Grade 10 ICT

Term 2 - 14 complete lesson plans

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

ABOUT THIS PACK

14 complete, ready-to-teach Grade 10 ICT lesson plans for Term 2, covering presentation and desktop publishing.

TOPICS IN THIS PACK

Topic	Name	Lessons
2.2	Presentation	6
2.3	Desktop Publishing	8

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

Why we use presentations, and choosing a presentation tool

By the end of the lesson, the learner should be able to: a) explain the importance of presentation tools; b) compare presentation tools and choose one for a purpose

> **Presentation tools**
> A presentation tool is a program used to make slides that support a talk. Slides can hold short text, pictures, charts, tables, sound and video. A good presentation helps the audience follow, understand and remember the main points, and helps the speaker stay organised.
> Presentations are used in class lessons, project reports, meetings, business proposals, community campaigns and training. Common tools are Microsoft PowerPoint, Google Slides, LibreOffice Impress and Canva. Choose by asking: does it work offline or online, what does it cost, does it have the templates and features I need, can I work with others on it, and will the file open on the computer I will present from?

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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ELIMU254

Why we use presentations, and choosing a presentation tool

Strand 2.0 Productivity Tools > Sub-strand 2.2 Presentation | Lesson 1 of 6 | 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 the importance of presentation tools; b) compare presentation tools and choose one for a purpose

KEY INQUIRY QUESTION(S)

- How can a presentation be designed and delivered so that its audience understands and remembers it?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Self-efficacy**	Learners attempt each task with confidence and see that effort improves results.
COMPETENCY	**Imagination and creativity**	Learners make up their own examples, patterns or ways of showing the idea.
COMPETENCY	**Communication and collaboration**	Learners explain their thinking to a partner and report their findings to the group.
VALUE	**Responsibility**	Learners look after shared materials and finish every task.
VALUE	**Patriotism**	Learners use Kenyan examples — shillings, local markets, familiar places.
PCI	**Social-awareness skills**	Developed through the activities in this lesson.
PCI	**Life skills**	Learners practise decision making and working with others.

LEARNING RESOURCES

Printed samples of a good slide and a crowded slide | Manila paper, marker pens and sticky notes for storyboards | Notebooks and pencils

ORGANISATION OF LEARNING

Whole class for demonstration and feedback; pairs or groups of three for planning and building slides, taking turns at the computer; each learner presents once; where computers are few, plans and slides are drawn on paper first.

KEY WORDS

presentation | slide | layout | theme | transition | animation | hyperlink | speaker notes | audience | storyboard

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: "A speaker talks for ten minutes with nothing to show, and another shows clear pictures and a few key words as they talk. Which talk would you remember better, and why?" 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 "Presentation tools" (steps and key ideas on the next page), explaining as you go. Use printed samples of a good slide and a crowded slide, manila paper, marker pens and sticky notes for storyboards, notebooks and pencils. 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 is kept in the notes area?"	Say the key idea in their own words and answer the exit question in the exercise book.

STEPS AND KEY IDEAS

Presentation tools

A presentation tool is a program used to make slides that support a talk. Slides can hold short text, pictures, charts, tables, sound and video. A good presentation helps the audience follow, understand and remember the main points, and helps the speaker stay organised.

Presentations are used in class lessons, project reports, meetings, business proposals, community campaigns and training. Common tools are Microsoft PowerPoint, Google Slides, LibreOffice Impress and Canva. Choose by asking: does it work offline or online, what does it cost, does it have the templates and features I need, can I work with others on it, and will the file open on the computer I will present from?

Screen parts: the slide pane shows the slide you are working on; the thumbnail panel lists all slides so you can move and reorder them; the layout decides where the title, text and pictures go; the notes area holds what you plan to say; and the slide show view shows how the slide will look to the audience.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	What is a presentation tool used for?	**To make slides that support a talk and help the audience follow and remember it.**
2	Name two presentation tools.	**For example: PowerPoint, Google Slides, LibreOffice Impress, Canva.**
3	Give two questions to ask when choosing a presentation tool.	**For example: does it work offline; what does it cost; does it have the templates and features I need; will the file open on the presenting computer?**
4	What is kept in the notes area?	**What the speaker plans to say for that slide, which the audience does not see.**

WATCH OUT FOR

Learners think the slides are the presentation. The speaker is the presentation; the slides only support what is said.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	Give printed screenshots with the screen parts numbered for learners to name.
Learners ready for more	Explain why a group with no internet at school might choose an offline presentation tool. (Answer: An offline tool works without a connection, so the group can prepare and show the presentation even when the internet is not available)
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 "why we use presentations, and choosing a presentation tool" 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.

ELIMU254

Planning a presentation for an audience

Strand 2.0 Productivity Tools > Sub-strand 2.2 Presentation | Lesson 2 of 6 | 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) plan a presentation around its audience and purpose; b) apply simple rules for clear slides

KEY INQUIRY QUESTION(S)

- How can a presentation be designed and delivered so that its audience understands and remembers it?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Self-efficacy**	Learners attempt each task with confidence and see that effort improves results.
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THE LESSON AT A GLANCE

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LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	6	Greet the class and ask: "You must present the same topic to a class of Grade 4 learners and then to a meeting of parents. What would you change, and why?" 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 "Planning" (steps and key ideas on the next page), explaining as you go. Use printed samples of a good slide and a crowded slide, manila paper, marker pens and sticky notes for storyboards, notebooks and pencils. 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.
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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 two rules for clear slides."	Say the key idea in their own words and answer the exit question in the exercise book.

STEPS AND KEY IDEAS

Planning

Start with three questions: Who is the audience? What do they already know? What do I want them to know, feel or do after the talk? The answers decide the language, the examples and how long the talk should be.

Outline the talk in three parts: an opening that catches attention and states the topic, a body of a few main points, and a closing that repeats the main message and says what to do next. Then make a storyboard: draw a small box for each slide and write its title and the one idea it will carry. As a guide, allow about 1 to 2 minutes for each slide, so a 10-minute talk needs about 10 ÷ 2 = 5 to 10 slides.

Rules for clear slides: one idea per slide; short phrases, not full sentences; large, plain text, at least 24 points for the body; strong contrast between text and background; at most two font styles; a picture or chart where it explains better than words; and no crowded slides. Every picture and fact should be accurate, and the sources of pictures should be credited.