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**WEEK 1: LESSON 1**

**Strand:** Tools and Production

**Sub Strand:** Holding Tools

**Specific Learning Outcomes:**

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

- Identify holding tools used in everyday life.

- Draw the identified holding tools in exercise books and on charts.

- Enjoy the drawing of different holding tools.

**Key Inquiry Question:**

- Which holding tools do you know?

**Learning Resources:**

- Oxford Pre-Technical Studies (pages 92-94)

- Pictures of various holding tools

- Digital devices (for research or reference)

- Lesson notes

- Actual holding tools (if available)

**Organisation of Learning**

**Introduction (5 minutes)**

1. Review Previous Lesson:

- Start by briefly revisiting what was covered in the last lesson. Ask students to recall any tools they discussed and how they are used.

2. Discussion:

- Guide them to read excerpts from the selected pages in the Oxford Pre-Technical Studies text. Emphasize the importance of recognizing tools that assist in daily tasks.

**Lesson Development (30 minutes)**

**Step 1:** Brainstorming (10 minutes)

- In groups, learners will brainstorm and list as many holding tools as they can think of. Encourage them to think of tools they use at home, school, or in other areas of their lives.

**Step 2:** Picture Study (10 minutes)

- Display pictures of various holding tools around the classroom. Students will walk around the room, identify the tools in the pictures, and write down their names and uses. Guide them to think critically about where they might have seen or used these tools.

**Step 3:** Drawing Activity (5 minutes)

- Each student will choose their favorite holding tool from the pictures studied. In their exercise books, they will draw the tool and label it with its name and typical use. In groups, students can discuss each other's drawings to enhance understanding.

**Step 4:** Chart Presentation (5 minutes)

- After drawing, students will prepare a small chart displaying their selected tool, including illustrations and labels. Each group will take turns presenting their charts to the class, whereby they will describe the tool, its use, and why they selected it.

**Conclusion (5 minutes)**

- Summarization:

- Recap the main points of the lesson, including the various holding tools, their uses, and the drawing exercise.

- Interactive Activity:

- Conduct a quick quiz or game to reinforce the names and uses of different holding tools. For example, a "Guess the Tool" game where a student describes a tool without naming it and others try to guess.

- Preview Next Session:

- Briefly discuss what topics will be covered in the next lesson, such as “How tools are made” or “The importance of tool maintenance.” Encourage students to think about tools they may have never considered.

**Extended Activities:**

- Research Assignment:

- Ask students to choose one holding tool and research its history, development, and variations used globally. They can prepare a short presentation for the class.

- Creative Project:

- Encourage students to create a scrapbook or digital presentation showcasing various holding tools they encounter in their daily lives over the coming week. They can include drawings, photographs, and descriptions.

- Field Trip Suggestion:

- Plan a visit to a local workshop or tool factory where students can see holding tools being made and learn from professionals.

**Teacher Self-Evaluation:**

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**WEEK 1: LESSON 2**

**Strand:** Tools and Production

**Sub Strand:** Holding Tools

**Specific Learning Outcomes:**

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

- Identify the uses of the different holding tools.

- Use digital or print resources to find information on uses of the different holding tools.

- Appreciate the uses of the different holding tools.

**Key Inquiry Question:**

- What are the uses of the different holding tools?

**Learning Resources:**

- Lesson notes

- Digital resources (e.g., websites, online encyclopedias)

- Pictures of holding tools (printouts or digital)

- Oxford Pre-Technical Studies textbook (pg 94-97)

- Charts illustrating different holding tools

- Physical models or examples of holding tools (if available)

**Organisation of Learning**

**Introduction (5 minutes)**

- Review the previous lesson’s key concepts related to tools.

- Guide learners to read selected content from the learning resources, focusing on the definition and importance of holding tools. Encourage a brief class discussion to gauge what students already know.

**Lesson Development (30 minutes)**

**Step 1:** Brainstorming (10 minutes)

- In small groups, ask students to brainstorm a list of different holding tools they know (e.g., pliers, clamps, vices). Encourage them to think of tools used in various trades.

**Step 2:** Visual Identification (10 minutes)

- Distribute pictures of different holding tools.

- Have each group study the images and match tools to their general uses (e.g., what tool is best used for gripping, holding, or stabilizing objects?).

**Step 3:** Research Activity (5 minutes)

- Provide access to digital resources or print encyclopedias. Task groups with researching one specific holding tool and finding detailed information about its uses and applications in real-world scenarios.

**Step 4:** Discussion & Summary (5 minutes)

- Regroup as a class and allow each group to present their findings. Discuss the various uses of the tools explored and encourage questions from classmates.

**Conclusion (5 minutes)**

- Summarize key points discussed during the lesson, emphasizing the importance of knowing how different holding tools function.

- Conduct a brief interactive quiz or game (like a Kahoot! or a quick flashcard game) related to the tools discussed to reinforce learning.

- Preview upcoming topics related to tools or production processes to prepare students for the next lesson.

**Extended Activities:**

- Ask students to create a manual or poster on their favorite holding tool, including its uses, parts, and any safety precautions.

- Organize a visit to a local workshop or have a guest speaker (a craftsman or technician) discuss holding tools in practical applications.

- Encourage students to watch instructional videos about holding tools and to write a reflection on their effectiveness and the tools’ applications.

**Teacher Self-Evaluation:**

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**WEEK 1: LESSON 3**

**Strand:** Tools and Production

**Sub-Strand:** Holding Tools

**Specific Learning Outcomes:**

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

1. Outline the guidelines on how to safely use different holding tools.

2. Use digital devices to find out information on the safe use of holding tools.

3. Embrace safe use of holding tools while performing tasks.

**Key Inquiry Question:**

- How do we handle the holding tools safely?

**Learning Resources:**

- Oxford Pre-Technical Studies, pages 97-98

- Digital resources (internet access or educational websites)

- Lesson notes

- Video clips (demonstrations of tool use and safety)

**Organisation of Learning:**

**Introduction (5 minutes)**

- Review the previous lesson on tools and their usages briefly.

- Guide learners to read and discuss relevant content from the learning resources, focusing on the understanding of safe tool practices.

**Lesson Development (30 minutes)**

**Step 1:**

Research

- Divide learners into small groups or pairs.

- Instruct them to use digital devices or printed resources to find information on safe handling practices for various holding tools.

**Step 2:**

Guideline Outline

- Each group outlines the guidelines they discovered on how to safely use holding tools.

- Encourage them to focus on specific tools such as pliers, wrenches, and clamps.

**Step 3:**

Discussion and Note-taking

- Groups discuss their findings and compile their notes for later presentation.

- Monitor group discussions, providing guidance and additional information as needed.

**Step 4:**

Presentation

- Each group presents their notes to the class, highlighting key safety guidelines and demonstrating any relevant tools if available.

- Facilitate a Q&A session after each presentation to clarify any doubts and deepen understanding.

**Conclusion (5 minutes)**

- Summarize the key points discussed and the learning objectives achieved during the lesson.

- Conduct a brief interactive quiz or activity to reinforce the main topics, perhaps through a matching game with tools and their safety guidelines.

- Preview next session's topics, highlighting what learners should think about regarding tool maintenance or advanced techniques.

**Extended Activities:**

1. Research Project:

- Have learners create a poster or presentation on a specific holding tool, including its uses, safety measures, and maintenance practices.

2. Safety Video Creation:

- Students can work individually or in groups to create a short video demonstrating safe practices for using a chosen holding tool.

3. Tool Inspection Activity:

- In a workshop setting, organize an inspection of tools for wear and tear, teaching students about the maintenance and proper use of tools in practical scenarios.

**Teacher Self-Evaluation:**

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**WEEK 1: LESSON 4**

**Strand:** Tools and Production

**Sub Strand:** Holding Tools

**Specific Learning Outcomes:**

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

- Recall the steps involved in using holding tools for tasks.

- Use holding tools to perform given tasks.

- Observe safety while performing given tasks using holding tools.

**Key Inquiry Question:**

- Which safety measures should we observe when using holding tools in performing tasks?

**Learning Resources:**

- Oxford Pre-Technical Studies (pages 99-101)

- Pliers

- Tongs

- Resource person

- Carpentry Shop

- Wires, workbench

- Bunsen burner

- Test tubes

**Organisation of Learning:**

**Introduction (5 minutes)**

- Review the previous lesson's key points, focusing on tools and their uses.

- Have learners read relevant sections from the provided resources and discuss comprehension, particularly about holding tools' functions and safety.

**Lesson Development (30 minutes)**

**Step 1:** Preparation (10 minutes)

- Divide the class into small groups.

- Distribute holding tools and materials.

- Ask groups to identify each tool and its appropriate use based on the reading.

**Step 2:** Discuss Steps (5 minutes)

- Facilitate a group discussion on the steps for using holding tools correctly.

- Encourage groups to share their insights and recall necessary procedures.

**Step 3:** Practical Application (10 minutes)

- Instruct groups to perform a simple task using holding tools.

- For example, use tongs to hold a test tube while heating it with a Bunsen burner.

- Monitor groups for correct technique and safety measures.

**Step 4:** Safety Observation (5 minutes)

- Conclude with each group discussing the safety measures they observed while completing their tasks.

- Highlight any shortcomings and emphasize the importance of safety protocols in all practical tasks.

**Conclusion (5 minutes)**

- Summarize key points about holding tools, their proper use, and safety measures.

- Conduct a brief interactive quiz to reinforce the learning objectives.

- Preview the next class's topic, encouraging students to think about other tools and their importance.

**Extended Activities:**

- Have students create a safety poster that illustrates proper use and safety measures for various holding tools.

- Assign a research project where students investigate a specific tool not covered in class and present its uses and safety precautions in a future session.

- Organize a classroom workshop where students demonstrate the correct use of a holding tool to their peers.

**Teacher Self-Evaluation:**

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**WEEK 2: LESSON 1**

**Strand:** Tools and Production

**Sub-Strand:** Holding Tools

**Specific Learning Outcomes:**

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

1. Outline care practices for holding tools.

2. Demonstrate care for holding tools used in day-to-day life.

3. Embrace care practices for holding tools.

**Key Inquiry Questions:**

- Why should holding tools be stored in a clean and dry place?

- Why is it important to care for holding tools?

**Learning Resources:**

- Oxford Pre-Technical Studies (pg 102-103)

- Holding Tools (text and diagrams)

- A clean piece of cloth, dust cover, oil or grease

- Lesson notes

- Video clips on tool maintenance

- Digital resources related to tool care

**Organisation of Learning:**

**Introduction (5 minutes)**

- Review the previous lesson’s main points to activate prior knowledge.

- Guide learners to read and discuss relevant content from the learning resources, specifically focusing on the importance of caring for tools.

**Lesson Development (30 minutes)**

**Step 1:** Understanding Tool Care (10 minutes)

- \*Activity:\* Small group discussions where learners explain what it means to care for holding tools.

- \*Goal:\* Students define “care” in the context of storage and maintenance of tools.

**Step 2:** Brainstorming Care Practices (10 minutes)

- \*Activity:\* In pairs, learners brainstorm a list of care practices for different types of holding tools (e.g., screwdrivers, pliers).

- \*Goal:\* Encourage students to think critically about care and maintenance routines.

**Step 3:** Practical Demonstration of Care (5 minutes)

- \*Activity:\* Demonstrate cleaning and safely storing tools using a clean piece of cloth, oil, or grease.

- \*Goal:\* Visualize the care practices being discussed, ensuring learners understand the importance of each step.

**Step 4:** Group Presentation (5 minutes)

- \*Activity:\* Each group presents their ideas on care practices to the class.

- \*Goal:\* Reinforce learning through peer teaching and collaborative learning.

**Conclusion (5 minutes)**

- Summarize the key points discussed and the learning objectives achieved during the lesson.

- Engage students in a brief interactive activity such as a true/false quiz on care practices for holding tools.

- Preview upcoming topics related to tools, such as tool selection and safety, to prepare learners for the next session.

**Extended Activities:**

- Assign learners to create a care guide poster for a specific holding tool, including illustrations and detailed descriptions of care practices.

- Encourage students to do a survey of tools at home and identify whether proper care practices are being followed.

- Plan a field trip to a local workshop or hardware store to observe professionals discussing tool care.

**Teacher Self-Evaluation:**

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**WEEK 2: LESSON 2**

**Strand:** Tools and Production

**Sub Strand:** Holding Tools

**Specific Learning Outcomes:**

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

1. State the importance of holding tools.

2. Use print or digital resources to find out the importance of holding tools in our daily life.

3. Appreciate the importance of holding tools in daily life.

**Key Inquiry Question(s):**

- What is the importance of holding tools in our daily life?

**Learning Resources:**

- Oxford Pre-Technical Studies pg 103

- Digital devices (tablets/laptops)

- Lesson notes

**Organisation of Learning**

**Introduction (5 minutes)**

- Review the previous lesson by asking students what they learned about tools in general.

- Introduce the focus on holding tools today and guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

**Lesson Development (30 minutes)**

**Step 1:** Group Brainstorming (10 minutes)

- Divide the class into small groups (4-5 students each).

- Each group brainstorms and lists as many holding tools as they can think of (e.g., pliers, hammers, screwdrivers) and their uses.

