LESSON: 4.**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **Grade 7.** | **Pre-Technical Studies.** |  |  |  |

**Strand: Tools and Production.**

**Sub-strand: Measuring and Marking Out Tools.**

**Specific Learning Outcome:**

By the end of the lesson, the learner should be able to:

(a). Use the selected measuring and marking out tools to perform a given task.

(b). Enjoy using the measuring and marking out tools to perform the given tasks.

**Key Inquiry Question**

How did you use the marking and measuring tools to perform a specific task?

**Learning Resources**

Marking and Measuring tools.

Top Scholar Pre-Technical Studies Grade 8.

Digital devices.

**Organization of Learning.**

Learning will take place in an open space or class .

Learners will work in groups/pairs.

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| **Time** | **Content** |
| **5 min** | **Introduction**  In groups,learners to review the previous lesson. |
| **30 min** | **Lesson Development**  **Step 1.**  In groups,learners to collaborate in performing specific tasks using the selected measuring and marking out tools.  learners to use digital devices to record as they carry out the tasks using their selected measuring and marking tools. |
| **5 min** | **Conclusion** .  Conclude lesson by assessing the learner's progress in performing the tasks. |

**Reflection on the lesson:.......................................................**

**WEEK: 3. LESSON: 1.**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **Grade 7.** | **Pre-Technical Studies.** |  |  |  |

**Strand: Tools and Production.**

**Sub-strand: Production of Goods and Services.**

**Specific Learning Outcome:**

By the end of the lesson, the learner should be able to:

(a). Define the term Production.

(b). State the benefits/importance of production to the community.

(c). Discuss the benefits of production to the community.

(d). Search the internet for information on benefits of production to the community.

(e). Acknowledge the benefits of production to the community.

**Key Inquiry Question**

What is Production?

What are the benefits of production in the community?

**Learning Resources**

Teacher's notes.

MTP Business Studies.

Digital devices.

Pictures.

**Organization of Learning**

Learning will take place in classroom.

Learners will work in groups/pairs.

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| **Time** | **Content** |
| **5 min** | **Introduction**  Introduce the lesson with a Key Inquiry Question; What is production?  In pairs,learners to brainstorm and present the meaning of production. |
| **30 min** | **Lesson Development**  **Step 1.**  In groups, learners are guided to list the activities involved in the production of goods and services in the community.  **Step 2.**  In groups,learners are guided to outline and discuss the benefits of production in the community.  Learners to note down the points in books.  **Step 3.**  In groups,learners are guided to use digital devices to search the internet for additional information on the importance of production in the community.  Learners to note down their findings and share in class. |
| **5 min** | **Conclusion**  Conclude lesson by asking learners in pairs to share what they have learnt in the lesson . |

**Reflection on the lesson:..................................................**

**WEEK: 3. LESSON: 2.**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **Grade 7** | **Pre-Technical Studies.** |  |  |  |

**Strand: Tools and Production.**

**Sub-strand: Production of Goods and Services.**

**Specific Learning Outcome:**

By the end of the lesson, the learner should be able to:

(a). Define the terms: Goods, Services and Market as used in production.

(b). Identify the types of goods and services found in the local market.

(c). Describe the different types of goods and services found in a local market.

(d). Search the internet for information on the types of goods and services in a local market.

(e). Recognize the different types of goods and services found in a local market.

**Key Inquiry Question.**

What is a Good and Service?

What types of Goods and Services are found in your local market?

**Learning Resources**

Teacher's notes.

Digital devices.

MTP Business Studies Grade 7.

**Organization of Learning.**

Learning will take place in classroom.

Learners will work in groups and in pairs.

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| **Time** | **Content** |
| **5 min** | **Introduction**  In pairs,learners to review the previous lesson and give feedback on what was learnt |
| **30 min** | **Lesson Development**  **Step 1.**  In pairs,learners to brainstorm and present the meaning of the terms goods, market and services.  **Step 2.**  In groups,learners are led and guided in identifying the different types of goods and services found in a local market.  **Step 3.**  In groups,learners are guided to use digital devices to search the internet for information on the types of goods and services found in a local market.  In groups,learners are guided in discussing the different types of goods and services found in a local market. |
| **5 min** | **Conclusion**  Conclude lesson by highlighting the main points in the lesson and asking oral questions. |

**Reflection on the lesson:...........................................**

**WEEK: 3. LESSON: 3.**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **Grade 7.** | **Pre-Technical Studies** |  |  |  |

**Strand: Tools and Production.**

**Sub-strand: Production of Goods and Services.**

**Specific Learning Outcome:**

By the end of lesson, the learner should be able to:

(a). Outline the differences between Goods and Services found in a local market.

(b). Discuss the distinguishing characteristics between goods and services found in local market.

(c). Prepare posters showing the distinguishing characteristics between goods and services.

(d). Acknowledge the distinguishing characteristics of goods and services.

**Key Inquiry Question.**

What are the distinguishing characteristics between goods and services?

**Learning Resources.**

Teacher's notes.

MTP Business Studies Grade 7.

Posters.

Marker pens

Pictures

Charts.

Digital devices.

**Organization of Learning**

Learning will take place in classroom.

Learner will work in groups/pairs.

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| **Time** | **Content** |
| **5 min** | **Introduction**  In pairs,learners to review the previous lesson and give feedback on what was covered. |
| **30 min** | **Lesson Development**  **Step 1.**  In groups, learners to brainstorm and present the difference between goods and services found in a local market.  **Step 2.**  In groups,learners to collaborate in searching the internet or print text for the differences between goods and services.  **Step 3.**  In groups,learners are led in discussing the distinguishing characteristics between goods and services and make a presentation.  **Step 4.**  In groups,learners to prepare posters showing the differences between goods and services. |
| **5 min** | **Conclusion**  Conclude lesson by asking learners in groups to display their posters on the differences between goods and services. |

**Reflection on the lesson:.............................................**

**WEEK: 3. LESSON: 4.**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **Grade 7.** | **Pre-Technical Studies.** |  |  |  |

**Strand: Tools and Production.**

**Sub-strand: Production of Goods and Services.**

**Specific Learning Outcome:**

By the end of the lesson, the learner should be able to:

(a). Identify the factors of production and their rewards in the community.

