Grade 8 Pre-Technical Studies

Term 3 - 42 complete lesson plans

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

ABOUT THIS PACK

42 complete, ready-to-teach Grade 8 Pre-Technical Studies lesson plans for Term 3, covering computer software, bookkeeping, income and budgeting, marketing goods and services and distribution of goods and services.

TOPICS IN THIS PACK

Topic	Name	Lessons
4.2	Computer Software	6
5.1	Bookkeeping	12
5.2	Income and Budgeting	9
5.3	Marketing goods and Services	8
5.4	Distribution of Goods and Services	7

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

Software and its categories

By the end of the lesson, the learner should be able to: a) define computer software; b) name the two main categories of software

> **What is software?**
> Hardware is the physical parts of a computer you can touch. Software is the set of instructions (programs) that tells the hardware what to do.

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.

CONTENTS

No.	Lesson	Topic	Page
1	Software and its categories	4.2 Computer Software	4
2	Application software in the workplace	4.2 Computer Software	7
3	Practical: using a word processor	4.2 Computer Software	10
4	Practical: using a spreadsheet	4.2 Computer Software	13
5	Responsible use of software	4.2 Computer Software	16
6	Importance of application software and review	4.2 Computer Software	19
7	Meaning and importance of bookkeeping	5.1 Bookkeeping	22
8	Business transactions and source documents	5.1 Bookkeeping	25
9	Classifying transactions: cash and credit, income and expenses	5.1 Bookkeeping	28
10	Assets, liabilities and capital	5.1 Bookkeeping	31
11	The cash book: recording receipts and payments	5.1 Bookkeeping	34
12	The income statement: meaning and layout	5.1 Bookkeeping	37
13	Practical: preparing an income statement	5.1 Bookkeeping	40
14	The statement of financial position: meaning and layout	5.1 Bookkeeping	43
15	Practical: preparing a statement of financial position	5.1 Bookkeeping	46
16	The cash flow statement	5.1 Bookkeeping	49
17	Financial records in day-to-day life	5.1 Bookkeeping	52
18	Review: bookkeeping	5.1 Bookkeeping	55
19	Sources of income for an individual	5.2 Income and Budgeting	58
20	Regular and irregular income	5.2 Income and Budgeting	61
21	Meaning and importance of budgeting	5.2 Income and Budgeting	64
22	Balanced, surplus and deficit budgets	5.2 Income and Budgeting	67
23	Needs and wants	5.2 Income and Budgeting	70
24	Steps in preparing a personal budget	5.2 Income and Budgeting	73
25	Practical: preparing a personal budget	5.2 Income and Budgeting	76
26	Ethical and unethical practices in budgeting	5.2 Income and Budgeting	79
27	Financial planning and review	5.2 Income and Budgeting	82
28	Meaning and importance of marketing	5.3 Marketing goods and Services	85
29	Sources of market information	5.3 Marketing goods and Services	89
30	Practical: a simple market survey	5.3 Marketing goods and Services	93
31	Factors in selecting a market	5.3 Marketing goods and Services	97
32	Tools for marketing goods and services	5.3 Marketing goods and Services	101

33	Digital marketing and online safety	5.3 Marketing goods and Services	104
34	Practical: designing an advert	5.3 Marketing goods and Services	108
35	Recognising suitable markets and review	5.3 Marketing goods and Services	111
36	Meaning of distribution and intermediaries	5.4 Distribution of Goods and Services	115
37	Roles of intermediaries	5.4 Distribution of Goods and Services	118
38	Channels of distribution	5.4 Distribution of Goods and Services	121
39	Choosing a channel of distribution	5.4 Distribution of Goods and Services	124
40	Ethics in distribution	5.4 Distribution of Goods and Services	127
41	Case study: distribution in our community	5.4 Distribution of Goods and Services	130
42	Value of distribution and review	5.4 Distribution of Goods and Services	133

Software and its categories

Strand 4.0 Tools and Production > Sub-strand 4.2 Computer Software | 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) define computer software; b) name the two main categories of software

KEY INQUIRY QUESTION(S)

- How is computer software used in day-to-day life?
- Why is computer software important?

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	**Learning to learn**	Learners say what they found easy or hard and decide their next step.
VALUE	**Integrity**	Learners record their own honest results and mark work truthfully.
VALUE	**Responsibility**	Learners look after shared materials and finish every task.
PCI	**Peer education and mentorship**	Developed through the activities in this lesson.
PCI	**Digital citizenship**	Learners connect the work to their rights and duties in the community.

LEARNING RESOURCES

Computer, laptop or smartphone for demonstration | Screenshots or printed pictures of software | Chart of software categories | Learners' exercise books

ORGANISATION OF LEARNING

Whole class for the introduction and the summary; pairs or groups of four to five for guided practice; individual work for the independent tasks.

KEY WORDS

software | hardware | system software | operating system | utility | application software | word processor | spreadsheet | database | presentation | licence

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: "Key question: how is computer software used in day-to-day life? What programs or apps have you seen on a phone or computer?" 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 "What is software?" (key ideas on the next page), explaining as you go. Use computer, laptop or smartphone for demonstration, screenshots or printed pictures of software, chart of software categories. 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: "Is antivirus system or application software?"	Say the key idea in their own words and answer the exit question in the exercise book.

KEY IDEAS

What is software?

Hardware is the physical parts of a computer you can touch. Software is the set of instructions (programs) that tells the hardware what to do.

System software runs the computer itself: the operating system (for example Windows, Linux, Android), utility programs (antivirus, disk clean-up, backup) and drivers (help the computer use a printer or mouse).

Application software helps the user do a task: writing letters, calculating, keeping records, making presentations, browsing, paying with mobile money.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Define software.	**Programs that tell the computer hardware what to do.**
2	Name the two main categories of software.	**System software and application software.**
3	Give one example of system software.	**An operating system.**
4	Is antivirus system or application software?	**System software (a utility).**

WATCH OUT FOR

Learners often call the monitor "the computer"; keep hardware and software separate.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	Sort picture cards into hardware and software.
Learners ready for more	Why can a computer not work without an operating system? (Answer: Nothing manages the hardware or runs other programs)
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 "software and its categories" 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.

Application software in the workplace

Strand 4.0 Tools and Production > Sub-strand 4.2 Computer Software | 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) name types of application software; b) state the function of each in a workplace

KEY INQUIRY QUESTION(S)

- How is computer software used in day-to-day life?
- Why is computer software important?

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.
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KEY WORDS

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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: "Which software would a school secretary use to type a letter to parents?" 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 "Types and their uses" (key ideas on the next page), explaining as you go. Use computer, laptop or smartphone for demonstration, screenshots or printed pictures of software, chart of software categories. 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: "Which software suits a poster for a school event?"	Say the key idea in their own words and answer the exit question in the exercise book.

KEY IDEAS

Types and their uses

Word processor: typing and formatting letters, reports, notices (a school secretary).
Spreadsheet: calculations, budgets, marks, sales records (a shopkeeper or accounts clerk).
Database: storing and searching large records, such as patients, members or stock (a hospital or SACCO).
Presentation: slides for meetings and lessons (a manager or teacher).
Desktop publishing: posters, brochures, newsletters (a printing shop).
Web browser and email: finding information and communicating (an office).
Accounting and point-of-sale software: receipts and sales (a supermarket).

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Which software suits a class mark list with totals?	**A spreadsheet.**
2	Which software suits a hospital patient record system?	**A database.**
3	Which software makes slides?	**Presentation software.**
4	Which software suits a poster for a school event?	**Desktop publishing (or a word processor).**