- Encourage students to think of tools they might use in different contexts (home, school, workshop).

**Step 2:** Research Importance (10 minutes)

- Each group uses digital devices to research the general importance of holding tools from credible sources online or refer back to Oxford Pre-Technical Studies pg 103.

- Students should focus on answering why holding tools are essential in everyday tasks and how they improve safety and efficiency.

**Step 3:** Group Discussion (5 minutes)

- Groups discuss the points they found during their research and compare their views.

- Each group prepares to share one major point about the importance of holding tools with the class.

**Step 4:** Class Presentations (5 minutes)

- Each group presents their key findings to the class, emphasizing the importance of holding tools.

- Encourage other students to ask questions or contribute additional thoughts after each presentation.

**Conclusion (5 minutes)**

- Summarize key points regarding the importance of holding tools discussed by the groups.

- Conduct a brief interactive activity, such as a quick quiz or a pair-share, where students can express what they learned today.

- Preview the next session's topic, which may delve deeper into the different types of tools and their specific uses.

**Extended Activities**

- Tool Diary: Have students keep a diary for a week, documenting the holding tools they use daily, noting their functionality and significance in various tasks.

- Tool Safety Poster: Students can create a poster illustrating different holding tools, their uses, and safety tips when handling them. This can be displayed in the classroom.

**Teacher Self-Evaluation:**

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**WEEK 2: LESSON 3**

**Strand:** Tools and Production

**Sub Strand:** Holding Tools. Assessment

**Specific Learning Outcomes:**

- By the end of the lesson, the learner should be able to attempt assessment questions on the sub-strand; Holding tools.

**Key Inquiry Question(s):**

- How do proper techniques for holding tools affect safety and efficiency in production tasks?

**Learning Resources:**

- Assessment books: Oxford Pre-Technical Studies Bk 9 pg 104-105

**Organisation of Learning:**

**Introduction (5 minutes)**

- Initiate the lesson by reviewing key concepts from the previous lesson related to tool usage and safety.

- Guide learners to read selected content on holding tools from the relevant pages in the assessment book and facilitate a brief discussion to ensure comprehension of the key concepts.

**Lesson Development (30 minutes)**

**Step 1:** Understanding Holding Techniques (10 minutes)

- Introduce the types of tools discussed in the sub-strand.

- Explain the correct way to hold various tools according to their intended use.

- Ask learners to identify tools they are familiar with and share how they hold them.

**Step 2:** Pair Work on Assessment Questions (10 minutes)

- Distribute assessment questions related to holding tools from the Oxford Pre-Technical Studies book.

- In pairs, students will discuss and attempt to answer the first half of the assessment questions. Encourage peer-to-peer learning and collaboration.

**Step 3:** Individual Work on Remaining Questions (5 minutes)

- Have learners complete the remaining assessment questions on their own.

- Circulate the room to provide support where needed, ensuring that each student is applying the concepts learned today.

**Step 4:** Group Discussion and Correction (5 minutes)

- Bring the class back together and review the answers as a group.

- Discuss any misconceptions or commonly missed questions, reinforcing the correct understanding of holding tools effectively.

**Conclusion (5 minutes)**

- Summarize the key points discussed in the lesson, especially around the proper holding of tools, safety, and efficiency.

- Conduct a quick interactive activity where students can demonstrate their understanding by showing the correct way to hold specific tools (e.g., using their hands for gestures or pointing to images).

- Preview the next session’s topic on tool maintenance and ask students to think about why maintaining tools might be as important as knowing how to use them.

**Extended Activities:**

- Tool Demonstration Project: Assign students to research and present on a specific tool, focusing on its proper usage and safety precautions.

- Safety Poster Creation: Have students create a safety poster highlighting the correct holding techniques for different tools, which can be displayed in the classroom or workshop area.

- Home Project: Encourage students to find a tool at home, practice holding it correctly, and document their experience and observations. Students can share these during the next class.

**Teacher Self-Evaluation:**

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**WEEK 2: LESSON 4**

**Strand:** Tools and Production

**Sub Strand:** Driving Tools

**Specific Learning Outcomes:**

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

- Identify driving tools used in day-to-day life.

- Draw and color the different driving tools used to perform various tasks.

- Appreciate the different driving tools used in performing tasks.

**Key Inquiry Question(s):**

- What are driving tools?

- Which driving tools do you know?

**Learning Resources:**

- Oxford Pre-Technical Studies (pg 106-108)

- Pictures of driving tools

- Digital devices for research

- Video clips showcasing driving tools

- Drawing books, pencils, colors, and charts

**Organisation of Learning**

**Introduction (5 minutes)**

- Review the previous lesson on tools and their uses.

- Engage learners by asking them to think of examples of tools they used recently.

- Guide learners to read and discuss relevant content from the provided materials, focusing on understanding what driving tools are and their importance.

**Lesson Development (30 minutes)**

**Step 1:** Define Driving Tools (10 minutes)

- In pairs, learners will brainstorm and present their ideas on what driving tools are, based on the information provided in their reading materials.

- Each pair will share one definition, facilitating a class discussion to formulate a clear understanding of driving tools.

**Step 2:** Identify Real-Life Examples (10 minutes)

- Using pictures or realia, learners will be tasked with identifying various driving tools and their purposes (e.g., drills, screwdrivers, wrenches).

- Groups will create a list of the tools they recognize and discuss their functions.

**Step 3:** Drawing Activity (5 minutes)

- Learners will collaboratively draw and color at least three different driving tools identified in the previous step.

- Encourage them to label each tool and its function to consolidate their learning.

**Step 4:** Display and Discuss (5 minutes)

- Each group will display their drawings and share their findings with the entire class.

- This will help reinforce learning and allow peers to appreciate the variety and functionality of driving tools.

**Conclusion (5 minutes)**

- Summarize the key points discussed, reinforcing the definitions and examples of driving tools.

- Conduct a brief interactive activity (e.g., a quick quiz or "name that tool!") to reinforce the main topics covered in the lesson.

- Prepare learners for the next session by previewing upcoming topics related to tool safety or maintenance.

**Extended Activities:**

- Tool Scavenger Hunt: Ask students to find and photograph different driving tools in their homes or community, then present them in the next class.

- Research Project: Students can research a specific driving tool, its history, and evolution, and present their findings through a short report or poster.

- Create a Driving Tool Manual: Encourage students to create a manual or brochure that outlines various driving tools, their uses, and safety measures.

**Teacher Self-Evaluation:**

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**WEEK 3: LESSON 1**

**Strand**: Tools and Production

**Sub Strand:** Driving Tools

**Specific Learning Outcomes:**

- By the end of the lesson, learners should be able to:

1. Identify the uses of driving tools for different tasks.

2. Use digital or print resources to search for uses of different driving tools.

3. Acknowledge and articulate the uses of different driving tools.

**Key Inquiry Question(s):**

- What are the uses of the different driving tools?

**Learning Resources:**

- Textbook: Oxford Pre-Technical Studies, pg 108-110

- Digital Resources: Online articles, educational websites

- Video Clips: Demonstration of tools in use

- Lesson Notes: Prepared from the textbook

- Pictures: Images of various driving tools

- Charts: Visual summaries of tool uses

**Organisation of Learning**

**Introduction (5 minutes)**

- Review previous lesson concepts and outcomes.

- Engage students in a brief discussion to activate prior knowledge about tools and their applications.

- Introduce key concepts for today's lesson by highlighting driving tools.

**Lesson Development (30 minutes)**

**Step 1:** Group Activity (10 minutes)

- Divide students into small groups.

- Provide each group with pictures of various driving tools.

- Guide groups to discuss and share their initial thoughts on the tools depicted in the images.

**Step 2:** Research (10 minutes)

- Instruct groups to use digital or print resources to look up the specific uses of the driving tools identified in Step 1.

- Encourage each group to take notes on their findings and to consider multiple applications for each tool.

**Step 3:** Discussion (5 minutes)

- Allow each group to present their findings to the class.

- Initiate a class-wide discussion to compare the different uses of driving tools and to clarify any misconceptions.

**Step 4:** Consolidation (5 minutes)

- Facilitate a summary discussion, asking questions like: "Which driving tool surprised you with its uses?"

- Encourage students to think critically about how these tools relate to real-life applications.

**Conclusion (5 minutes)**

- Summarize the key points shared during the lesson regarding the uses of driving tools.

- Conduct a quick interactive activity, such as a quiz or a "tool matching" game, to reinforce the main topics.

- Provide a preview of the upcoming lesson, hinting at new tools or related concepts to consider.

**Extended Activities**

1. Tool Exploration Project: Have students select a specific driving tool not covered in class, conduct in-depth research, and present their findings to the class. This could include historical context, practical uses, and a demonstration.

2. Hands-On Workshop: If resources allow, organize a workshop where students can safely handle various driving tools and practice using them on different materials.

3. Create a Chart: Ask students to create a visual chart or poster that identifies different driving tools alongside their uses. This can be displayed in the classroom.

**Teacher Self-Evaluation:**

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**WEEK 3: LESSON 2**

**Strand:** Tools and Production

**Sub Strand:** Driving Tools

**Specific Learning Outcomes:**

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

- Outline the safe ways of using different driving tools.

- Use print or digital devices to search for videos on the safe use of driving tools.

- Embrace the safe use of holding tools for different tasks.

**Key Inquiry Question(s):**

- How can we use driving tools safely?

**Learning Resources:**

- Oxford Pre-Technical Studies, pg 111-112

- Digital devices

- Video clips on the safe use of driving tools

- Lesson notes

**Organisation of Learning**

**Introduction (5 minutes)**

- Review the previous lesson on tools and safety.

- Guide learners to read and discuss relevant content from the learning resources, highlighting the importance of safety and proper techniques in using driving tools.

**Lesson Development (30 minutes)**

**Step 1:** Brainstorm Safe Practices (10 minutes)

- In small groups, learners brainstorm ways to use driving tools safely. Encourage them to consider personal experiences and existing knowledge.

- Groups share ideas, and the teacher records them on the board.

**Step 2:** Video Exploration (10 minutes)

- Using digital devices, groups are instructed to search for short video clips on the safe use of specific driving tools (e.g., drills, screwdrivers).

- After viewing, groups discuss what they learned from the videos, focusing on safety tips and techniques.

**Step 3:** Discussion on Safe Ways (5 minutes)

- Learners regroup to discuss their findings and summarize the key safety measures identified in the brainstorming and video viewing phases.

- Each group shares their top three safety practices with the class.

**Step 4:** Role Play (5 minutes)

- In pairs, learners role-play scenarios that demonstrate safe and unsafe practices of holding and using driving tools.

- The class observes and provides feedback after each demonstration.

**Conclusion (5 minutes)**

- Summarize key points discussed, reinforcing the importance of safety when using driving tools.

- Conduct a quick quiz or interactive activity where students can respond to questions on the safe use of tools.

- Preview the next session's topic, encouraging learners to think about how these safety principles apply in real-world situations.

**Extended Activities**

- Research Project: Assign learners to research a specific driving tool and create a safety poster outlining its proper use and safety practices.

- Class Presentation: Groups can prepare a short presentation on a driving tool of their choice, including its applications and safety measures.

- Safety Checklist: Students create a safety checklist for using driving tools, which could be posted in the classroom or workshop area.

**Teacher Self-Evaluation:**

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**WEEK 3: LESSON 3**

**Strand:** Tools and Production

**Sub Strand:** Driving Tools

**Specific Learning Outcomes:**

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

1. Identify tasks that require the use of driving tools.

2. Use hammers and mallets to perform given tasks.

3. Observe safety measures when performing the tasks.

**Key Inquiry Question(s):**

- What safety measures should you observe when using hammers and mallets?

**Learning Resources:**

- Oxford Pre-Technical Studies (pg 112-113)

- Hammers

- Nails

- Mallets

- Pieces of wood

- Workbench

- Working area

**Organisation of Learning**

**Introduction (5 minutes):**

- Begin by reviewing the previous lesson about different types of tools and their uses.

- Lead a discussion to connect prior knowledge to the topic of driving tools, asking students if they've seen or used hammers and mallets before.

- Guide learners to read relevant sections from the learning resources, emphasizing safety and proper usage.

**Lesson Development (30 minutes)**

**Step 1:** Identifying Tasks (10 minutes)

- In groups, brainstorm various tasks that require the use of hammers and mallets (e.g., building a birdhouse, repairing furniture).

- Each group will share their tasks with the class, and the teacher will note these on the board.

**Step 2:** Safety Measures (10 minutes)

- Discuss safety measures to observe when using hammers and mallets, including wearing goggles, ensuring a clear work area, and proper grip.

- Each group will create a simple safety checklist related to their tasks, which they will present to the class.

**Step 3:** Hands-On Practice (5 minutes)

- Set up a work area with materials (hammers, mallets, nails, wood).

- Each group will select a task and apply for proper use of driving tools, first practicing with the tools on scrap wood.

**Step 4:** Task Performance (5 minutes)

- Each group will perform one of the tasks while adhering to the safety measures discussed.

- Teacher moves around to observe and offer guidance, ensuring safe practices.

**Conclusion (5 minutes):**

- Summarize key points such as the identification of tasks, proper use of driving tools, and essential safety measures.