(b). Describe the factors of production in the community.

(c). Search the internet for information on the factors of production.

(d). Appreciate the role of factors of production in the community .

**Key Inquiry Question**

Why are factors of production important in the community?

What are the factors of production and their rewards?

**Learning Resources**

Flashcards.

Teacher's notes.

Charts & Scissors.

Marker pens.

MTP Business Studies Grade 7.

Digital devices.

**Organization of Learning**

Learning will take place in classroom.

Learners will work in groups, individually/pairs.

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| **Time** | **Content** |
| **5 min** | **Introduction**  In pairs, learners to review the previous lesson and share their feedback on what was learnt. |
| **30 min** | **Lesson Development**  **Step 1.**  In pairs,learners are guided to identify the factors of production and their rewards in the community.  **Step 2.**  In groups,learners are guided to search the internet for the characteristics of each of the factors of production in the community.  Learners to share their findings in class.  **Step 3.**  In groups,learners are guided to discuss the characteristics of each of the factors of production  **Step 4.**  In groups,learners to collaborate in preparing flashcards showing the factors of production and their rewards. |
| **5 min** | **Conclusion**  Conclude lesson by highlighting the main points in the lesson and ask oral questions. |

**Reflection on the lesson:........................................**

**WEEK: 4. LESSON: 1.**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **Grade 7** | **Pre-Technical Studies.** |  |  |  |

**Strand: Tools and Production.**

**Sub-strand: Production of Goods and Services.**

**Specific Learning Outcome:**

By the end of the lesson, the learner should be able to:

(a). State the ethical practices in production of goods and services in the community.

(b). Discuss the ethical practices in the production of goods and services.

(c). Search the internet for information on ethical practices in production of goods and services in the community.

(d). Acknowledge the ethical practices in production of goods and services in the local market.

**Key Inquiry Question**

What are the ethical practices in production of goods and services?

**Learning Resources**

Teacher's notes.

MTP Business Studies Grade 7.

Internet.

Digital devices.

**Organization of Learning**

Learning will take place in classroom.

Learners will work in groups, individually and in pairs.

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| **Time** | **Content** |
| **5 min** | **Introduction**  In pairs,learners to review the previous lesson and give feedback on what was learnt. |
| **30 min** | **Lesson Development**  **Step 1.**  In groups,learners are guided to search the internet or textbook for the meaning of ethical practices in production of goods and services.  Led learners in explaining the term ethical practices in production of goods and services.  **Step 2.**  In groups,Learners to use digital devices to search the internet for information on the ethical practices in production of goods and services.  Learners to note down their findings.  **Step 3.**  In groups,learners are guided and led in discussing the ethical practices in production of goods and services in local market. |
| **5 min** | **Conclusion**.  Conclude lesson by learners sharing what they have learnt in the lesson. |

**Reflection on the lesson:......................................**

**WEEK: 4. LESSON: 2.**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **Grade 7.** | **Pre-Technical Studies.** |  |  |  |

**Strand: Tools and Production.**

**Sub-strand: Production of Goods and Services**.

**Specific Learning Outcome:**

By the end of the lesson, the learner should be able to:

(a). Outline the unethical practices in the production of goods and services in the local market.

(b). Discuss the unethical practices in production of goods and services in the local market.

(c). Search the internet for information on the unethical practices in production of goods and services.

(d). Acknowledge the unethical practices in the production of goods and services.

**Key Inquiry Question**

What are the unethical practices in the production of goods and services in the local market?

**Learning Resources**

Digital devices.

Teacher's notes.

Internet.

MTP Business Studies.

**Organization of Learning**

Learning will take place in classroom.

Learners will work in groups/pairs.

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| **Time** | **Content** |
| **5 min** | **Introduction .**  In pairs,learners to review the previous lesson and give feedback on what was learnt. |
| **30 min** | **Lesson Development**  **Step 1.**  In groups,learners to collaborate in searching the internet for the meaning of unethical practices in production of goods and services.  Learners are led and guided in explaining the term unethical practices in production of goods and services.  **Step 2.**  In groups/pairs, learners to brainstorm and present some of the unethical practices in production of goods and services.  Learners to search the internet for information on unethical practices in the production of goods and services.  **Step 3.**  In groups,learners are guided in discussing the unethical practices in the production of goods and services. |
| **5 min** | **Conclusion**  Conclude lesson by asking learners in pairs to share their experiences on unethical practices in the production of goods and services. |

**Reflection on the lesson:......................................**

**WEEK: 4. LESSON: 3.**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **Grade 7** | **Pre-Technical Studies.** |  |  |  |

**Strand: Tools and Production.**

**Sub-strand: Production of Goods and Services; Assessment.**

**Specific Learning Outcome:**

By the end of the lesson, the learner should be able to:

(a). Attempt questions on the sub-strand; Production of goods and services.

**Learning Resources**

Teacher's Assessment Questions.

MTP Business Studies.

**Organization of Learning**

Learning will take place in classroom

Learners will work individually and in pairs.

