Grade 9 Pre-Technical Studies

Term 3 - 36 complete lesson plans

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

ABOUT THIS PACK

36 complete, ready-to-teach Grade 9 Pre-Technical Studies lesson plans for Term 3, covering project, financial services, government and business and business plan.

TOPICS IN THIS PACK

Topic	Name	Lessons
4.3	Project	20
5.1	Financial Services	4
5.2	Government and Business	6
5.3	Business Plan	6

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 a project is

By the end of the lesson, the learner should be able to: a) explain the purpose of the project; b) outline the project stages

> **From problem to product**
> A project uses skills from this learning area (safety, drawing, materials, tools, entrepreneurship) to make an item that solves a real problem.
> Stages: identify a problem, brainstorm solutions, research, select an item, sketch and plan, estimate cost, make, finish, price, present and evaluate.

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

What a project is

Strand 4.0 Tools and Production > Sub-strand 4.3 Project | Lesson 1 of 20 | 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 purpose of the project; b) outline the project stages

KEY INQUIRY QUESTION(S)

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

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Critical thinking and problem solving**	Learners choose a method, check their answers and give reasons for their choices.
COMPETENCY	**Creativity and imagination**	Learners make up their own examples, patterns or ways of showing the idea.
VALUE	**Responsibility**	Learners look after shared materials and finish every task.
VALUE	**Respect**	Learners listen while others explain and accept correction politely.
PCI	**Environmental conservation**	Examples link to caring for the school and home environment.
PCI	**Financial literacy**	Examples use shillings and cents, shopping, saving and simple budgets.

LEARNING RESOURCES

Project folder or exercise book | Drawing instruments | Digital or print resources

ORGANISATION OF LEARNING

Groups of 3 to 5 run one project over the 20 lessons; each learner keeps a project folder; all tool work is supervised.

KEY WORDS

project | problem statement | design brief | sketch | cutting list | cost estimate | prototype | evaluation

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

Inside this plan: the step-by-step lesson flow with what the teacher and learners do, the key content, practice questions with answers, a common mistake to watch for, an assessment rubric on the four CBC levels, support and extension ideas, homework and a reflection page.

LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	6	Greet the class and ask: "Key question: how are skills acquired in Pre-Technical Studies used to solve problems in the community?" 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 "From problem to product" (key ideas on the next page), explaining as you go. Use project folder or exercise book, drawing instruments, digital or print resources. 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: "Why keep a project folder?"	Say the key idea in their own words and answer the exit question in the exercise book.

KEY IDEAS

From problem to product

A project uses skills from this learning area (safety, drawing, materials, tools, entrepreneurship) to make an item that solves a real problem.

Stages: identify a problem, brainstorm solutions, research, select an item, sketch and plan, estimate cost, make, finish, price, present and evaluate.

Keep a project folder recording every stage with dates.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	What is the aim of the project?	**To make an item that solves a real problem.**
2	Name the first stage.	**Identify a problem.**
3	Name four other stages.	**For example sketch, cost, make and present.**
4	Why keep a project folder?	**To record every stage.**

WATCH OUT FOR

Learners rush to making. Planning comes first.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	Display the stages on a chart.
Learners ready for more	Write the project stages in your folder. (Answer: Answers will vary)
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 a project is" 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.

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Exploring the locality for problems

Strand 4.0 Tools and Production > Sub-strand 4.3 Project | Lesson 2 of 20 | 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) identify problems in the locality; b) record them

KEY INQUIRY QUESTION(S)

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

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Critical thinking and problem solving**	Learners choose a method, check their answers and give reasons for their choices.
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LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	6	Greet the class and ask: "What small problems do you notice at home or school?" 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 "Problem hunting" (key ideas on the next page), explaining as you go. Use project folder or exercise book, drawing instruments, digital or print resources. 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: "How many problems should be recorded?"	Say the key idea in their own words and answer the exit question in the exercise book.

KEY IDEAS

Problem hunting
Examples: shoes scattered at the door, no place to hang bags in class, books damaged in a box, no dustbin at the gate, chickens escaping, no stand for a water container, plants dying for lack of water.
Ask: who is affected? how often? what does it cost?
Record five problems in your folder.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Give two problems in a home.	**For example scattered shoes and no dustbin.**
2	Give two problems in school.	**For example no bag hooks and damaged books.**
3	Why ask who is affected?	**To judge how important the problem is.**
4	How many problems should be recorded?	**Five.**

WATCH OUT FOR

Problems too big for learners (no hospital). Keep them small and practical.