- Conduct a brief quiz (e.g., 3 questions) asking students to recall safety practices and tools discussed.

- Preview the next session's topics: "Advanced Woodworking Techniques" and ask students to think about how driving tools can be used in those techniques.

**Extended Activities:**

1. Research Project: Have students research a specific type of hammer or mallet and present its history and various applications.

2. Safety Posters: Create safety posters illustrating the key safety measures to display in the workshop area.

3. Tool Comparison: Write a report comparing hammers and mallets, focusing on their functions, sizes, and designs, and when each is best used.

**Teacher Self-Evaluation:**

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**WEEK 3: LESSON 4**

**Strand:** Tools and Production

**Sub Strand:** Driving Tools

**Specific Learning Outcomes:**

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

1. Identify simple tasks to be performed using driving tools.

2. Use driving tools to perform given tasks.

3. Embrace using appropriate driving tools when performing given tasks.

**Key Inquiry Question(s):**

- What safety measures did you observe when using screwdrivers and spanners?

**Learning Resources:**

- Spanners and screwdrivers

- Oxford Pre-Technical textbook (pg 114-115)

- Wood screws

- Pieces of wood

- Working benches

- Bolts and their matching nuts

- Pieces of metal to be joined

- Pliers

**Organisation of Learning:**

**Introduction (5 minutes)**

- Begin the lesson with a brief review of the previous session's learning.

- Guide learners to read and discuss relevant content from the learning resources, ensuring key concepts about driving tools are well understood.

**Lesson Development (30 minutes)**

**Step 1:** Identification of Driving Tools (7 minutes)

- Divide learners into small groups.

- Provide each group with spanners and screwdrivers.

- Ask groups to identify the specific purposes of each tool and note their observations.

**Step 2:** Safety Measures Discussion (7 minutes)

- Lead a class discussion on safety measures when handling driving tools.

- Encourage students to share any previous experiences using these tools and safety precautions they observed or followed.

**Step 3:** Hands-On Task Preparation (8 minutes)

- Assign simple tasks that can be performed using a screwdriver and spanner, such as assembling a small wooden or metal project.

- Each group prepares their workstations and gathers the needed materials.

**Step 4:** Execution of Tasks (8 minutes)

- Allow groups to perform their assigned tasks using the tools.

- Observe and circulate among groups to provide support, ensuring learners are using correct techniques and adhering to safety practices.

**Conclusion (5 minutes)**

- Summarize the key points discussed in the lesson, focusing on the use of driving tools and safety.

- Conduct a brief interactive activity, such as a quiz or safety scenario discussion, to reinforce main topics.

- Prepare learners for the next session by previewing upcoming topics or encouraging them to think of additional tasks they could perform using driving tools.

**Extended Activities:**

- Tool Safety Poster: Have students create a safety poster illustrating proper handling and safety measures for driving tools.

- DIY Project Assignment: Assign a small DIY project for students to complete at home, where they can apply their knowledge of driving tools and safety measures.

- Research Task: Ask students to research different types of driving tools and their applications in various industries, presenting their findings in the next class.

**Teacher Self-Evaluation:**

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**WEEK 4: LESSON 1**

**Strand:** Tools and Production

**Sub Strand:** Driving Tools

**Specific Learning Outcomes:**

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

- Identify ways of caring for driving tools.

- Demonstrate how to care for the different driving tools used in everyday life.

- Embrace ways of cleaning and storing different driving tools.

**Key Inquiry Questions:**

- Why is it not advisable to clean metallic tools using water?

- What is the importance of cleaning and storing driving tools in a safe place?

**Learning Resources:**

- Oxford Pre-Technical Studies, pg 116-117.

- Digital devices.

- Video clips.

- Lesson notes.

- Checklists.

**Organisation of Learning:**

**Introduction (5 minutes)**

- Begin by reviewing the previous lesson on types of driving tools.

- Guide learners to read and discuss relevant content from the learning resources, focusing on the importance of caring for tools.

**Lesson Development (30 minutes)**

**Step 1:** Group Brainstorming (10 minutes)

- Divide the class into small groups.

- Instruct each group to brainstorm and list different driving tools and the best ways to care for them.

- Provide each group with checklists to guide their discussion.

**Step 2:** Research Activity (10 minutes)

- Using digital devices or print media, learners will research methods for caring for specific driving tools (e.g., wrenches, screwdrivers, hammers).

- Groups will take notes on what they find and prepare to share insights with the class.

**Step 3:** Group Presentation (5 minutes)

- Each group presents their findings regarding the care of certain driving tools.

- Encourage students to refer to their checksheets and share practical tips and cleaning methods.

**Step 4:** Demonstration (5 minutes)

- Invite students to demonstrate their understanding by outlining the steps for cleaning and storing a selected driving tool (e.g., wiping a wrench with oil-soaked cloth instead of water).

- Discuss and highlight the reasons behind each method.

**Conclusion (5 minutes)**

- Summarize the key points covered regarding the care of driving tools and their importance for longevity.

- Conduct a brief interactive quiz or think-pair-share activity to reinforce the main topics.

- Preview the next session by introducing the topic of potential damage to tools if they are not cared for properly and what tools to use for different tasks.

**Extended Activities:**

- Tool Care Project: Assign students a project where they must choose a specific driving tool at home, document its current condition, and write a report on how they will care for it properly. This report should include photos of the tool before and after care.

- Video Creation: In groups, students create a short educational video on cleaning and storing techniques for a selected driving tool and share it with the class.

**Teacher Self-Evaluation:**

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**WEEK 4: LESSON 2**

**Strand:** Tools and Production

**Sub Strand:** Driving Tools

**Specific Learning Outcomes:**

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

1. State the importance of driving tools in day-to-day life.

2. Use print or digital resources to explore the significance of driving tools.

3. Acknowledge the impact of driving tools in our daily functions.

**Key Inquiry Question:**

- What is the importance of driving tools in day-to-day life?

**Learning Resources:**

- Oxford Pre-Technical Studies, page 118

- Lesson notes

- Digital resources (e.g., educational websites, videos)

**Organisation of Learning**

**Introduction (5 minutes):**

- Review the previous lesson by asking students to share what they remember related to tools and their functions.

- Introduce today's topic: Driving Tools, and guide learners to read relevant content from the learning resources. Emphasize the importance of these tools in achieving various tasks.

**Lesson Development (30 minutes):**

**Step 1:** Brainstorming Session (10 minutes)

- Divide the class into small groups (4-5 students per group).

- Task each group to brainstorm what they know about driving tools and list down key functions they believe these tools serve in daily life.

**Step 2:** Research Phase (10 minutes)

- Instruct groups to use the provided print and digital resources to research driving tools.

- Each group will identify at least three driving tools and their significance in everyday applications.

**Step 3:** Group Discussion (5 minutes)

- Have the groups come together to discuss their findings. Each member should contribute a point about the driving tools they researched, emphasizing the collective understanding of how these tools improve efficiency or solve problems.

**Step 4:** Presentations (5 minutes)

- Allow each group to present their findings to the class. Encourage them to explain why they believe these tools are important and how they affect daily tasks. Each presentation can be around 1-2 minutes.

**Conclusion (5 minutes):**

- Summarize the key points of the lesson, reiterating the importance of driving tools discussed.

- Conduct a brief interactive activity, such as a quick quiz or a verbal recap session, to reinforce the main topics.

- Preview the next session by hinting at upcoming discussions on specific types of driving tools and their applications in different fields.

**Extended Activities:**

- Research Project: Students can choose one driving tool to research in-depth, preparing a mini-report or presentation on its history, development, and application in modern life.

- Field Trip: Organize a visit to a local manufacturing site, workshop, or showroom where driving tools are used or sold, combining real-life observation with classroom learning.

- Creative Assignment: Encourage students to create a poster illustrating various driving tools and their uses, which can then be displayed in the classroom.

**Teacher Self-Evaluation:**

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**WEEK 4: LESSON 3**

**Strand:** Tools and Production

**Sub Strand:** Driving Tools: Assessment

**Specific Learning Outcomes:**

- By the end of the lesson, learners should be able to attempt assessment questions on the sub-strand: Driving tools.

**Key Inquiry Questions:**

- What are the different types of driving tools, and how are they used in various contexts?

- How can we assess our understanding of these tools through practical questions?

**Learning Resources:**

- Assessment Books: Oxford Pre-Technical Studies, pages 118-120

- Digital resources (interactive tools, videos, or online quizzes related to driving tools)

**Organisation of Learning**

**Introduction (5 minutes)**

- Review the Previous Lesson: Briefly recap the main points from the last class.

- Discussion: Prompt learners to read specific sections from the assessment books, fostering a group discussion on the significance of driving tools and their applications.

**Lesson Development (30 minutes)**

**Step 1:** Introduction to Assessment Questions (5 minutes)

- Guide students in understanding the format and purpose of assessment questions related to driving tools. Highlight key terms that may appear in these questions.

**Step 2:** Individual Reading and Reflection (10 minutes)

- Assign students to read through the assessment questions found on pages 118-120. Encourage them to underline or highlight keywords and concepts that stand out to them.

**Step 3:** Pair Work - Collaborative Discussion (10 minutes)

- In pairs, have students discuss their thoughts and insights on the questions they read. Encourage them to explain concepts to each other and clarify any misunderstandings.

**Step 4:** Answering the Questions (5 minutes)

- Have students independently attempt to answer the assessment questions. Monitor their progress and assist where necessary, ensuring they apply the knowledge gained.

**Conclusion (5 minutes)**

- Summarize Key Points: Recap the driving tools discussed and the approach to answering assessment questions.

- Interactive Activity: Conduct a quick quiz using digital resources to review the key concepts of the lesson. This could be a Kahoot or similar platform.

- Preview Next Session: Briefly introduce the topics or questions that will be covered in the next lesson to pique student interest.

**Extended Activities:**

- Real-World Research: Assign students to research a specific driving tool used in current industries (e.g., construction, automotive). They can create a presentation or a poster to share their findings in the next class.

- Hands-On Workshop: Organize a workshop where students can experience hands-on activities with different driving tools if available, reinforcing the lesson with practical experience.

- Creative Assessment Creation: Ask students to create their own assessment questions based on the learned content, which could be used for peer assessment in future classes.

**Teacher Self-Evaluation:**

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**WEEK 4: LESSON 4**

**Strand:** Tools and Production

**Sub Strand:** Project

**Specific Learning Outcomes:**

- By the end of the lesson, learners will be able to:

- Identify problems faced by the local community.

- Visit the school locality to explore and establish these problems.

- Show interest in exploring the locality to establish problems faced by the local community.

**Key Inquiry Question:**

- Which methods can you use to identify the problems affecting your community?

**Learning Resources:**

- Oxford Pre-Technical Studies (pg 121)

- Digital devices (tablets, smartphones)

- Local community

**Organisation of Learning**

**Introduction (5 minutes):**

1. Begin with a quick review of the previous lesson to reinforce learning and connect to today's topic.

2. Guide learners to read relevant excerpts from the Oxford Pre-Technical Studies book.

3. Facilitate a brief discussion, emphasizing key concepts about community problems and their significance.

**Lesson Development (30 minutes):**

**Step 1:** Introduction to Methods (10 minutes)

- In groups, learners will brainstorm different methods to identify community problems.

- Groups should consider methods such as observation, surveys, interviews, and community meetings.

- Each group will write down their ideas and be prepared to share them with the class.

**Step 2:** Class Discussion (5 minutes)

- As a class, compile a comprehensive list of methods shared by the groups.

- Discuss the strengths and suitability of various methods in identifying local issues.

**Step 3:** Community Exploration Preparation (10 minutes)

- Discuss the logistics of visiting the local community for exploration.

- Review safety procedures and emphasize respectful communication with community members.

- Assign roles within the groups for the community visit (e.g., interviewer, note-taker, observer).

**Step 4:** Community Exploration Activity (5 minutes)

- Encourage students to outline their plan for the visit, detailing how they will apply the methods discussed.

- Remind learners to be aware of their surroundings and engage with community members positively.

**Conclusion (5 minutes):**

1. Summarize key points covered in the lesson, including methods to identify community problems.

2. Engage learners in a brief interactive activity, such as a quick quiz or exit ticket, on what they learned.

3. Prepare learners for the next session by previewing upcoming topics and presenting guiding questions related to solutions for the problems they will identify.

**Extended Activities:**

- Community Project: Assign students to choose one community problem to research further. They can create a presentation or a report proposing potential solutions.

- Interview Assignment: Students could conduct an interview with a community member about their perspective on existing problems and possible solutions, compiling their findings in a reflective journal.

- Community Awareness Campaign: In small groups, students design a simple awareness campaign (e.g., posters, pamphlets) focused on a problem they identified, discussing the importance of addressing it.

**Teacher Self-Evaluation:**

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**WEEK 5: LESSON 1**

**Strand:** Tools and Production

**Sub Strand:** Project

**Specific Learning Outcomes:**

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

- Identify a problem in the locality that can be solved using the skills acquired in Pre-Technical Studies.

- Select and discuss the problem that can be solved using the skills acquired in Pre-Technical Studies.

- Embrace teamwork in identifying the most suitable problem to solve using the skills acquired in Pre-Technical Studies.