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| **Time** | **Content** |
| **5 min** | **Introduction**  In pairss,learners to review the previous lesson and give feedback. |
| **32 min** | **Lesson Development**  **Step 1**  Individually or in pairs,learners are guided to answer the assessment questions on the sub-strand: Production of Goods and Services. |
| **3min** | **Conclusion**  Conlude lesson by collecting the assessment books for marking. |

**Reflection on the Lesson:..................................................**

**WEEK: 4. LESSON: 4.**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **Grade 7.** | **Pre-Technical Studies.** |  |  |  |

**Strand: Entrepreneurship.**

**Sub-strand: Introduction to Entrepreneurship.**

**Specific Learning Outcome:**

By the end of the lesson, the learner should be able to:

(a). Define the term: Social Entrepreneurship, Entrepreneur and Entrepreneurship.

(b).State the importance of entrepreneurship to an individual and community.

(c). Discuss the importance of entrepreneurship to an individual and community.

(d). Acknowledge the importance of entrepreneurship to individuals and the community.

**Key Inquiry Question**

What is Entrepreneurship?

Who is an entrepreneur?

Which entrepreneurship activities do you know in your community?

**Learning Resources**

Digital devices.

Internet.

MTP Business Studies Grade 8 pg 45-47

Teacher's notes.

Dictionary.

**Organization of Learning**

Learning will take place in classroom.

Learners will work in pairs and in groups.

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| **Time** | **Content** |
| **5 min** | **Introduction**  Introduce lesson with Key Inquiry Questions; Which entrepreneurship activities do you know in your community?  In pairs,learners to think and share their thoughts in class. |
| **30 min** | **Lesson Development**  **Step 1.**  In groups or pairs,learners are guided to use dictionaries or internet to search the meaning of an entrepreneur and entrepreneurship.  Learners to share their findings in class.  **Step 2**  In groups or pairs,learners are guided to study pictures in learner's book and identify the various entrepreneurship activities carried out in the community.  **Step 3**  In groups, learners are guided to discuss the benefits of entrepreneurship activities to individuals and community.  **Step 4.**  In groups,learners to search the internet for information on importance of entrepreneurship to individuals and community.  Learners to note down their findings. |
| **5 min** | **Conclusion**  Conclude the lesson by asking learners in groups to share their findings on the importance of entrepreneurship activities to the community and individuals. |

**Reflection on the lesson:.......................................**

**WEEK: 5. LESSON: 1.**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **Grade 7** | **Pre-Technical Studies.** |  |  |  |

**Strand: Entrepreneurship.**

**Sub-strand: Introduction to Entrepreneurship.**

**Specific Learning Outcome**

By the end of the lesson, the learner should be able to:

(a). Identify the qualities of an entrepreneur in business.

(b). Describe the qualities of an entrepreneur in business.

(c). Prepare flashcards or posters showing the qualities of an entrepreneur in business.

(d). Appreciate the qualities of an entrepreneur in business.

**Key Inquiry Question**

What qualities should an entrepreneur possess in a business?

**Learning Resources**

Charts/Manilla papers.

Teacher's notes.

Digital devices.

Scissors.

Marker pens.

MTP Business Studies Grade 8 pg 47-48.

**Organization of Learning**

Learning will take place in classroom.

Learners will work in groups and in pairs.

|  |  |
| --- | --- |
| **Time** | **Content** |
| **5 min** | **Introduction**  In groups, learners to review the previous lesson and give feedback. |
| **30 min** | **Lesson Development**  **Step 1.**  In pairs,learners are guided to read the story in learner's book and identify the qualities of an entrepreneur.  Learners to note the qualities of an entrepreneur from the story.  **Step 2.**  In groups, learners are guided to download ,watch clips or search the internet for information on qualities of an entrepreneur.  Learners to note down their findings.  **Step 3.**  In groups,learners are guided to discuss the qualities that an entrepreneur should possess in a business.  **Step 4.**  In groups,learners to collaborate in preparing flashcards or posters showing the qualities of an entrepreneur. |
| **5 min** | **Conclusion**  Conclude the lesson by learners displaying their flashcards or posters on qualities of an entrepreneur in business. |

**Reflection on the lesson:.............................................**

**WEEK: 5. LESSON: 2.**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **Grade 7** | **Pre-Technical Studies.** |  |  |  |

**Strand: Entrepreneurship.**

**Sub-strand: Introduction to Entrepreneurship.**

**Specific Learning Outcome:**

By the end of the lesson, the learner should be able to:

(a).Define the term Business Idea.

(b). Identify the sources of business ideas for a business venture.

(c). Discuss the sources of business ideas for a business venture.

(d). Search the internet for information on the sources of business ideas for a business venture.

(e). Recognize the sources of business ideas for a business venture.

**Key Inquiry Question**

What is a business idea?

What are the sources of business ideas for business ventures?

**Learning Resources**

Digital devices.

Internet.

Teacher's notes.

MTP Business Studies Grade 8 pg 49-50.

**Organization of Learning**

Learning will take place in classroom.

Learners will work in groups/pairs.

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| --- | --- |
| **Time** | **Content** |
| **5 min** | **Introduction**  In pairs,learners to review the previous lesson and give feedback. |
| **30 min** | **Lesson Development**  **Step 1.**  In pairs,learners to brainstorm and present the meaning of business idea.  Learners are guided and led in explaining the meaning of business idea.  **Step 2.**  In groups,learners are guided to search the internet or print text for information on the sources of generating business ideas for a business venture.  Learners to note down their findings in note books.  **Step 3.**  In groups,learners to collaborate in identifying and discussing the sources of generating business ideas for business ventures in the community. |
| **5 min** | **Conclusion**  Conclude lesson by learners sharing what they have learnt in the lesson. |

**Reflection on the lesson:...................................**

**WEEK: 5. LESSON: 3.**

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| --- | --- | --- | --- | --- | --- |
| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **Grade 7.** | **Pre-Technical Studies.** |  |  |  |

**Strand: Entrepreneurship.**

**Sub-strand: Introduction to Entrepreneurship.**

**Specific Learning Outcome:**

By the end of the lesson, the learner should be able to:

(a). Identify ways of generating business ideas in a community.

