Grade 10 ICT

Term 1 - 24 complete lesson plans

Ready to teach, in the KICD lesson-plan format | 40-minute lessons | PDF and editable Word

ABOUT THIS PACK

24 complete, ready-to-teach Grade 10 ICT lesson plans for Term 1, covering introduction to ICT, application areas of ICT, operating systems and word processing.

TOPICS IN THIS PACK

Topic	Name	Lessons
1.1	Introduction to ICT	4
1.2	Application areas of ICT	4
1.3	Operating systems	6
2.1	Word Processing	10

INSIDE EVERY LESSON PLAN

- The specific learning outcomes, key inquiry question, core competencies, values and PCIs, and the resources needed.
- A timed lesson flow: what the teacher does and what the learners do, from introduction to summary.
- The key content (a worked example, notes or a practical with its expected results), then four practice questions with the answers for the teacher.
- The common mistake to watch for, and ideas for learners who need support and for those ready for more.
- A four-level CBC assessment rubric (EE, ME, AE, BE), homework, and a blank reflection space to fill in after teaching.

A TASTE OF LESSON 1

What ICT is and the technologies we use to communicate

By the end of the lesson, the learner should be able to: a) explain what ICT means; b) identify technologies used to communicate and the way each is used

> **Information and Communication Technology**
> ICT stands for Information and Communication Technology: the devices, software and networks used to collect, store, process, send and receive information. Information can be text, numbers, pictures, sound or video.

You also receive this pack as an editable Word file, so you can change any lesson to suit your class before you print it. Lessons follow the order of the KICD curriculum design.

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What ICT is and the technologies we use to communicate

Strand 1.0 ICT and Society > Sub-strand 1.1 Introduction to ICT | Lesson 1 of 4 | 40 minutes

SCHOOL	TEACHER	DATE
CLASS / STREAM	TIME	ROLL (B / G)

SPECIFIC LEARNING OUTCOME(S)

By the end of the lesson, the learner should be able to: a) explain what ICT means; b) identify technologies used to communicate and the way each is used

KEY INQUIRY QUESTION(S)

- How do different digital technologies facilitate communication and information exchange in a society?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Digital literacy**	Learners use a phone, tablet or the class computer to explore or check the idea.
COMPETENCY	**Communication and collaboration**	Learners explain their thinking to a partner and report their findings to the group.
COMPETENCY	**Citizenship**	Learners take turns, listen to others and link the work to life in their community.
VALUE	**Peace**	Learners settle differences calmly during group work.
VALUE	**Unity**	Learners share materials fairly and work as one team.
PCI	**Social cohesion**	Learners work in harmony, include everyone and settle differences peacefully.
PCI	**Online safety**	Learners follow safety rules when using materials and moving about.

LEARNING RESOURCES

Pictures of communication technologies (radio, TV, phone, computer) | Newspaper cuttings or printed articles on a topical issue | Manila paper and marker pens | Digital devices with internet access, where available | Notebooks and pencils

ORGANISATION OF LEARNING

Whole class for introducing ideas; pairs for identification and sorting; groups of four for the topical-issue investigation, with a reader, a recorder, a checker and a presenter; individual reflection.

KEY WORDS

ICT | communication | hardware | software | network | infrastructure | internet | digital | source | reliable

THE LESSON AT A GLANCE

Introduction	Teacher models	Guided practice	On their own	Wrap-up
6 min	9 min	10 min	9 min	6 min

LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	6	Greet the class and ask: "Think of the last message you received, from a friend, your family or your school. What device or service carried it to you, and how did it get there?" Take two or three answers, link them to earlier work, then state today's outcome.	Answer the starter question, recall what they already know and read the outcome aloud.
Step 1: Teacher models	9	Take learners through "Information and Communication Technology" (key ideas on the next page), explaining as you go. Use pictures of communication technologies (radio, TV, phone, computer), newspaper cuttings or printed articles on a topical issue, manila paper and marker pens. Ask learners to predict what comes next before you show it.	Watch, predict the next step, ask questions and note the key steps in their exercise books.
Step 2: Guided practice	10	Give questions 1 and 2. Move round the groups, ask "How do you know?" and correct errors kindly on the spot.	Work in pairs or small groups, explain each step to a partner and check one another's answers.
Step 3: Independent practice	9	Set questions 3 and 4 for individual work. Mark as you walk round and note who needs help in the next lesson.	Work on their own, then swap books with a partner to check.
Summary and conclusion	6	Ask two or three learners to state the key idea in their own words. Give this exit question and check the answers: "Give one way communication has become faster over time."	Say the key idea in their own words and answer the exit question in the exercise book.

KEY IDEAS

Information and Communication Technology

ICT stands for Information and Communication Technology: the devices, software and networks used to collect, store, process, send and receive information. Information can be text, numbers, pictures, sound or video. Communication technologies include the telephone and mobile phone (voice and SMS), radio and television (broadcast to many people), email and messaging apps such as WhatsApp (written messages and files), video calls, social media, and satellite systems that carry signals across long distances. Broadcast technologies send one message to many people; messaging and calls usually connect particular people.