**Key Inquiry Question(s):**

- Which of the problems can be solved using the skills acquired in Pre-Technical Studies?

**Learning Resources:**

- Oxford Pre-Technical Studies, pages 121-122.

- List of various problems identified in the previous lesson.

- Digital resources (e.g., videos, articles, and websites relevant to local problems and solutions).

**Organization of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson on identifying problems within the locality.

- Guide learners to read and discuss relevant content from the learning resources, emphasizing understanding of effective problem-solving skills.

**Lesson Development (30 minutes):**

**Step 1:** Group Formation (5 minutes)

- Divide learners into small groups of 4-5 students.

- Each group selects a recorder and a speaker for their presentations.

**Step 2:** Discussion of Identified Problems (10 minutes)

- Groups will discuss the problems identified during their visit to the locality.

- Encourage learners to share their thoughts and ideas actively, making sure each student participates.

**Step 3:** Collaborative Identification (10 minutes)

- Each group collaborates to identify one specific problem that they can realistically solve using the skills learned in Pre-Technical Studies.

- Students will brainstorm possible solutions to the chosen problem, considering their skills and resources available.

**Step 4:** Presentations (5 minutes)

- Each group presents their selected problem and proposed solutions to the class.

- Encourage peer feedback and discussion after each presentation to enhance critical thinking and teamwork.

**Conclusion (5 minutes):**

- Summarize key points discussed in the lesson, reiterating the importance of teamwork and problem-solving skills.

- Conduct a brief interactive activity, such as a quick quiz or a think-pair-share outlining what they learned about identifying and solving problems.

- Prepare learners for the next session by previewing upcoming topics, such as further exploration of the selected problems or practical applications of their proposed solutions.

**Extended Activities:**

- Research Project: Learners can pick a local problem they are passionate about and conduct an in-depth research project that includes interviews with community members, resource availability, and potential impact of solutions.

- Prototype Development: Groups can create a prototype of their proposed solution and come prepared to present their models in the next lesson.

- Community Engagement: Encourage students to engage with local community organizations to understand further challenges they face and how their skills could be beneficial.

**Teacher Self-Evaluation:**

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**WEEK 5: LESSON 2**

**Strand:** Tools and Production

**Sub Strand:** Project

**Specific Learning Outcomes:**

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

1. Identify an item that can be used to solve the identified problem.

2. Use print or digital media to search for information on possible items to solve the identified problem.

3. Be creative in finding a suitable item to solve the identified problem.

**Key Inquiry Question:**

Which item can be used to solve the identified problem?

**Learning Resources:**

- Oxford Pre-Technical Studies pg 122

- Digital resources related to problem-solving

- Identified problem context provided by the teacher

**Organisation of Learning:**

**Introduction (5 minutes)**

- Review the previous lesson: recap on tools and their uses in problem-solving.

- Guide learners to read and discuss relevant content from the learning resources, emphasizing key concepts like problem identification and creative solutions.

**Lesson Development (30 minutes)**

**Step 1:** Identify the Problem (10 minutes)

- In groups, have students discuss and clearly define their chosen problem. Each group should articulate what the problem is and the context in which it occurs (e.g., home, school, community).

**Step 2:** Brainstorm Potential Solutions (10 minutes)

- Groups brainstorm potential items or tools that could solve their identified problem. Encourage creativity and practicality. Students should list several ideas before narrowing it down.

**Step 3:** Research Options (5 minutes)

- Groups use digital resources or print materials to explore their chosen item further. They should look for designs, materials needed, and any existing solutions that resemble their idea.

**Step 4:** Prepare Final Report (5 minutes)

- Each group prepares a short report that includes their identified problem, the chosen item to solve it, and the findings from their research (e.g., how the item works, materials needed, etc.). This will be presented in the next lesson.

**Conclusion (5 minutes)**

- Summarize key points and highlight the learning objectives achieved during the lesson.

- Conduct a brief interactive activity, such as a “think-pair-share,” where students discuss one thing they learned or found interesting about their group discussions.

- Prepare learners for the next session by previewing upcoming topics or proposing questions they can ponder, such as “What challenges might you face in creating this item?”

**Extended Activities:**

1. Design Challenge: Encourage students to create a prototype or sketch of the item they discussed. This could be done as a homework assignment or during class, which fosters creativity and practical application.

2. Research Presentation: Groups can prepare a presentation to showcase their problem, solution, and research findings, allowing them to practice public speaking and critical thinking skills.

3. Community Survey: Have students conduct a survey within their community to gather feedback on similar problems and potential solutions that others might suggest. This will deepen understanding and encourage real-world connections.

**Teacher Self-Evaluation:**

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**WEEK 5: LESSON 3**

**Strand:** Tools and Production

**Sub Strand:** Project

**Specific Learning Outcomes:**

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

- Select an item that can be made to solve an identified problem.

- Sketch the item to be made using the skills acquired.

- Utilize the skills acquired in Pre-Technical Studies to address real-world problems.

**Key Inquiry Question(s):**

- How are skills acquired in Pre-Technical Studies used to solve problems in the community?

**Learning Resources:**

- Drawing materials (pencils, markers, rulers, etc.)

- Identified item examples (images or descriptions of items relevant to the identified problems)

- Drawing papers

- Digital resources (videos or articles related to problem-solving with Pre-Technical skills)

**Organisation of Learning:**

**Introduction (5 minutes)**

- Briefly review the previous lesson and its content.

- Facilitate a class discussion: Ask learners how the skills acquired in Pre-Technical Studies can be applied to everyday problems. Encourage sharing examples from their experiences or observations in their community.

**Lesson Development (30 minutes)**

**Step 1:** Identify the Problem (10 minutes)

- In groups, learners discuss problems they observe in their community. Each group selects one specific problem to focus on. Encourage them to consider everyday challenges that could be solved with practical solutions.

**Step 2:** Select the Item (10 minutes)

- Each group brainstorms and selects an item that could be designed or modified to address the identified problem. They should assess its feasibility and relevance to the problem.

**Step 3:** Sketch the Item (5 minutes)

- Using drawing materials, learners will sketch their selected item. They should ensure their sketches are clear and labeled, showing how the item meets the needs of the identified problem.

**Step 4:** Discuss and Refine (5 minutes)

- Groups share their sketches with nearby peers for feedback. Encourage them to discuss potential improvements and address any concerns raised by their peers.

**Conclusion (5 minutes)**

- Summarize key points discussed during the lesson, emphasizing how skills from Pre-Technical Studies can lead to practical solutions.

- Conduct a brief interactive activity, such as a quick round of "Two Truths and a Lie" about the sketches they've created, to engage everyone.

- Preview the next session by introducing a new topic, such as the importance of design principles in creating functional items. Pose questions for them to think about: “What features make an item successful in solving problems?”

**Extended Activities:**

- Home Project: Learners can select a problem at home or in their neighborhood and create a detailed design proposal for an item to solve it, including sketches and explanations.

- Research Assignment: Learners can investigate and present on an existing solution to a community problem, applying the skills from Pre-Technical Studies to analyze its effectiveness and propose modifications.

**Teacher Self-Evaluation:**

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**WEEK 5: LESSON 4**

**Strand:** Tools and Production

**Sub Strand:** Project

**Specific Learning Outcomes:**

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

- Identify locally available materials to use in making the item.

- Use digital devices or print resources to search for suitable and locally available materials to make the item.

- Embrace teamwork in finding the most appropriate and locally available materials to make the item.

**Key Inquiry Question:**

- Which locally available materials are suitable for making the identified item?

**Learning Resources:**

- Oxford Pre-Technical Studies, pg 122

- Digital resources (tablets, laptops, or library materials)

**Organization of Learning**

**Introduction (5 minutes)**

- Begin with a brief review of the previous lesson focusing on project development and material identification.

- Ask students to share a few key insights from the last session.

- Introduce today's topic by having learners read and discuss relevant content from the Oxford Pre-Technical Studies, emphasizing the importance of using locally available materials in projects.

**Lesson Development (30 minutes)**

**Step 1:** Brainstorming Session (10 minutes)

- Students will form small groups and brainstorm a list of possible local materials that can be used for their identified project.

- Each group will discuss the item they want to create and consider materials they commonly see in their community.

**Step 2:** Resource Exploration (10 minutes)

- Guide students to use digital devices (tablets or laptops) or print resources to research their lists of materials.

- Encourage them to look for properties and availability of the ideas they brainstormed, as well as any additional ideas they find in the resources.

**Step 3:** Discussion and Selection (5 minutes)

- Each group will present their findings and discuss the materials they identified.

- They will prioritize and select the most suitable materials based on availability, costs, and functionality.

**Step 4:** Documentation (5 minutes)

- In their project portfolios, students will write down their selected materials.

- Emphasize proper documentation as it will be important for their final projects.

**Conclusion (5 minutes)**

- Summarize the key points discussed during the lesson, particularly emphasizing the importance of collaboration and resourcefulness.

- Conduct a quick interactive quiz or group activity to reinforce the key concepts learned.

- Preview the next session, hinting at skills in practical construction and how to utilize the materials identified.

**Extended Activities:**

1. Material Hunt: Have students take a nature walk in their neighborhoods or school grounds to identify and collect samples of materials they discussed (with permission and mindful of the environment).

2. Community Research Project: Task students with interviewing local artisans or craftspeople about the materials they use and their sources.

3. Presentation Preparation: Students can prepare a group presentation on the types of materials they found and how they can be utilized in their projects, reinforcing teamwork and public speaking skills.

**Teacher Self-Evaluation:**

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**WEEK 6: LESSON 1**

**Strand:** Tools and Production

**Sub Strand:** Project

**Specific Learning Outcomes:**

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

- List the materials required to make the project item against the estimated cost.

- Estimate the cost of materials for making the project item.

- Embrace the use of locally available materials in making the project item.

**Key Inquiry Question(s):**

- What is the estimated cost of the materials required to make the project item?

**Learning Resources:**

- Oxford Pre-Technical Studies pg 123

- Digital resources

- Resource person

**Organisation of Learning**

**Introduction (5 minutes)**

- Review the previous lesson focused on project planning and materials.

- Guide learners to read and discuss relevant content from the Oxford Pre-Technical Studies resource, emphasizing the understanding of tools and local materials.

**Lesson Development (30 minutes)**

**Step 1:** Identification of Materials (10 minutes)

- In groups, learners will identify and list all materials needed for their project item.

- Encourage students to think about locally available supplies while creating their lists.

**Step 2:** Cost Estimation (10 minutes)

- Each group will work collaboratively to estimate the cost of the listed materials.

- Provide examples of how to research prices (local shops, online resources) and how to document them.

- Groups will create a table to organize their findings, with the material name, estimated quantity, and cost.

**Step 3:** Fundraising Brainstorming (5 minutes)

- Facilitate a brainstorming session where groups discuss potential ways to raise funds for purchasing materials.

- Encourage creative thinking and practical ideas relevant to their local context.

**Step 4:** Documentation and Project Portfolio (5 minutes)

- Instruct groups to keep their cost estimates and fundraising ideas in a project portfolio for future reference.

- Highlight the importance of keeping organized records as part of project management.

**Conclusion (5 minutes)**

- Summarize the key points covered: identifying materials, estimating costs, and brainstorming funding ideas.

- Conduct a brief interactive activity, such as a quick quiz or group sharing of one fundraising idea each.

- Prepare learners for the next session by previewing upcoming topics related to project implementation and local material sourcing.

**Extended Activities**

- Research Project: Assign learners to research a project that successfully utilized locally sourced materials, including cost estimates and funding solutions.

- Guest Speaker: Invite a local entrepreneur who uses local materials to discuss their experience.

- Budgeting Exercise: Create a hypothetical budget for a new project, incorporating various expenses beyond materials, such as labor or transportation.

**Teacher Self-Evaluation:**

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|  | **GRADE 9** | **PRE TECHNICAL STUDIES** |  |  |  |

**WEEK 6: LESSON 2**

**Strand:** Tools and Production

**Sub Strand:** Project

**Specific Learning Outcomes:**

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

1. Identify the required materials and tools to make the project item.

2. Find and collect the materials and tools to make the project item.

3. Embrace the use of locally available materials to make the project item.

**Key Inquiry Question:**

- Where can you find the materials required for the project?

**Learning Resources:**

- Oxford Pre-Technical Studies pg 123

- Environment: Boxes, Carrier bags

- Digital resources (online databases, educational websites)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson by asking students to recall what they learned about project preparation.

- Guide learners to read and discuss relevant content from the learning resources, particularly focusing on identifying materials and tools for their projects.

**Lesson Development (30 minutes):**

**Step 1:** Identifying Materials and Tools (10 minutes)

- In groups, learners will discuss and list potential materials and tools necessary for their project item based on the lesson content.

- Each group presents their list to the class for feedback and additional input.

**Step 2:** Locating Materials (10 minutes)

- Learners conduct a brainstorming session to identify local sources where they can find the materials mentioned in their lists (e.g., home, community shops, recycling centers).

- Encourage creativity in considering alternative materials or tools that can be sourced locally.

**Step 3:** Collecting Materials (5 minutes)

- Groups will plan how they will collect the identified materials and tools and assign responsibilities for collection.

- They can decide if they will photograph items during collection for their project portfolio.