(b). Discuss the ways of generating business ideas in a community.

(c). Search the internet for information on the ways of generating business ideas in a community.

(d). Appreciate the ways of generating business ideas in a community.

**Key Inquiry Question**

What ways can one generate a business ideas for the community?

**Learning Resources**

Teacher's notes.

Digital devices

Internet.

MTP Business Studies Grade 8 pg 50

**Organization of Learning**

Learning will take place in classroom.

Learners will work in groups/pairs.

|  |  |
| --- | --- |
| **Time** | **Content** |
| **5 min** | **Introduction**  In pairs,learners to review the previous lesson and give feedback. |
| **30 min** | **Lesson Development**  **Step 1.**  In groups, learners are guided to identify the ways in which an individual can generate business ideas in the community.  **Step 2.**  In groups,learners to discuss the different ways in which individuals can generate business ideas in the community.  **Step 3.**  In groups,learners to use digital devices to search the internet for additional information on the ways of generating business ideas in the community. |
| **5 min** | **Conclusion**  Conclude lesson by highlighting the main points in the lesson. |

**Reflection on the lesson:..................**

**WEEK: 5. LESSON: 4.**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **Grade 7** | **Pre-Technical Studies.** |  |  |  |

**Strand: Entrepreneurship.**

**Sub-strand: Introduction to Entrepreneurship.**

**Specific Learning Outcome:**

By the end of the lesson, the learner should be able to:

(a).Define the terms: Business Opportunity, Viability and Evaluating as used in Entrepreneurship.

(b). Outline the factors that an entrepreneur should consider when determining a business viability.

(c). Discuss the factors that entrepreneurs should consider to determine business viability.

(d). Create posters on factors that ensure the viability of a business opportunity.

(e). Acknowledge the factors considered by entrepreneurs when determining a business viability.

**Key Inquiry Question**

What factors should an entrepreneur consider to determine a business viability?

**Learning Resources**

Teacher's notes.

Charts.

Digital devices.

MTP Business Studies Grade 8 pg 51-52.

Posters.

Marker pens

**Organization of Learning**

learning will take place in classroom.

learners will work in groups/pairs.

|  |  |
| --- | --- |
| **Time** | **Content** |
| **5 min** | **Introduction**  In groups, learners to review the previous lesson and give feedback. |
| **30 min** | **Lesson Development**  **Step 1.**  In groups,learners are guided to search the internet or print text for the meaning of business opportunity, Evaluating and Viability.  Learners to note down their findings and share in class.  **Step 2.**  In groups,learners are guided and led in identifying and discussing the factors that an entrepreneur should consider to determine business viability.  **Step 3.**  In groups,learners to collaborate in creating posters on the the factors that entrepreneurs should consider to determine business viability.  Learners to display their posters in class for assessment. |
| **5 min** | **Conclusion**  Conclude the lesson by highlighting the main points in the lesson and asking oral questions. |

**Reflection on the lesson:.....................................**

**WEEK: 6. LESSON: 1.**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **Grade 7** | **Pre-Technical Studies.** |  |  |  |

**Strand: Entrepreneurship.**

**Sub-strand: Introduction to Entrepreneurship.**

**Specific Learning Outcome:**

By the end of the lesson, the learner should be able to:

(a). Identify the factors that enhance business success in the community.

(b). Discuss the factors that enhance business success in the community.

(c). Prepare posters showing the factors that enhance business success in the community.

(d). Acknowledge the factors that enhance business success in the community.

**Key Inquiry Question**

What factors should entrepreneurs in the community consider to enhance success in their businesses?

**Learning Resources**

Teacher's notes.

MTP Business Studies Grade 8 pg 53-54.

Posters.

**Organization of Learning.**

Learning will take place in actual classroom.

Learners will work in groups/pairs.

|  |  |
| --- | --- |
| **Time** | **Content** |
| **5 min** | **Introduction .**  In pairs,learners are guided in reviewing what was covered in the previous lesson. |
| **30 min** | **Lesson Development**  **Step 1.**  In groups or pairs,learners are guided to read and analyse a case study about the factors that enhance business success in the community.  **Step 2.**  In groups, learners to identify the factors enhancing business success in the community from the case study.  **Step 3.**  In groups,learners are guided in discussing the factors that entrepreneurs should consider to enhance business success from the case study read.  **Extended Activity;**  In groups,learners to prepare and display posters showing the factors that enhance business success in the community. |
| **5 min** | **Conclusion**  Conclude lesson by asking oral questions on what was covered. |

**Reflection on the lesson:......................................................**

**WEEK: 6. LESSON: 2.**

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| --- | --- | --- | --- | --- | --- |
| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **Grade 7** | **Pre-Technical Skills.** |  |  |  |

**Strand: Entrepreneurship.**

**Sub-strand: Introduction to Entrepreneurship: Assessment.**

**Specific Learning Outcome:**

By the end of the lesson, the learner should be able to:

(a). Attempt assessment questions on the sub-strand: Introduction to Entrepreneurship.

**Learning Resources**

Teacher's Assessment questions.

MTP Business Studies Grade 8 pg 54.

**Organization of Learning**

Learning will take place in classroom.

Learners will work individually or in pairs.

|  |  |
| --- | --- |
| **Time** | **Content** |
| **5 min** | **Introduction**  In pairs, learners to review the previous lesson and give feedback. |
| **32 min** | **Lesson Development**  **Step 1.**  In pairs or individually,learners are guided to answer assessment questions on the sub-strand: Introduction to Entrepreneurship in their assessment books. |
| **3 min** | **Conclusion**  Conclude lesson by collecting the assessment books for marking. |

**Reflection on the lesson:....................................**

**WEEK: 6. LESSON: 3.**

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| --- | --- | --- | --- | --- | --- |
| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **Grade 7** | **Pre-Technical Studies.** |  |  |  |

**Strand: Entrepreneurship.**

**Sub-strand: Financial Goals.**

**Specific Learning Outcome:**

By the end of the lesson, the learner should be able to:

(a).Define the terms: Financial Management and Goal Setting.