Communication has changed over time: from letters carried by hand, to the telegraph and telephone, to mobile phones and the internet. Each step made messages faster, cheaper or able to carry more than words. Today a voice note, a photo or a video can reach another county or another country in seconds.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	What does ICT stand for?	**Information and Communication Technology.**
2	Name three technologies used for communication.	**For example: mobile phone, radio, television, email, WhatsApp, social media, video calls.**
3	What is the difference between a broadcast technology and a messaging technology?	**A broadcast technology, such as radio or television, sends one message to many people; a messaging technology usually connects particular people or groups.**
4	Give one way communication has become faster over time.	**For example: letters carried by hand were replaced by the telephone, and then by messages that reach another country in seconds.**

WATCH OUT FOR

Learners think ICT only means computers. Phones, radios, televisions, networks and the software that runs on them are all part of ICT.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

Level	What the learner can do
Exceeds expectations (EE)	Can explain what ICT means confidently and accurately, explain the method used, and apply the idea to new or unfamiliar problems.
Meets expectations (ME)	Can explain what ICT means accurately in familiar situations; notices and corrects slips without help.
Approaches expectations (AE)	Can partly explain what ICT means, or does so with prompts from the teacher or a partner; makes some errors.
Below expectations (BE)	Cannot yet explain what ICT means without direct help; needs the idea taught again with concrete objects.

SUPPORT AND EXTENSION

Learners who need support	Give picture cards of communication devices and let learners sort them into broadcast and person-to-person.
Learners ready for more	Explain why a radio still reaches people in areas where internet access is weak. (Answer: Radio broadcasts travel through the air to any receiver in range and need no internet connection, so they reach people even where there are no cables or mobile data)
Inclusion	Seat learners with low vision near the board and read aloud whatever you write; use large, clear, tactile materials; allow extra time; pair with a patient partner; use gestures or Kenyan Sign Language for the key words.

HOMEWORK AND FOLLOW-UP

Redo questions 3 and 4 neatly in the exercise book. Then tell someone at home what you learned about "what ICT is and the technologies we use to communicate" and bring one question of your own to ask next lesson.

TEACHER SELF-CHECK

- Did every learner get a turn to handle materials or explain their thinking?
- Did most learners meet the outcome? Write down the names of those who did not.
- Was the pace right — did any step take too long or too short a time?
- Which competency and value did I see learners showing?
- What will I change the next time I teach this lesson?

REFLECTION ON THE LESSON / SELF-REMARKS

Write this after teaching - what worked, what to change, which learners need follow-up.

Components of ICT infrastructure in an organisation

Strand 1.0 ICT and Society > Sub-strand 1.1 Introduction to ICT | Lesson 2 of 4 | 40 minutes

SCHOOL	TEACHER	DATE
CLASS / STREAM	TIME	ROLL (B / G)

SPECIFIC LEARNING OUTCOME(S)

By the end of the lesson, the learner should be able to: a) name the components of ICT infrastructure; b) describe the role of each component in an organisation such as a school or a shop

KEY INQUIRY QUESTION(S)

- How do different digital technologies facilitate communication and information exchange in a society?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Digital literacy**	Learners use a phone, tablet or the class computer to explore or check the idea.
COMPETENCY	**Communication and collaboration**	Learners explain their thinking to a partner and report their findings to the group.
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KEY WORDS

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THE LESSON AT A GLANCE

Introduction	Teacher models	Guided practice	On their own	Wrap-up
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LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	6	Greet the class and ask: "A school office prints report forms, saves learner records, sends emails to parents and connects to the internet. What must the school own or arrange for all of this to work?" Take two or three answers, link them to earlier work, then state today's outcome.	Answer the starter question, recall what they already know and read the outcome aloud.
Step 1: Teacher models	9	Take learners through "ICT infrastructure" (key ideas on the next page), explaining as you go. Use pictures of communication technologies (radio, TV, phone, computer), newspaper cuttings or printed articles on a topical issue, manila paper and marker pens. Ask learners to predict what comes next before you show it.	Watch, predict the next step, ask questions and note the key steps in their exercise books.
Step 2: Guided practice	10	Give questions 1 and 2. Move round the groups, ask "How do you know?" and correct errors kindly on the spot.	Work in pairs or small groups, explain each step to a partner and check one another's answers.
Step 3: Independent practice	9	Set questions 3 and 4 for individual work. Mark as you walk round and note who needs help in the next lesson.	Work on their own, then swap books with a partner to check.
Summary and conclusion	6	Ask two or three learners to state the key idea in their own words. Give this exit question and check the answers: "What could happen if an organisation has computers but no trained people or rules?"	Say the key idea in their own words and answer the exit question in the exercise book.

KEY IDEAS

ICT infrastructure

ICT infrastructure is everything an organisation needs so that its ICT can work. It has five main components. Hardware: computers, phones, printers, scanners, servers and the storage devices that hold data. Software: the operating system and the application programs that do the work, such as a word processor or a records system. Networks and connectivity: the cables, routers and Wi-Fi that connect devices to each other, and the internet service that connects them to the wider world. Data: the information the organisation stores, such as learner records or customer accounts, which must be kept safe and backed up.

People and procedures: the staff who use and look after the system, and the rules that guide them, such as who may open which files and how often backups are made. In a school, for example, the computers and printer are hardware, the records program is software, the Wi-Fi is the network, the learner files are data, and the ICT teacher and the school rules are the people and procedures. If one component is missing or weak, the whole system suffers.