**Step 4:** Documentation (5 minutes)

- Learners take photographs of the materials they have found and collected.

- Each group will save these images to add to their project portfolio for future reference.

**Conclusion (5 minutes):**

- Summarize the key points learned in the lesson, with a focus on the importance of identifying and sourcing materials for projects.

- Conduct a brief interactive activity where students share one creative use of a locally sourced material they discussed during the lesson.

- Prepare learners for the next session by providing a preview of upcoming topics, such as the actual creation of their project item.

**Extended Activities:**

- Research Assignment: Ask students to research sustainable materials that can be used in project making, focusing on environmental impact.

- Field Activity: Organize a field trip to a local recycling center or craft supply store where students can see and explore different materials in person.

- Online Discussion Board: Set up a forum where learners can post ideas or photos of innovative projects made from recycled materials.

**Teacher Self-Evaluation:**

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**WEEK 6: LESSON 3**

**Strand:** Tools and Production

**Sub Strand:** Project

**Specific Learning Outcomes:**

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

- Outline a plan for the project.

- Discuss safety precautions to observe when implementing the project.

- Adhere to the project deadline.

**Key Inquiry Question(s):**

- Why is planning important in project work?

**Learning Resources:**

- Oxford Pre-Technical Studies pg. 124

- Project portfolio

- Digital resources

**Organisation of Learning:**

**Introduction (5 minutes)**

- Review the previous lesson about the importance of project work and planning.

- Guide learners to read and discuss relevant content from the learning resources, focusing on the key concepts of planning and safety.

**Lesson Development (30 minutes)**

**Step 1:** Group Formation and Discussion (10 minutes)

- Divide the class into small groups.

- Assign each group a specific type of project they will work on.

- Each group discusses what components are necessary in their project plan, such as goals, tasks, and timelines.

**Step 2:** Creating the Project Plan (10 minutes)

- Groups will outline a detailed project plan that includes:

- The title of the project

- Objectives

- Specific tasks and milestones with deadlines

- Assigning responsibilities to group members

- Encourage groups to keep the plan organized within their project portfolio.

**Step 3:** Identifying Safety Precautions (5 minutes)

- Each group discusses and writes down safety precautions related to their specific project, considering tools and methods they might use.

- Have them write the safety rules neatly and prepare to keep a copy in their project portfolio.

**Step 4:** Finalizing Project Plans and Sharing (5 minutes)

- Groups share their project plans and safety precautions with the class.

- Facilitate a brief class discussion on why each group chose their specific safety measures and the importance of adhering to deadlines.

**Conclusion (5 minutes)**

- Summarize the key points and objectives achieved during the lesson: the importance of planning, identifying safety precautions, and keeping project deadlines.

- Conduct a quick interactive quiz or group reflection on what they learned about planning and safety in project work.

- Prepare learners for the next session by previewing the next topics related to project implementation and evaluation.

**Extended Activities:**

- Project Portfolio Expansion: Each student is tasked with researching one additional safety measure related to their project and creating a detailed report to add to their project portfolio.

- Peer Evaluation: After completing the project, students will engage in a peer review process where they evaluate each other's planning and adherence to safety precautions, fostering collaboration and critical thinking.

- Safety Poster Creation: In groups, students can create informative posters illustrating safety measures for their project, which can be displayed in the classroom.

**Teacher Self-Evaluation:**

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**WEEK 6: LESSON 4**

**Strand:** Tools and Production

**Sub Strand:** Project

**Specific Learning Outcomes:**

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

- Outline the procedure for making their project item.

- Write down their procedure for making the project item in their project portfolio.

- Acknowledge the importance of having a clearly defined procedure in making items.

**Key Inquiry Question(s):**

- Why is it important to write a procedure for making an item?

**Learning Resources:**

- Oxford Pre-Technical Studies, pg 124

- Digital resources

- Resource person (can be a guest speaker or expert in the field)

**Organisation of Learning**

**Introduction (5 minutes)**

- Begin by reviewing the previous lesson’s key points related to the tools used in making project items.

- Invite students to read aloud and discuss the relevant content from the learning resources, particularly focusing on the significance of having a procedure.

**Lesson Development (30 minutes)**

**Step 1:** Brainstorming Procedures (10 minutes)

- In their small groups, learners should brainstorm what they believe are the important steps involved in making their chosen project item.

- Encourage them to think critically about the tools and methods they will need.

**Step 2:** Discussion of Procedures (10 minutes)

- Each group will discuss their brainstormed ideas, focusing on the logical order of the steps.

- They should negotiate and refine their steps to create a coherent procedure.

**Step 3:** Writing the Procedure (5 minutes)

- Ask each group to write their agreed-upon procedure in their project portfolios.

- Ensure they format it clearly, using bullet points or numbered lists.

**Step 4:** Share and Compare (5 minutes)

- Groups will share their procedures with the class.

- Compare and contrast the procedures, discussing any differences and why they may exist.

**Conclusion (5 minutes)**

- Summarize the key points of the lesson, emphasizing the learning objectives achieved, particularly the need for a clear procedure.

- Conduct a brief interactive activity, such as a quiz or a group reflection where students share one thing they learned.

- Prepare learners for the next session by previewing upcoming topics, such as the importance of tools and materials.

**Extended Activities**

- Research Assignment: Have students research a project item from a different field (e.g., electronics, textiles, woodworking) and write out the procedural steps. They can present their findings to the class.

- Guest Speaker: Invite a local artisan or craftsperson to discuss their specific procedures and the importance of organization in their work.

- Hands-on Activity: Organize a workshop where students can apply their procedures by creating a small project item, reinforcing the connection between theory and practice.

**Teacher Self-Evaluation:**

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**WEEK 7: LESSON 1**

**Strand:** Tools and Production

**Sub Strand:** Project

**Specific Learning Outcomes:**

- By the end of the lesson, learners should be able to:

- Create an identified item to solve the identified problem using locally available materials.

- Embrace teamwork as they make the identified item.

**Key Inquiry Question(s):**

- Which skills acquired in Pre-Technical Studies will you apply in making a functional item to solve the identified problem?

**Learning Resources:**

- Working Area

- Working Tools & Materials: nails, hammers, plastic jerrycans, hacksaw

- Digital Resources

**Organisation of Learning**

**Introduction (5 minutes)**

- Review the previous lesson by posing questions related to skills and tools learned in Pre-Technical Studies.

- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of key concepts (e.g., teamwork, creative problem-solving).

**Lesson Development (30 minutes)**

**Step 1:** Group Formation and Materials Assessment (10 minutes)

- Divide students into small groups.

- Assign each group a problem to solve (e.g., creating a watering can from a plastic jerrycan).

- Instruct groups to gather and discuss the locally available materials and tools they will need for their project.

**Step 2:** Design Planning (10 minutes)

- Have each group sketch a simple design of their identified item on paper.

- Encourage learners to assign roles in the group (e.g., material gatherer, builder, documenter) to foster teamwork.

**Step 3:** Construction Phase (10 minutes)

- Provide groups with the necessary materials and tools (nails, hammers, plastic jerrycans, hacksaw).

- Instruct groups to follow their design and start constructing their item, ensuring they work collaboratively.

**Step 4:** Final Checks and Modifications (5 minutes)

- Allow time for groups to check their completed items against their original designs.

- Encourage them to make adjustments or improvements as needed while discussing the process with their teammates.

**Conclusion (5 minutes)**

- Summarize key points and learning objectives achieved during the lesson, highlighting teamwork and the use of local materials.

- Conduct a brief interactive activity, such as “Share One Challenge,” where each group shares one challenge they faced and how they overcame it.

- Prepare learners for the next session by previewing upcoming topics, such as the importance of recycling materials in projects.

**Extended Activities:**

1. Home Project: Encourage students to identify a problem at home and create an item to solve it using recyclable materials.

2. Research Project: Have students research different traditional tools used in their community and present how these tools can be used in modern problem-solving contexts.

3. Skill-Building Workshop: Organize a workshop where students can learn specific skills (like basic woodworking or plumbing) that can assist them in future projects.

**Teacher Self-Evaluation:**

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**WEEK 7: LESSON 2**

**Strand:** Tools and Production

**Sub Strand:** Project

**Specific Learning Outcomes:**

- By the end of the lesson, learners should be able to:

- Create an identified item to solve the identified problem using locally available materials.

- Embrace teamwork as they make the identified item.

**Key Inquiry Question(s):**

- Which skills acquired in Pre-Technical Studies will you apply in making a functional item to solve the identified problem?

**Learning Resources:**

- Working Area

- Working Tools & Materials: nails, hammers, plastic jerrycans, hacksaw

- Digital Resources

**Organisation of Learning**

**Introduction (5 minutes)**

- Review the previous lesson by posing questions related to skills and tools learned in Pre-Technical Studies.

- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of key concepts (e.g., teamwork, creative problem-solving).

**Lesson Development (30 minutes)**

**Step 1:** Group Formation and Materials Assessment (10 minutes)

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- Instruct groups to gather and discuss the locally available materials and tools they will need for their project.

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- Provide groups with the necessary materials and tools (nails, hammers, plastic jerrycans, hacksaw).

- Instruct groups to follow their design and start constructing their item, ensuring they work collaboratively.

**Step 4:** Final Checks and Modifications (5 minutes)

- Allow time for groups to check their completed items against their original designs.

- Encourage them to make adjustments or improvements as needed while discussing the process with their teammates.

**Conclusion (5 minutes)**

- Summarize key points and learning objectives achieved during the lesson, highlighting teamwork and the use of local materials.

- Conduct a brief interactive activity, such as “Share One Challenge,” where each group shares one challenge they faced and how they overcame it.

- Prepare learners for the next session by previewing upcoming topics, such as the importance of recycling materials in projects.

**Extended Activities:**

1. Home Project: Encourage students to identify a problem at home and create an item to solve it using recyclable materials.

2. Research Project: Have students research different traditional tools used in their community and present how these tools can be used in modern problem-solving contexts.

3. Skill-Building Workshop: Organize a workshop where students can learn specific skills (like basic woodworking or plumbing) that can assist them in future projects.

**Teacher Self-Evaluation:**

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**WEEK 7: LESSON 3**

**Strand:** Tools and Production

**Sub Strand:** Project

**Specific Learning Outcomes:**

- By the end of the lesson, learners should be able to:

- Create an identified item to solve the identified problem using locally available materials.

- Embrace teamwork as they make the identified item.

**Key Inquiry Question(s):**

- Which skills acquired in Pre-Technical Studies will you apply in making a functional item to solve the identified problem?

**Learning Resources:**

- Working Area

- Working Tools & Materials: nails, hammers, plastic jerrycans, hacksaw

- Digital Resources

**Organisation of Learning**

**Introduction (5 minutes)**

- Review the previous lesson by posing questions related to skills and tools learned in Pre-Technical Studies.

- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of key concepts (e.g., teamwork, creative problem-solving).

**Lesson Development (30 minutes)**

**Step 1:** Group Formation and Materials Assessment (10 minutes)

- Divide students into small groups.

- Assign each group a problem to solve (e.g., creating a watering can from a plastic jerrycan).

- Instruct groups to gather and discuss the locally available materials and tools they will need for their project.

**Step 2:** Design Planning (10 minutes)

- Have each group sketch a simple design of their identified item on paper.

- Encourage learners to assign roles in the group (e.g., material gatherer, builder, documenter) to foster teamwork.

**Step 3:** Construction Phase (10 minutes)

- Provide groups with the necessary materials and tools (nails, hammers, plastic jerrycans, hacksaw).

- Instruct groups to follow their design and start constructing their item, ensuring they work collaboratively.

**Step 4:** Final Checks and Modifications (5 minutes)

- Allow time for groups to check their completed items against their original designs.

- Encourage them to make adjustments or improvements as needed while discussing the process with their teammates.

**Conclusion (5 minutes)**

- Summarize key points and learning objectives achieved during the lesson, highlighting teamwork and the use of local materials.

- Conduct a brief interactive activity, such as “Share One Challenge,” where each group shares one challenge they faced and how they overcame it.

- Prepare learners for the next session by previewing upcoming topics, such as the importance of recycling materials in projects.

**Extended Activities:**

1. Home Project: Encourage students to identify a problem at home and create an item to solve it using recyclable materials.

2. Research Project: Have students research different traditional tools used in their community and present how these tools can be used in modern problem-solving contexts.

3. Skill-Building Workshop: Organize a workshop where students can learn specific skills (like basic woodworking or plumbing) that can assist them in future projects.

**Teacher Self-Evaluation:**

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**WEEK 7: LESSON 4**

**Strand:** Tools and Production

**Sub Strand:** Project

**Specific Learning Outcomes:**

- By the end of the lesson, learners should be able to:

- Create an identified item to solve the identified problem using locally available materials.

- Embrace teamwork as they make the identified item.

**Key Inquiry Question(s):**

- Which skills acquired in Pre-Technical Studies will you apply in making a functional item to solve the identified problem?

**Learning Resources:**

- Working Area

- Working Tools & Materials: nails, hammers, plastic jerrycans, hacksaw

- Digital Resources

**Organisation of Learning**

**Introduction (5 minutes)**

- Review the previous lesson by posing questions related to skills and tools learned in Pre-Technical Studies.

- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of key concepts (e.g., teamwork, creative problem-solving).

**Lesson Development (30 minutes)**

**Step 1:** Group Formation and Materials Assessment (10 minutes)

- Divide students into small groups.

- Assign each group a problem to solve (e.g., creating a watering can from a plastic jerrycan).

- Instruct groups to gather and discuss the locally available materials and tools they will need for their project.

**Step 2:** Design Planning (10 minutes)

- Have each group sketch a simple design of their identified item on paper.

- Encourage learners to assign roles in the group (e.g., material gatherer, builder, documenter) to foster teamwork.

**Step 3:** Construction Phase (10 minutes)

- Provide groups with the necessary materials and tools (nails, hammers, plastic jerrycans, hacksaw).

- Instruct groups to follow their design and start constructing their item, ensuring they work collaboratively.

**Step 4:** Final Checks and Modifications (5 minutes)

- Allow time for groups to check their completed items against their original designs.

- Encourage them to make adjustments or improvements as needed while discussing the process with their teammates.

**Conclusion (5 minutes)**

- Summarize key points and learning objectives achieved during the lesson, highlighting teamwork and the use of local materials.

- Conduct a brief interactive activity, such as “Share One Challenge,” where each group shares one challenge they faced and how they overcame it.

- Prepare learners for the next session by previewing upcoming topics, such as the importance of recycling materials in projects.

**Extended Activities:**

1. Home Project: Encourage students to identify a problem at home and create an item to solve it using recyclable materials.

2. Research Project: Have students research different traditional tools used in their community and present how these tools can be used in modern problem-solving contexts.

3. Skill-Building Workshop: Organize a workshop where students can learn specific skills (like basic woodworking or plumbing) that can assist them in future projects.

**Teacher Self-Evaluation:**

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**WEEK 9: LESSON 1**

**Strand:** Tools and Production

**Sub Strand:** Project

**Specific Learning Outcomes:**

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

- Display the finished product to other groups.

- Embrace the feedback from their peers.

**Key Inquiry Question:**

- Why are other's comments important to a project item?

**Learning Resources:**

- Project Item

- Open/Display area

- Digital resources

**Organisation of Learning**

**Introduction (5 minutes)**

- Begin with a brief review of the previous lesson's key points and what the students learned. Invite a few students to share their main takeaways.

- Guide learners to read and discuss relevant content from the provided digital resources, focusing on understanding the importance of feedback and collaboration.

**Lesson Development (30 minutes)**

**Step 1:** Displaying the Finished Product (10 minutes)

- Each group will present their finished project item in the open area of the classroom. Ensure each member has a role in the presentation (e.g., speaker, demonstrator, or supporter).

- Encourage students to focus on key aspects of their project while presenting to other groups.

**Step 2:** Peer Feedback Session (10 minutes)

- After each presentation, allow time for peers to ask questions and provide constructive feedback. Students should be encouraged to comment on aspects such as creativity, functionality, and clarity.

- Introduce guidelines for giving feedback, emphasizing kindness and constructiveness in their comments.

**Step 3:** Reflecting on Feedback (5 minutes)

- After receiving peer feedback, groups should take a few moments to discuss amongst themselves. They should identify at least two pieces of feedback they find valuable and want to consider for improvement.

**Step 4:** Implementing Changes (5 minutes)

- Groups will revisit their projects and outline at least one adjustment they can make based on the feedback received. They can make these changes during future class sessions or outline them in a project report.

**Conclusion (5 minutes)**

- Summarize the key points raised during presentations and the importance of peer feedback in the learning process.

- Conduct a brief interactive activity such as a quick think-pair-share, where students reflect on one change they plan to make based on feedback.

- Prepare learners for the next session by previewing upcoming topics, emphasizing how their project skills will continue to develop.

**Extended Activities:**

- Reflection Journal: Students can write a journal entry reflecting on their experience during the feedback session and how they plan to implement the changes in future projects.

- Peer Review Guidelines Creation: Out of class, students could collaboratively create a set of guidelines for effective peer feedback and showcase them in the next lesson.

- Visual Presentation Design: Encourage students to explore digital tools that can enhance their project presentations, such as infographic makers, video editing, or presentation software.

**Teacher Self-Evaluation:**

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**WEEK 9: LESSON 2**

**Strand:** Tools and Production

**Sub Strand:** Project

**Specific Learning Outcomes:**

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

- Identify the expenses incurred in making an item.

- Estimate the cost needed to determine the selling price of the item made.

- Embrace teamwork while determining the price of the item made.

**Key Inquiry Question(s):**

- How do you determine the selling price of your item?

**Learning Resources:**

- Calculators

- Oxford Pre-Technical Studies, pg 125

**Organisation of Learning:**

**Introduction (5 minutes)**

- Begin with a brief review of the previous lesson, focusing on key concepts related to production and cost analysis.

- Guide learners to read and discuss relevant content from the learning resources that relate to expenses and pricing. Highlight the importance of understanding cost in production.

**Lesson Development (30 minutes)**

**Step 1:** Identify Expenses (10 minutes)

- In groups, learners brainstorm and list all potential expenses involved in making a specified item (e.g., materials, labor, overhead costs).

- Use the learning resources to refer to examples of each type of expense.

**Step 2:** Calculate Total Expenses (10 minutes)

- Each group calculates the total cost based on the expenses they listed in Step 1.

- Encourage discussion on how certain costs might vary and remind them to consider both fixed and variable costs.

**Step 3:** Determine Production Costs (5 minutes)

- Explain how to calculate the total cost of producing an item, including the cost of materials and labor.

- Widen the discussion to include indirect costs (overheads) that should also be accounted for.

**Step 4:** Calculate Selling Price (5 minutes)

- Introduce the concept of markup percentage. Each group adds a chosen markup percentage to the production cost to determine the selling price.

- Discuss how this selling price is influenced by market factors and perceived value.

**Conclusion (5 minutes)**

- Summarize key points discussed in the lesson, including the importance of identifying expenses and calculating prices.

- Engage learners in a brief interactive activity, such as a quiz or a group discussion about how different factors might influence their calculated selling price.

- Prepare learners for the next session by previewing upcoming topics, perhaps introducing a focus on marketing strategies for their products.

**Extended Activities:**

- Assign learners to create a detailed budget for a project of their choice, allowing them to research prices for materials and labor. This will help deepen their understanding of real-world budgeting.

- Have students conduct a mock market survey where they gather data on pricing for similar items to analyze how their calculated selling price compares to the market.

- Encourage students to articulate a marketing strategy for selling their item, including advertising and pricing tactics, in a short presentation to the class.

**Teacher Self-Evaluation:**

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**WEEK 9: LESSON 3**

**Strand:** Tools and Production

**Sub Strand:** Project

**Specific Learning Outcomes:**

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

- Present the finished item to the community.

- Educate the community on how to use the item to solve the identified problem.

- Embrace teamwork as they educate the community on how to use the item.

**Key Inquiry Question(s):**

- Why is it important to educate the community on how to use the item?

**Learning Resources:**

- Project item (the item created by students, e.g., a tool, device, or educational material)

**Organisation of Learning:**

**Introduction (5 minutes)**

- Review the previous lesson’s content regarding community engagement and product presentation.

- Guide learners to read and discuss relevant content from the learning resources, emphasizing the importance of presenting their project to the community and understanding how it addresses a specific problem.

**Lesson Development (30 minutes)**

**Step 1:** Group Presentations (10 minutes)

- In small groups, learners will present their completed project to the class, practicing their communication and presentation skills. Encourage feedback from peers on clarity and engagement.

**Step 2:** Community Education Plan (10 minutes)

- Each group will create a brief educational outline on how to explain the project to the community. They should include key points on how the item was developed, its purpose, and how it can be used, focusing on the identified problem it addresses.

**Step 3:** Problem-Solving Demonstration (5 minutes)

- Groups will illustrate how their project solves the identified problem. They can role-play a demonstration or create a visual aid (like a poster or slide) to support their explanation.

**Step 4:** Marketing Strategies (5 minutes)

- Discuss ways to effectively market their item within the community. Encourage learners to think about their target audience and how to attract attention to the benefits of their project.

**Conclusion (5 minutes)**

- Summarize key points from each group’s presentation and the overall importance of community education regarding their projects.

- Conduct a quick interactive activity, such as a “Think-Pair-Share” where students reflect on why educating their community is crucial and share their thoughts with a partner.

- Briefly preview the next lesson's focus, which will involve evaluating feedback and improving their projects based on community interactions.

**Extended Activities:**

- Community Survey: Create a simple survey to distribute within the community before the presentations to gather insights on the identified problem. Use this data to refine projects or marketing strategies.

- Reflective Journals: Students can keep a journal throughout the project, reflecting on their experiences, challenges faced, and teamwork dynamics to develop self-awareness and critical thinking skills.

- Workshop Participation: Students can organize a small workshop where they invite community members to learn hands-on how to use the item effectively.

**Teacher Self-Evaluation:**

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**WEEK 9: LESSON 4**

**Strand:** Tools and Production

**Sub Strand:** Project.

**Specific Learning Outcomes:**

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

- Write a report on the concluded project.

- Acknowledge the need for report writing after a concluded project.

**Key Inquiry Question:**

- Why is report writing necessary after the completion of a project?

**Learning Resources:**

- Project item (physical or digital).

- Digital resources (articles, templates, examples of project reports).

**Organisation of Learning:**

**Introduction (5 minutes)**

- Begin the lesson by reviewing the previous topic related to project execution.

- Present an example of a project report and ask learners to identify key components.

- Discuss the importance of report writing and solicit initial thoughts on why it’s necessary.

**Lesson Development (30 minutes)**

**Step 1:** Understanding Report Structure (10 minutes)

- Introduce the basic structure of a project report (title page, introduction, methods, results, conclusion, recommendations).

- Discuss each component briefly and its purpose in the overall communication of project findings.

**Step 2:** Group Division and Topic Allocation (5 minutes)

- Divide the class into small groups, assigning each group a different project they completed.

- Provide digital resources that include report templates and previous exemplars for reference.

**Step 3:** Report Drafting (10 minutes)

- Each group collaborates to outline their project report using the discussed structure.

- Encourage groups to assign roles (e.g., writer, presenter, researcher) to ensure all members contribute.

**Step 4:** Presenting Reports (5 minutes)

- Groups present their reports to the class, highlighting their project outcomes and the importance of their findings.

- Allow for a short Q&A after each presentation to encourage engagement and feedback.

**Conclusion (5 minutes)**

- Summarize the key components of a project report and why it's critical for summarizing project outcomes.

- Conduct an interactive activity where learners share one new insight they gained about report writing.

- Preview the next lesson, which will focus on analyzing report effectiveness and using feedback for future projects.

**Extended Activities:**

- Have students research a famous project (e.g., a historical event or scientific discovery) and write a mock report based on the structure learned.

- Assign a reflective writing task where students express the significance of report writing in various fields, such as business, education, or science.

- Organize a peer review session where groups exchange drafts of their reports and provide constructive feedback on each other's work.

**Teacher Self-Evaluation:**

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**WEEK 10: LESSON 1**

**Strand:** Entrepreneurship

**Sub Strand:** Financial Services

**Specific Learning Outcomes:**

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

- Identify financial institutions available in Kenya.

- Use digital or print resources to search for information on financial institutions available in Kenya.

- Acknowledge the significance of financial institutions available in Kenya.

**Key Inquiry Questions:**

- What are financial institutions?

- Which financial institutions are available in Kenya?

**Learning Resources:**

- Oxford Pre-Technical Studies pg 128-129

- Flashcards

- Lesson notes

- Digital resources

**Organisation of Learning:**

**Introduction (5 minutes)**

- Begin by reviewing key points discussed in the previous lesson on entrepreneurship.

- Ask students to share any prior knowledge about financial institutions and their roles in the economy.

- Guide learners to read and discuss the relevant content from the Oxford Pre-Technical Studies, focusing on defining financial institutions.

**Lesson Development (30 minutes)**

**Step 1:** Brainstorming Activity (10 minutes)

- Divide learners into small groups and ask them to brainstorm the meaning of "financial institution."

- Each group will write down their definitions and share them with the class to create a collective understanding.

**Step 2:** Locality Discussion (10 minutes)

- In their groups, learners will list financial institutions available in their locality. Encourage them to think about banks, microfinance institutions, and cooperatives.

- Each group presents their findings to the class, promoting discussion on the variety of institutions and their functions.

**Step 3:** Research Task (5 minutes)

- Introduce the use of digital resources (like online databases or financial websites) for learners to research various types of financial institutions in Kenya.

- Allow learners time to find information, focusing on at least three different types of institutions (e.g., commercial banks, cooperatives, microfinance institutions) and taking notes.

**Step 4:** Presentation and Discussion (5 minutes)

- Each group shares the financial institutions they researched and discusses how these institutions support economic activities in Kenya.

- Facilitate a class discussion about the importance of these institutions in promoting entrepreneurship and economic growth.

**Conclusion (5 minutes)**

- Summarize the key points covered, emphasizing the different types of financial institutions and their roles.

- Conduct a quick interactive quiz or topic recap to reinforce what was learned.