(b). Identify the importance of setting goals in financial management.

(c). Explain the importance of setting goals in financial management.

(d). Acknowledge the need of setting goals in financial management.

**Key Inquiry Question**

What is a Goal?

Why is it important for an individual to set financial goals?

**Learning Resources**

Digital devices.

Teacher's notes

MTP Business Studies Grade 8 pg 1-4.

Pictures.

Internet.

**Organization of Learning.**

Learning will take place in class.

Learners will work in groups/pairs.

|  |  |
| --- | --- |
| **Time** | **Content** |
| **5 min** | **Introduction**  Introduce lesson with a KIQ; What is a goal?  In pairs,learners to think-share their thoughts. |
| **30 min** | **Lesson Development**  **Step 1.**  In groups,learners are guided in to state the meaning of goal setting and financial management.  **Step 2.**  In pairs,learners are guided to study the pictures in learner's book and then identify a goal from each of the pictures.  **Step 3.**  In groups,learners are guided to identify and describe the categories of financial goals;Short, medium and long term financial goals.  **Step 4.**  In groups,learners to outline and discuss the importance of setting goals in financial management.  Learners to use digital devices to search the internet for additional information on the importance of setting goals in financial management. |
| **5 min** | **Conclusion** .  Conclude lesson by highlighting the main points in the lesson. |

**Reflection on the lesson:.................................**

**WEEK: 6. LESSON: 4.**

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| --- | --- | --- | --- | --- | --- |
| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **Grade 7** | **Pre-Technical Studies.** |  |  |  |

**Strand: Entrepreneurship.**

**Sub-strand: Financial Goals.**

**Specific Learning Outcome:**

By the end of the lesson, the learner should be able to:

(a).Define the term Financial discipline.

(b).State the importance of financial discipline.

(c). Discuss the importance of financial discipline.

(d). Search the internet for information on importance of financial discipline.

(e). Acknowledge the need for financial discipline to individuals.

**Key Inquiry Question**

What is Financial Discipline?

Why is it important for individuals to have financial discipline?

**Learning Resources**

Digital devices.

Teacher's notes.

MTP Business Studies Grade 8 pg 4.

Digital devices.

Internet.

**Organization of Learning**

Learning will take place in classroom.

Learners will work,in pairs and in groups.

|  |  |
| --- | --- |
| **Time** | **Content** |
| **5 min** | **Introduction**  In pairs,learners to review the previous lesson and give feedback on what was learnt. |
| **30 min** | **Lesson Development**  **Step 1.**  In groups,learners to brainstorm and present the meaning of financial discipline.  **Step 2.**  In groups,learners are guided to search the internet or print text for the meaning of financial discipline and importance of financial discipline.  Learners to note their findings in note books and share in class.  **Step 3.**  In groups,learners are guided to discuss the importance of financial discipline. |
| **5 min** | **Conclusion**  Conclude lesson by highlighting the main points on the lesson. |

**Reflection on the Lesson:.................................**

**WEEK:7. LESSON: 1.**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **Grade 7** | **Pre-Technical Studies** |  |  |  |

**Strand: Entrepreneurship.**

**Sub-strand: Financial Goals.**

**Specific Learning Outcome:**

By the end of the lesson, the learner should be able to:

(a). Create educative messages on the importance of financial discipline using digital devices or posters.

(b). Enjoy creating educative messages on the importance of financial discipline.

**Key Inquiry Question**

How can you create an attractive and educative message on the importance of financial discipline using digital devices?

**Learning Resources**

Digital devices.

Internet.

Posters.

Charts.

**Organization of Learning**

Learning will take place in actual classroom.

Learners will work in pairs/groups.

|  |  |
| --- | --- |
| **Time** | **Content** |
| **5 min** | **Introduction**  In pairs, learners to review the previous lesson and give feedback on what was covered. |
| **30 min** | **Lesson Development**  **Step 1**  In groups,learners to collaborate in creating educative messages on the importance of financial discipline using digital devices or posters. |
| **5 min** | **Conclusion**  Conclude lesson by asking learners in groups to share their posters online and display them in class. |

**Reflection on the lesson:.........................................**

**WEEK: 7. LESSON: 2.**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **Grade 6** | **Pre-Technical Studies.** |  |  |  |

**Strand: Entrepreneurship.**

**Sub-strand: Financial Goals.**

**Specific Learning Outcome:**

By the end of the lesson, the learner should be able to:

(a). Identify the factors to consider when setting up financial goals.

(b). Discuss the factors to consider when setting financial goals.

(c). Prepare flashcards showing the factors considered when setting financial goals.

(d). Acknowledge the factors considered when setting financial goals.

**Key Inquiry Question**

What are the factors to consider when setting financial goals?

**Learning Resources**

MTP Business Studies Grade 8 pg 4-5.

Teacher's notes.

Charts.

Internet.

Digital device.

Flashcards.

Marker pens, scissors.

**Organization of Learning**

Learning will take place in classroom.

Learners will work in groups/pairs.

|  |  |
| --- | --- |
| **Time** | **Content** |
| **5 min** | **Introduction**  In pairs,learners to review the previous lesson and give feedback on what was covered. |
| **30 min** | **Lesson Development**  **Step 1.**  In groups,learners to brainstorm and present on the factors to consider when setting financial goals.  **Step 2.**  In groups, learners to search the internet for information on the factors considered when setting financial goals.  Learners to note down their findings in books.  **Step 3.**  In groups or pairs,learners to prepare flashcards showing the factors considered when setting financial goals. |
| **5 min** | **Conclusion**  Conclude lesson by learners displaying their flashcards on the factors considered when setting financial goals. |

**Reflection on the lesson:........................................**

**WEEK: 7. LESSON: 3.**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **Grade 7** | **Pre-Technical Studies.** |  |  |  |

**Strand: Entrepreneurship.**

**Sub-strand: Financial Goals.**

**Specific Learning Outcome:**

By the end of the lesson, the learner should be able to:

(a). Mention the factors considered when setting financial goals.

(b). Discuss the factors considered when setting financial goals.

(c). Appreciate the factors considered when setting up financial goals.

**Key Inquiry Question**

What are the factors considered when setting up financial goals?

**Learning Resources**

Teacher's notes.

Digital devices.

MTP Business Studies Grade 8 pg 5.

**Organization of Learning**

Learning will take place in classroom.

Learners will work in groups/pairs.

|  |  |
| --- | --- |
| **TIME** | **Content** |
| **5 min** | **Introduction**  In pairs,learners to review the previous lesson and give feedback. |
| **30 min** | **Lesson Development**  **Step 1.**  In groups,learners to mention the factors considered when setting up financial goals.  **Step 2.**  In groups,learners to discuss the factors considered when setting up financial goals.  Learners to present their findings in class. |
| **5 min** | **Conclusion**  Conclude lesson by asking learners to share what they have learnt. |

**Reflection on the lesson:............................**

**WEEK: 7. LESSON: 4.**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **Grade 7** | **Pre-Technical Studies.** |  |  |  |

**Strand: Entrepreneurship.**

**Sub-strand: Financial Goals.**

**Specific Learning Outcome:**

By the end of the lesson, the learner should be able to:

(a). Identify learning resources that one can use to search for information on setting financial goals.

(b). Select and use learning resources to search for information on setting financial goals.

(c). Appreciate the different learning resources used to search for information on setting financial goals.

**Key Inquiry Question**

Which resources can you use to search for information on setting financial goals?

**Learning Resources**

Teacher's notes.

MTP Business Studies Grade 8 pg 6.

Print media.

Digital devices.

**Organization of Learning**

Learning will take place in classroom.

Learners will work indivifually and in pairs/groups.

|  |  |
| --- | --- |
| **Time** | **Content** |
| **5 min** | **Introduction**  In pairs,learners to review the previous lesson and give feedback on what covered. |
| **30 min** | **Lesson Development**  **Step 1**  In groups,learners to study the pictures in learner's book and identify the resources that one can use to search for information on setting up financial goals.  **Step 2.**  In groups,learners to list other resources that can be used to search for information on setting financial goals.  **Step 3.**  In groups/pairs or individually,learners to select and use a learning resource to search for information on setting up financial goals and make a presentation of their findings. |
| **5 min** | **Conclusion**  Conclude lesson by asking learners to share their work with peers. |

**Reflection on the Lesson:...............................**

**WEEK: 9. LESSON: 1**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **Grade 7.** | **Pre-Technical Studies.** |  |  |  |

**Strand: Entrepreneurship.**

**Sub-strand: Financial Goals.**

**Specific Learning Outcome:**

By the end of the lesson, the learner should be able to:

(a). Outline the steps for formulating financial goals for individual development.

(b). Discuss the steps for formulating financial goals for individual development.

(c). Search the internet for steps for formulating financial goals for individual development.

(d). Acknowledge the steps followed in formulating financial goals for self development.

**Key Inquiry Question**

Which steps should one follow when formulating a financial goal for individual development?

**Learning Resources**

Teacher's notes.

Internet.

Video clips.

Digital devices.

**Organization of Learning**

Learning will take place in actual classroom.

Learners will work in groups,in pairs.

|  |  |
| --- | --- |
| **Time** | **Content** |
| **5 min** | **Introduction**  In pairs,learners to review the previous lesson and give feedback. |
| **30 min** | **Lesson Development**  **Step 1.**  In groups,learners are guided to outline the steps to follow when formulating a financial goal for individual development.  **Step 2.**  In groups,learners to collaborate in discussing the steps followed when formulating financial goals for individual development.  **Step 3.**  In groups,learners to use digital devices to search the internet for information or clips on the steps followed when formulating financial goals for individual development. |
| **5 min** | **Conclusion**  Conclude lesson by highlighting the main points in the lesson. |

**Reflection on the lesson:.........................................**

**WEEK: 9 LESSON: 2 & 3.**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **Grade 7** | **Pre-Technical Studies.** |  |  |  |

**Strand: Entrepreneurship.**

**Sub-strand: Financial Goals.**

**Specific Learning Outcome:**

By the end of the lesson, the learner should be able to:

(a). Formulate financial goals for individual development.

(b). Enjoy formulating financial goals for individual development.

**Key Inquiry Question**

How do you set a SMART financial goal?

**Learning Resources**

Digital devices.

MTP Business Studies Grade 8 pg 6-7.

Sample financial goals.

**Organization of Learning**

Learning will take place in classroom.

Learners will work in pairs,in groups and individually.

|  |  |
| --- | --- |
| **Time** | **Content** |
| **5 min** | **Introduction**  In groups,learners to review the previous lesson and give feedback. |
| **30 min** | **Lesson Development**  **Step 1.**  In pairs or groups,learners are guided to observe keenly as the teacher demonstrates how to set a SMART financial goal.  **Step 2.**  In groups,pairs or individually,learners are guided to set SMART financial goals in their note books or digital devices.  Learners to present their set goals for peer assessment. |
| **5 min** | **Conclusion.**  Conclude lesson by assessing the learner's set goals. |

**Reflection on the lesson:.............................**

**WEEK: 9. LESSON: 4.**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **Grade 7** | **Pre-Technical Studies.** |  |  |  |

**Strand: Entrepreneurship.**

**Sub-strand: Financial Goals: Assessment.**

**Specific Learning Outcome:**

By the end of the lesson, the learner should be able to:

(a). Attempt assessment questions on the sub-strand: Financial Goals.