- Preview the next session, hinting at topics related to entrepreneurship financing or investment options.

**Extended Activities:**

1. Research Project: Assign students to select one financial institution from Kenya and prepare a short presentation on its services, history, and impact on the community.

2. Field Trip: Plan a field visit to a local bank or microfinance institution to gain firsthand experience of how these organizations operate.

3. Debate: Organize a classroom debate on the advantages and disadvantages of different types of financial institutions in supporting entrepreneurs.

**Teacher Self-Evaluation:**

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**WEEK 10: LESSON 2**

**Strand:** Entrepreneurship

**Sub Strand:** Financial Services

**Specific Learning Outcomes:**

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

- Identify the types of financial institutions in Kenya.

- Classify financial institutions in Kenya.

- Appreciate the different financial institutions in Kenya.

**Key Inquiry Question:**

- Which examples of each type of financial institution do you know about?

**Learning Resources:**

- Oxford Pre-Technical Studies PG 129-130

- Flashcards

- Digital resources (tablets/laptops for research)

- Lesson notes

**Organisation of Learning**

**Introduction (5 minutes)**

- Review the previous lesson on the role of money in the economy.

- Introduce the topic of financial institutions in Kenya.

- Guide learners to read selected passages from the learning resources, focusing on key concepts such as the purpose of financial institutions.

**Lesson Development (30 minutes)**

**- Step 1:** Brainstorming Session

- Divide the class into small groups.

- Ask each group to brainstorm examples of financial institutions they are familiar with.

- Each group shares one example with the class.

**- Step 2:** Research Activity

- Provide digital devices for students to explore further types of financial institutions in Kenya.

- Have learners categorize their findings under banks, insurance companies, saccos (Savings and Credit Cooperative Organizations), and microfinance institutions.

**- Step 3:** Classification and Discussion

- In their groups, learners classify the institutions they found during their research into the four categories.

- Encourage them to think about the services offered by each type and how they differ.

**- Step 4:** Group Presentations

- Each group presents their classifications and provides at least two examples per category, explaining their functions.

- Facilitate discussion after each presentation, encouraging questions and insights from other groups.

**Conclusion (5 minutes)**

- Summarize the key points discussed: types and examples of financial institutions in Kenya, and their roles in the economy.

- Conduct a quick interactive quiz using flashcards to reinforce the main topics covered in the lesson.

- Prepare students for the next session by giving them questions to ponder regarding the importance of these institutions in personal finance.

**Extended Activities**

- Debate: Organize a debate on the influence of microfinance institutions versus traditional banks on local economies.

- Research Project: Have students research a specific financial institution in Kenya, focusing on its services, target clientele, and impact on the community, and present their findings in a short report.

- Guest Speaker: Invite a representative from a local bank or insurance company to speak about their work, how they help customers, and the importance of financial literacy.

**Teacher Self-Evaluation:**

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**WEEK 10: LESSON 3**

**Strand:** Entrepreneurship

**Sub Strand:** Financial Services

**Specific Learning Outcomes:**

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

- Identify the services offered by banks and insurance companies.

- Use digital or print resources to find out the services offered by banks and insurance companies.

- Appreciate the services offered by banks and insurance companies.

**Key Inquiry Question:**

- Which services are offered by banks and insurance companies?

**Learning Resources:**

- Oxford Pre-Technical Studies, pages 131-132

- Lesson notes

- Digital resources (websites, articles)

- Charts and posters

**Organisation of Learning:**

**Introduction (5 minutes)**

- Review the previous lesson on the importance of financial literacy.

- Engage students in a brief discussion about their prior knowledge of banks and insurance companies, guiding them to read and highlight relevant information in the learning resources provided.

**Lesson Development (30 minutes)**

**Step 1:** Group Formation (5 minutes)

- Divide the class into small groups (4-5 students each).

- Assign each group the task of researching either banks or insurance companies.

**Step 2:** Research Activity (10 minutes)

- Instruct groups to use digital or print resources to identify at least three key services each type of institution offers. Encourage them to take notes or highlight key points as they research.

**Step 3:** Presentation Preparation (10 minutes)

- Each group collaborates to create a chart or poster that visually represents the services they identified. They should consider how they can best communicate their findings to the class.

**Step 4:** Group Presentations (5 minutes)

- Allow each group to present their chart or poster to the class. Encourage students to ask questions and provide feedback after each presentation.

**Conclusion (5 minutes)**

- Summarize the key services identified by each group, reinforcing the main concepts discussed.

- Conduct a brief interactive activity, such as a quiz or a quick round of "service charades," to reinforce the main topics covered in the lesson.

- Preview the next session by hinting at the topics of loans and investments, and encourage students to think about how these services might differ from those offered by banks and insurance companies.

**Extended Activities:**

- Research Project: Assign students to choose a specific bank or insurance company and create a detailed report on the services it offers, including any unique features.

- Role-Play Activity: Have students create and perform a skit where they simulate a bank or insurance office, showcasing different services and how they help customers.

- Field Trip: Plan a visit to a local bank or insurance office to observe and discuss their services in a real-world setting.

**Teacher Self-Evaluation:**

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**WEEK 10: LESSON 4**

**Strand:** Entrepreneurship

**Sub Strand:** Financial Services

**Specific Learning Outcomes:**

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

- Identify the services offered by SACCOs (Savings and Credit Cooperative Organizations) and Microfinance Institutions.

- Use digital or print resources to find out about the services offered by SACCOs and Microfinance Institutions.

- Acknowledge the significance of the services offered by SACCOs and Microfinance Institutions.

**Key Inquiry Question(s):**

- What services are offered by SACCOs and Microfinance Institutions?

**Learning Resources:**

- Oxford Pre-Technical Studies (pg 132)

- Digital resources (websites, articles)

- Lesson notes

- Posters (for group presentations)

**Organisation of Learning:**

**Introduction (5 minutes)**

- Review the previous lesson on financial services, specifically focusing on the role and importance of financial institutions.

- Facilitate a brief discussion to recap key concepts while guiding learners to read and discuss relevant content from the learning resources.

**Lesson Development (30 minutes)**

**Step 1:** Group Division

- Divide learners into small groups of 4-5. Assign each group the task of brainstorming a list of services they believe SACCOs and Microfinance Institutions provide. Provide them with 3-5 minutes for this.

**Step 2:** Research

- Instruct each group to use available digital (tablets/computers) or print resources to search for concrete information about the services offered by SACCOs and Microfinance Institutions. Allow 10-15 minutes for this research.

**Step 3**: Discussion

- After research, have groups discuss their findings amongst themselves, encouraging them to compare their initial ideas with the information they've just gathered. Each group should identify and discuss the most relevant services.

**Step 4:** Poster Creation

- Each group will create a poster that visually represents the services offered by SACCOs and Microfinance Institutions. They should use words, images, and graphs where applicable. Allocate the remaining time (10 minutes) for poster creation and preparation for presentations.

**Conclusion (5 minutes)**

- Summarize the key points and learning objectives achieved during the lesson.

- Conduct a brief interactive activity, such as a "service matching game," where learners match specific services to either SACCOs or Microfinance Institutions.

- Prepare learners for the next session by providing a preview of upcoming topics or questions to consider, such as exploring the impacts of these services on local communities.

**Extended Activities:**

- Guest Speaker: Invite a member from a local SACCO or Microfinance Institution to discuss the real-life impact of their services in the community.

- Field Trip: Plan a visit to a local SACCO or Microfinance Institution to observe their operations in practice.

- Research Project: Have students research a specific SACCO or Microfinance Institution and create a report or presentation on its services and impact.

**Teacher Self-Evaluation:**

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**WEEK 11: LESSON 1**

**Strand:** Entrepreneurship

**Sub Strand:** Financial Services

**Specific Learning Outcomes:**

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

1. Outline the utilization of financial services for entrepreneurial development.

2. Analyze a case study on the utilization of financial services for entrepreneurial development.

3. Acknowledge the utilization of financial services in entrepreneurial development.

**Key Inquiry Question:**

- How do entrepreneurs utilize financial services for entrepreneurial development?

**Learning Resources:**

- Resource person (an expert in financial services or entrepreneurship)

- Oxford Pre-Technical Studies, pages 133-134

- Digital resources (websites, videos on financial services)

- Case studies on successful entrepreneurs and their use of financial services

**Organisation of Learning:**

**Introduction (5 minutes)**

- Review the previous lesson on basic entrepreneurship concepts.

- Engage learners in a brief discussion about the importance of financial services in business.

- Guide learners to read relevant sections in the provided resources, focusing on key concepts related to financial services.

**Lesson Development (30 minutes)**

**- Step 1:** Group Formation and Case Study Reading (10 minutes)

- Organize learners into small groups (4-5 students each).

- Assign each group a specific case study related to an entrepreneur who effectively utilized financial services.

- Allow groups to read and discuss their case study, highlighting important financial services used.

**- Step 2:** Group Analysis and Preparation (10 minutes)

- In their groups, learners analyze the case study by answering guided questions:

- What financial services were utilized?

- How did these services contribute to the entrepreneur's success?

- What challenges did the entrepreneur face in accessing these services?

- Groups prepare a brief presentation summarizing their findings.

**- Step 3:** Resource Person Discussion (5 minutes)

- Invite the resource person to discuss practical applications of financial services in entrepreneurship.

- Encourage a Q&A session where groups can ask specific questions related to their case studies and financial services.

**- Step 4:** Class Sharing (5 minutes)

- Each group presents a summary of their analysis and insights from the discussion with the resource person.

- Facilitate a class discussion to compare and contrast the different financial services highlighted in each case study.

**Conclusion (5 minutes)**

- Summarize the key points discussed during the lesson, reiterating the importance of financial services in entrepreneurial development.

- Conduct a brief interactive activity, such as a quiz or a "think-pair-share" about what they learned regarding financial services.

- Prepare learners for the next session by previewing upcoming topics related to entrepreneurship, such as marketing or business planning.

**Extended Activities:**

1. Research Assignment: Learners can research and present on different types of financial services available in their community and how they support local entrepreneurs.

2. Interview Project: Encourage students to interview a local entrepreneur about how they utilize financial services in their business. This could be a written report or a presentation.

3. Role Play: In pairs, have students role-play a meeting between an entrepreneur and a financial advisor to practice discussing financial needs and services.

**Teacher Self-Evaluation:**

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**WEEK 11: LESSON 2**

**Strand:** Entrepreneurship

**Sub-Strand:** Financial Services

**Specific Learning Outcomes:**

By the end of the lesson, learners should be able to attempt assessment questions on the sub-strand: Financial Services.

**Key Inquiry Question(s):**

- How do financial services impact my daily life?

- What are the different types of financial services available, and how do they function?

**Learning Resources:**

- Assessment books: Oxford Pre-Technical Studies, pg. 135

- Digital resources

**Organisation of Learning:**

**Introduction (5 minutes)**

- Begin by reviewing the previous lesson's key concepts and objectives.

- Engage students in a brief discussion about financial services they are familiar with from everyday life (e.g., banks, insurance, loans).

**Lesson Development (30 minutes)**

**Step 1:** Understanding Financial Services (10 minutes)

- Introduce the concept of financial services, emphasizing their importance in personal finance and entrepreneurship.

- Facilitate a discussion about different types of financial services, such as banking, insurance, and investments.

**Step 2:** Group Reading Activity (10 minutes)

- In pairs, students will read the relevant sections in the Oxford Pre-Technical Studies textbook that discuss financial services.

- Encourage them to highlight key terms and concepts that are important for understanding financial services.

**Step 3:** Assessment Question Review (5 minutes)

- Distribute the assessment questions from the textbook related to Financial Services.

- Explain the format of the questions and what is expected in their responses.

**Step 4:** Answering Assessment Questions (5 minutes)

- Allow students to work either independently or in pairs to answer the questions provided.

- Circulate the room to offer support and address any questions they may have.

**Conclusion (5 minutes)**

- Summarize the key points discussed regarding financial services and their significance.

- Conduct a brief interactive activity where students share one thing they learned about financial services.

- Preview the next session topics, mentioning how they will build on today's discussion.

**Extended Activities:**

1. Research Assignment: Students can select a specific financial service (e.g., credit cards, loans, investment accounts) and prepare a short presentation on how it works, its benefits, and potential drawbacks.

2. Financial Services Simulation: Create a role-play activity where students simulate running a financial service organization, such as a bank or insurance company, and discuss how they would attract customers.

**Teacher Self-Evaluation:**

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**WEEK 11: LESSON 3**

**Strand:** Entrepreneurship

**Sub Strand:** Government and Business

**Specific Learning Outcomes:**

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

1. Explain the reasons for government involvement in business.

2. Use digital or print resources to find reasons for government involvement in business.

3. Acknowledge government's reasons for involvement in business.

**Key Inquiry Question(s):**

- Why is it important for the government to get involved in business?

**Learning Resources:**

- Oxford Pre-Technical Studies, pg. 136-137

- Lesson notes

- Digital resources

- Posters and flashcards

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson’s key points on basic entrepreneurship concepts.

- Engage students in a guided discussion of the reading material from the resources, focusing on why government involvement in business is significant.

**Lesson Development (30 minutes):**

**Step 1:** Group Brainstorming (10 minutes)

- Students will form small groups and brainstorm reasons why they think the government is involved in business. Each group will write their ideas on chart paper.