**Learning Resources**

Digital devices.

Teacher's Assessment questions.

**Organization of Learning**

Learning will take place in classroom.

Learners will work in pairs and individually.

|  |  |
| --- | --- |
| **Time** | **Content** |
| **3 min** | **Introduction**  In groups,learners to review the previous lesson and give feedback. |
| **35 min** | **Lesson Development**  **Step 1.**  In pairs or individually,learners are guided to answer the questions on the sub-strand: Financial Goals. |
| **2 min** | **Conclusion**  Conclude lesson by collecting the assessment books for marking. |

**Reflection on the lesson:......................**

**WEEK: 10. LESSON: 1.**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **Grade 7** | **Pre-Technical Studies.** |  |  |  |

**Strand: Communication.**

**Sub-strand: Plane Geometry.**

**Specific Learning Outcome:**

By the end of the lesson, the learner should be able to:

(a). Define the term: Dimensioning as used in drawing.

(b). Identify the types/methods of dimensioning in drawing.

(c). Describe the types of dimensioning used in drawing.

(d). Acknowledge the different types of dimensioning used in drawing in plane geometry.

**Key Inquiry Question**

What is dimensioning?

What types of dimensioning are used in drawing in plane geometry.

**Learning Resources**

Top Scholar Pre-Technical Studies Grade 8 pg 138-141.

Pictures.

Drawing books.

Rulers, Pencils.

Pair of Compasses.

Digital devices.

**Organization of Learning.**

Learning will take place in classroom.

Learners will work in groups,in pairs.

|  |  |
| --- | --- |
| **Time** | **Content** |
| **5 min** | **Introduction**  In pairs,learners to review the previous lesson and give feedback on what was learnt. |
| **30 min** | **Lesson Development**  **Step 1.**  In pairs, learners are guided to search the internet or textbook for the meaning of dimensioning.  Learners to note down their findings and share in class.  **Step 2.**  In groups/pairs,learners are guided in identifying the types of dimensioning used in drawing.  **Step 3.**  In groups,learners are guided and led in describing the different types of dimensioning used in drawing.  **Step 4.**  In groups,learners are guided to search the internet for information and diagrams on the types of dimensioning used in drawing. |
| **5 min** | **Conclusion**.  Conclude lesson by highlighting the main points in the lesson. |

**Reflection on the lesson:......................................**

**WEEK: 10. LESSON: 2.**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **Grade 7** | **Pre-Technical Studies.** |  |  |  |

**Strand: Communication.**

**Sub-strand: Plane Geometry.**

**Specific Learning Outcome:**

By the end of the lesson, the learner should be able to:

(a). Identify the types of lines used for dimensioning in drawing.

(b). Describe the types of lines used for dimensioning in drawing.

(c).Draw the types of lines used for dimensioning in drawing.

(d). Recognize the types of lines used for dimensioning in drawing.

**Key Inquiry Question**

Which types of lines are used for dimensioning in drawing?

How do you draw lines used for dimensioning in drawing.

**Learning Resources**

Top Scholar Pre-Technical Studies Grade 8 pg 141-142.

Drawing books.

Drawing instruments.

Digital devices.

**Organization of Learning**

Learners will work in groups/pairs and individually.

Learning will take place in classroom.

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| **Time** | **Content** |
| **5 min** | **Introduction**  In pairs,learners to review the previous lesson and give feedback. |
| **30 min** | **Lesson Development**  **Step 1.**  In groups/pairs,learners are guided to identify the types of lines used for dimensioning in drawing.  **Step 2.**  In groups,learners are guided and led in discussing the types of lines used for dimensioning in drawing.  **Step 3**  In groups, learners are guided to observe the teacher keenly as he/she illustrates how to draw lines used for dimensioning.  **Step 4.**  In pairs or individually,learners to practice how to draw the types of lines used for dimensioning in drawing of plane geometry. |
| **5 min** | **Conclusion**  Conclude lesson by asking learners in pairs to assess each other's lines drawn. |

**Reflection on the lesson:......................................**

**WEEK: 10. LESSON: 3.**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **Grade 7.** | **Pre-Technical Studies.** |  |  |  |

**Strand: Communication**.

**Sub-strand: Plane Geometry.**

**Specific Learning Outcome:**

By the end of the lesson, the learner should be able to:

(a). Outline the rules that guide dimensioning in drawing.

(b). Discuss the rules that guide dimensioning in drawing.

(c). Illustrate the standard rules that guide dimensioning in drawing.

(d). Acknowledge the rules that guide dimensioning in drawing.

**Key Inquiry Question**

What are the standard rules that guide dimensioning in drawing?

**Learning Resources**

Top Scholar Pre-Technical Studies Grade 8 pg 143-145.

Drawing books.

Pencils.

Rulers.

Pair of Compasses.

Digital devices.

**Organization of Learning**

Learning will take place in classroom.

Learners will work in groups/pairs.

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| **Time** | **Content** |
| **5 min** | **Introduction**  In pairs,learners to review the previous lesson and give feedback. |
| **30 min** | **Lesson Development**  **Step 1.**  In groups,learners are guided to study the pictures in learner's book.  Learners are guided to discuss how the drawings have been dimensioned.  **Step 2.**  In groups,learners to outline and discuss the rules that guide dimensioning in drawing.  **Step 3.**  In groups,learners are led in illustrating the standard rules that guide dimensioning in drawing. |
| **5 min** | **Conclusion**  Conclude lesson by highlighting the main points in the lesson. |

**Reflection on the lesson:.....................................**

**WEEK: 10. LESSON: 4**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **Grade 7** | **Pre-Techninal Studies** |  |  |  |

**Strand: Communication.**

**Sub-strand: Plane Geometry.**

**Specific Learning Outcome:**

By the end of the lesson, the learner should be able to:

(a). Identify combined shapes from pictures.

(b). Outline the procedure for constructing combined shapes in plane geometry.

(c). Construct a combined shape in plane geometry.

(d). Enjoy constructing combined shapes in plane geometry.

**Key Inquiry Question**

How do you construct a combined shape?

**Learning Resources**

Digital devices.

Drawing books.

Video clips.

Geometrical sets

Top Scholar Pre-Technical Studies Grade 7 151-152.

**Organization of Learning**

Learning will take place in classroom.

Learners will work in groups,pairs or individually.

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| **Time** | **Content** |
| **5 min** | **Introduction**  In pairs,learners to review the previous lesson and give feedback. |
| **30 min** | **Lesson Development**  **Step 1.**  Teacher to provide visual aids and learners in pairs to use the visual aids to identify combined shapes.  **Step 2.**  In groups, learners are guided to outline the procedure for drawing/constructing combined shapes.  **Step 3**  In groups,learners are guided to search and watch clips illustrating how to construct a combined shape.  Learners to discuss how to draw combined shapes.  **Step 4.**  In groups,pairs or individually,learners to practice constructing/drawing combined shapes in plane geometry. |
| **5 min** | **Conclusion**  conclude lesson by assessing the learner's drawing of the combined shapes. |

**Reflection on the lesson:............................**

**WEEK: 11. LESSON: 1.**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **Grade 7.** | **Pre-Technical Studies.** |  |  |  |

**Strand: Communication.**

**Sub-strand: Plane Geometry.**

**Specific Learning Outcome:**

By the end of the lesson, the learner should be able to:

(a). Identify the forms of dimensioning combined shapes.

(b). Describe the forms of dimensioning combined shapes.

(c). Illustrate the forms of dimensioning combined shapes.

(d). Acknowledge the different forms of dimensioning combined shapes.

**Key Inquiry Question**

What are the forms of dimensioning combined shapes?

**Learning Resources**

Teacher's notes.

Top Scholar Pre-Technical Studies.

Pictures.

Drawing books.

Geometrical sets.

Digital devices

**Organization of Learning**

Learning will take place in classroom.

Learners will work in groups,pairs or individually.

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| **Time** | **Content** |
| **5 min** | **Introduction**  In pairs, learners to review the previous lesson and give feedback on what was learnt. |
| **30 min** | **Lesson Development**  **Step 1.**  In groups,learners are guided to search the internet for information and pictures for the forms of dimensioning combined shapes(parallel,chain & combined)  **Step 2.**  In groups,learners are guided to discuss the forms of dimensioning combined shapes (parallel,chain and combined)  **Step 3.**  In groups,learners are led and guided in drawing combined shapes and illustrating forms of dimensioning combined shapes. |
| **5 min** | **Conclusion**.  Conclude lesson by assessing the learner's work. |

**Reflection on the lesson:........................................**

**WEEK: 11 LESSON: 2.**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **Grade 7** | **Pre-Technical Studies.** |  |  |  |

**Strand: Communication.**

**Sub-strand: Plane Geometry.**

**Specific Learning Outcome:**

By the end of the lesson, the learner should be able to:

(a). Outline the steps for drawing dimensioned combined figures in plane geometry.

(b). Search and observe clips on how to draw and dimension combined shapes in plane geometry.

(c). Embrace the use of plane geometry in work environment.

**Key Inquiry Question**

What are the steps followed in drawing and dimensioning combined shapes in plane geometry?

**Learning Resources**

Video clips.

Digital devices.

Top Scholar Pre-Technical Studies Grade 8 pg 146-147.

**Organization of Learning**

Learning will take place in classroom.

Learners will work in groups.

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| --- | --- |
| **Time** | **Content** |
| **5 min** | **Introduction**  In groups,learners to review the previous lesson and give feedback. |
| **30 min** | **Lesson Development**  **Step 1.**  In groups,learners are guided in outlining the procedure for drawing a dimensioned combined shape in plane geometry.  **Step 2.**  In groups,learners are guided to discuss the steps or procedure for drawing a dimensioned combined shape in plane geometry.  **Step 3.**  In groups,learners are guided to search and watch clips on how to draw and dimension a combined shape in plane geometry. |
| **5 min** | **Conclusion**  Conclude lesson by asking learners to share what they have observed from the clips |

**Reflection on the lesson:........................**

**WEEK: 11. LESSON: 3 & 4.**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **Grade 7.** | **Pre-Technical Studies.** |  |  |  |

**Strand: Communication.**

**Sub-strand:Plane Geometry.**

**Specific Learning Outcome:**

By the end of the lesson, the learner should be able to:

(a). Draw and dimension combined shapes in plane geometry.

(b). Embrace the use of plane geometry in a work environment.

**Key Inquiry Question**

How are combined shaped applied in day to day life?

**Learning Resources**

Digital devices.

Top Scholar Pre-Technical Studies Grade 8 pg 146-147.

Geometrical Sets

Rulers and pencils.

Drawing books.

Erasers.

**Organization of Learning**

Learners will work in pairs and in groups.

Learning will take place in classroom.

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| --- | --- |
| **Time** | **Content** |
| **5 min** | **Introduction**  In groups,learners to review the previous lesson and give feedback. |
| **30 min** | **Lesson Development**  **Step 1.**  Learners in groups to observe keenly as the teacher demonstrates how to draw and dimension a combined shape in plane geometry.  **Step 2.**  In groups, pairs or individually,learners to follow the steps from the previous lesson and practice drawing and dimensioning combined shapes in plane geometry. |
| **5 min** | **Conclusion**  Conclude lesson by assessing learner's progress in drawing and dimensioning combined shapes. |

**Reflection on the Lesson:.........................................**