**Step 2:** Resource Exploration (10 minutes)

- Groups will use digital or print resources to research and gather evidence on the reasons for government involvement in businesses, focusing on key points from the provided materials.

**Step 3:** Group Presentation (5 minutes)

- Each group will present their findings to the class, highlighting 2-3 key reasons for government involvement in businesses.

**Step 4:** Analysis of Government Involvement in Kenya (5 minutes)

- Facilitate a class discussion to identify and discuss specific examples of government involvement in business within Kenya. Use resources like flashcards and posters for visual aid.

**Conclusion (5 minutes):**

- Summarize the key points discussed during the lesson, emphasizing the reasons for government involvement in business.

- Conduct a brief interactive quiz where students respond to questions regarding the main topics covered.

- Preview the next session by posing questions on how government policies can impact entrepreneurship.

**Extended Activities:**

1. Research Assignment: Have students choose a specific government initiative in Kenya that affects businesses, research it, and present their findings in the next class.

2. Role Play: Organize a role-play activity with students taking on various roles (government officials, business owners, employees) to simulate a government intervention scenario in a business crisis.

3. Debate: Assign students into two groups to debate whether government intervention in business is more beneficial or detrimental, encouraging them to use examples from both local and international contexts.

**Teacher Self-Evaluation:**

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**WEEK 11: LESSON 4**

**Strand:** Entrepreneurship

**Sub Strand:** Government and Business

**Specific Learning Outcomes:**

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

- Identify the ways of government involvement in business.

- Use print or digital media to search for information on ways of government involvement in business.

- Acknowledge the ways of government involvement in business.

**Key Inquiry Question:**

- Which ways is the government involved in business?

**Learning Resources:**

- Oxford Pre-Technical Studies pg 138-139

- Lesson notes

- Digital resources

- Flashcards

**Organisation of Learning:**

**Introduction (5 minutes)**

- Review the previous lesson on entrepreneurship concepts.

- Guide learners in reading and discussing relevant content from the provided resources, focusing on understanding government roles in business.

**Lesson Development (30 minutes)**

**Step 1:** Group Brainstorming (10 minutes)

- Divide students into small groups.

- Each group will brainstorm the various ways the government interacts with businesses, writing down their ideas on a shared document or whiteboard.

**Step 2:** Research Activity (10 minutes)

- In their groups, students will use digital or print resources to research specific examples of government involvement in business (e.g., regulations, subsidies, public ownership).

- Each group will take notes and prepare to summarize their findings.

**Step 3:** Presentations (5 minutes)

- Each group will present their findings to the class.

- Encourage questions and discussions to deepen understanding among peers.

**Step 4:** Creative Preparation (5 minutes)

- Groups will create flashcards or posters summarizing the ways the government is involved in business, preparing for display in the class or for an activity in future lessons.

**Conclusion (5 minutes)**

- Summarize key points discussed in the lesson, emphasizing the various government roles identified.

- Conduct a brief interactive activity such as a quiz or a "Think, Pair, Share" to reinforce the main topics.

- Preview the next session’s topics, which may include a deeper dive into government regulations or case studies of specific industries affected by government involvement.

**Extended Activities:**

- Assign students to write a short research paper or digital presentation on a specific example of government involvement in a business sector (e.g., healthcare, technology).

- Encourage students to investigate local businesses and identify how government policies affect them, preparing to share their findings in the next class.

- Organize a debate on the pros and cons of government involvement in businesses, allowing students to explore different viewpoints.

**Teacher Self-Evaluation:**

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**WEEK 12: LESSON 1**

**Strand:** Entrepreneurship

**Sub Strand:** Government and Business

**Specific Learning Outcomes:**

By the end of the lesson, learners will be able to:

1. State the meaning of tax.

2. Use digital or print resources to find out the importance of paying taxes in Kenya.

3. Acknowledge the importance of paying taxes in Kenya.

**Key Inquiry Question:**

- Why is it important to pay taxes?

**Learning Resources:**

- Oxford Pre-Technical Studies, pg 139-140

- Lesson notes

- Resource person

- Digital resources (internet articles, videos)

- Posters

- Flashcards

**Organisation of Learning**

**Introduction (5 minutes):**

1. Review the previous lesson on government functions.

2. Introduce the topic of taxes.

3. Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of taxes and their roles.

**Lesson Development (30 minutes):**

**Step 1:** Defining Tax (7 minutes)

- In groups of 4-5, learners brainstorm what they think a tax is.

- Each group shares their ideas with the class.

- Teacher summarizes the responses and provides a clear definition of tax.

**Step 2:** Importance of Paying Taxes (7 minutes)

- Each group discusses the reasons why paying taxes is crucial in any country, focusing on Kenya.

- Discuss aspects such as public services, infrastructure, and national development.

**Step 3:** Researching Facts (10 minutes)

- Learners use digital or print resources (textbooks, internet articles) to find specific information regarding the importance of paying taxes in Kenya.

- Encourage use of the Oxford Pre-Technical Studies as a primary resource.

**Step 4:** Presentation and Discussion (6 minutes)

- Each group presents their findings to the class, discussing at least two points on the importance of paying taxes.

- Open the floor for questions and additional insights.

**Conclusion (5 minutes):**

1. Summarize key points about the definition and importance of taxes discussed during the lesson.

2. Conduct a brief interactive activity, such as a quick quiz or discussion prompt, to reinforce the main topics.

3. Prepare learners for the next session by introducing the effects of not paying taxes or asking them to think about how taxes are used in their community.

**Extended Activities:**

1. Research Project: Have students research a specific public service or project in Kenya funded by tax revenues and present their findings.

2. Debate: Organize a class debate on whether taxes should be increased or decreased, allowing students to explore different perspectives on taxation.

3. Creative Poster: Students create posters illustrating the benefits of taxes to display in the classroom.

**Teacher Self-Evaluation:**

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**WEEK 12: LESSON 2**

**Strand:** Entrepreneurship

**Sub Strand:** Government and Business

**Specific Learning Outcomes:**

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

1. Identify the types of taxes in Kenya.

2. Use digital or print resources to find information on the types of taxes in Kenya.

3. Acknowledge the different types of taxes in Kenya.

**Key Inquiry Question(s):**

- Which types of taxes are found in Kenya?

**Learning Resources:**

- Oxford Pre-Technical Studies, pages 141-143.

- Digital resources (internet access, online tax resources).

- Lesson notes.

- Flashcards and posters.

- Resource person (guest speaker from a local revenue authority or tax expert).

**Organisation of Learning**

**Introduction (5 minutes)**

- Review the previous lesson focused on basic economic principles and the role of government in the economy.

- Introduce the day's topic by guiding learners to read and discuss relevant content on taxes from the assigned pages, emphasizing the importance of understanding taxation in business and governance.

**Lesson Development (30 minutes)**

**Step 1:** Identification of Tax Types (10 minutes)

- In small groups, learners will brainstorm the types of taxes they are already familiar with.

- Share initial ideas with the class to activate prior knowledge.

**Step 2:** Research Activity (10 minutes)

- Each group will utilize digital resources, print resources, or consult the resource person to gather information on the various types of taxes in Kenya (e.g., income tax, VAT, corporate tax, etc.).

- Encourage students to take notes on key characteristics and examples of each tax type.

**Step 3:** Group Discussion (5 minutes)

- Groups will discuss their findings and compile a list of the taxes identified, along with brief explanations of each.

- Encourage learners to clarify any points of confusion during the discussions.

**Step 4:** Presentation Preparation (5 minutes)

- Using the information gathered, each group will prepare flashcards or posters summarizing their findings on the types of taxes.

- Allow groups to plan how they will present their findings to the class.

**Conclusion (5 minutes)**

- Summarize the key points discussed during the lesson, reinforcing the different types of taxes identified.

- Conduct a quick quiz or an interactive activity, such as a "tax type match-up," where students match tax types with their definitions.

- Prepare learners for the next session by introducing upcoming topics related to the implications of taxes on businesses and individuals.

**Extended Activities:**

- Research Assignment: Ask learners to choose one type of tax and write a short report on its impact on Kenyan businesses and citizens.

- Guest Speaker: Invite a local business owner or tax consultant to discuss real-world applications of the tax system in Kenya.

- Role-Play: Organize a mock meeting where learners act as government officials discussing a new tax proposal and its impacts on various stakeholders.

**Teacher Self-Evaluation:**

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**WEEK 12: LESSON 3**

**Strand:** Entrepreneurship

**Sub Strand:** Government and Business

**Specific Learning Outcomes:**

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

- State the meaning of e-Government.

- Use digital or print resources to learn about e-Government services in business.

- Appreciate the e-Government services provided to businesses.

**Key Inquiry Question:**

- Which e-Government services do business people in your locality use?

**Learning Resources:**

- Oxford Pre-Technical Studies, pages 143-145

- Digital resources (e.g., e-Citizen platform)

- Lesson notes

- Flashcards and posters

**Organisation of Learning:**

**Introduction (5 minutes)**

- Review Previous Lesson: Briefly revisit the concepts learned in the last class related to government’s role in business.

- Key Concept Discussion: Guide learners to read and discuss relevant content from the learning resources, emphasizing the definition of e-Government and its significance.

**Lesson Development (30 minutes)**

**Step 1:** Understanding e-Government

- Activity: In groups, students will discuss and explain the meaning of e-Government in the context of business.

- Resource: Use the Oxford Pre-Technical Studies as a reference.

**Step 2:** Identifying e-Government Platforms

- Activity: Each group will identify and list e-Government platforms that provide services to businesses in Kenya, focusing on e-Citizen.

- Resource: Discuss and write down findings on a shared poster.

**Step 3:** Navigating the e-Citizen Platform

- Activity: Using digital devices, students will practice navigating the e-Citizen platform to explore the services available.

- Resource: Students will work in pairs to ensure comprehension and collaboration.

**Step 4:** Creation of Learning Aids

- Activity: Groups will prepare flashcards and posters showing e-Government services available for businesses.

- Resource: Use art supplies to create engaging visuals that illustrate what they’ve learned.

**Conclusion (5 minutes)**

- Summary: Recap the key points discussed, including the meaning of e-Government and services available to businesses.

- Interactive Activity: Conduct a quick quiz or group discussion to reinforce key topics learned during the lesson.

- Preview Next Session: Briefly introduce the topic of the next lesson to maintain engagement and curiosity.

**Extended Activities:**

1. Research Project: Assign students to investigate a specific e-Government service available to businesses and present their findings in the next class.

2. Guest Speaker: Invite a local entrepreneur who utilizes e-Government services to share firsthand experiences and answer student questions.

3. Simulation Activity: Create a role-playing scenario where students have to apply for a business license through the e-Citizen platform.

**Teacher Self-Evaluation:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 9** | **PRE TECHNICAL STUDIES** |  |  |  |

**WEEK 12: LESSON 4**

**Strand:** Entrepreneurship

**Sub Strand:** Government and Business

**Specific Learning Outcomes:**

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

1. State the importance of complying with government regulations in business.

2. Use digital or print resources to find information about the need to comply with government regulations in business.

3. Acknowledge the need to comply with government regulations in business.

**Key Inquiry Question(s):**

- Why is it important to comply with government regulations in business?

**Learning Resources:**

- Oxford Pre-Technical Studies, pp. 145-146

- Digital resources

- Lesson notes

**Organisation of Learning:**

**Introduction (5 minutes)**

- Review the previous lesson to ensure understanding of entrepreneurship concepts.

- Introduce the topic by guiding learners to read and discuss relevant sections from the learning resources, focusing on the importance of understanding government regulations.

**Lesson Development (30 minutes)**

**Step 1:** Introduction to Regulations (10 minutes)

- Briefly explain what government regulations are and provide examples relevant to businesses (e.g., health and safety standards).

- Lead a class discussion on why regulations exist and what purpose they serve in society.

**Step 2:** Group Brainstorming (10 minutes)

- Divide learners into small groups of 4-5.

- Each group brainstorms and lists the potential consequences of ignoring government regulations in business (e.g., fines, legal issues).

- Ensure each group has access to digital or print resources for reference.

**Step 3:** Research and Presentation (5 minutes)

- After brainstorming, each group researches at least one regulation using the provided resources to understand its implications for businesses.

- Groups prepare to share their findings with the class.

**Step 4**: Class Presentations and Discussion (5 minutes)

- Groups present their findings and the reasoning behind the importance of compliance.

- Facilitate a class discussion to clarify points made and deepen understanding.

**Conclusion (5 minutes)**

- Summarize key points: importance of compliance, consequences of non-compliance, and examples discussed.

- Conduct a brief interactive quiz or reflection activity to reinforce the main topics (e.g., "What is one law you think is crucial for businesses and why?").

- Preview the next lesson by informing learners about upcoming topics, such as business ethics and corporate social responsibility.

**Extended Activities:**

1. Research Project: Assign learners to research a specific government regulation affecting a local business and prepare a short presentation.

2. Mock Business: In groups, create a mock business plan that includes compliance with at least three government regulations.

3. Debate: Organize a debate on the pros and cons of specific regulations, encouraging critical thinking and deeper analysis.

**Teacher Self-Evaluation:**