Week	Lesson	Strand	Sub-strand	Specific-Learning outcomes	Learning Experience	Key Inquiry Question(S)	Learning Resources	Assessment Methods	Reflection
1	**1**	Computer Programming	Computer programming concepts	By the end of the lesson, the learner should be able to: a) Explain the meaning of program and computer programming. b) Identify the programs represented by the icons in the pictures. c) Draw the icons that represent different programs d) Develop curiosity to learn more about computer programming.	In groups or in pairs, learners are guided to explain the meaning of program and computer programming. In groups or in pairs, learners are guided to identify the programs represented by the icons in the pictures. In groups or in pairs, learners are guided to draw the icons that represent different programs.	Who is a programmer? What is computer programming?	Curriculum Design; Pre-Technical Studies, Grade 8 Pictures Digital devices Computing devices	Oral questions Oral Report Observation	
	2	Computer Programming	Importance of computer programming	By the end of the lesson, the learner should be able to: a) Identify and explain the importance of computer programming. b) Read the messages and answer the questions that follow. c) Appreciate the importance of computer programming.	In groups or in pairs, learners are guided to identify and explain the importance of computer programming. In groups or in pairs, learners are guided to read the messages and answer the questions that follow.	What are the importance's of computer programming?	Curriculum Design; Pre-Technical Studies, Grade 8 Pictures Digital devices Computing devices	Oral questions Oral Report Observation	
	3	Computer Programming	Application areas of computer programs	By the end of the lesson, the learner should be able to: a) Discuss how computer programs are being used in the pictures. b) Search for information on application areas of computer programs. c) Investigate how they use computer programs in their daily life. d) Apply areas of computer programs.	In groups or in pairs, learners are guided to discuss how computer programs are being used in the pictures. In groups or in pairs, learners are guided to search for information on application areas of computer programs. In groups or in pairs, learners are guided to investigate how they use computer programs in their daily life.	How do you use computer programs in your daily life?	Curriculum Design; Pre-Technical Studies, Grade 8 Pictures Digital devices Computing devices	Oral questions Oral Report Observation	
	4	Computer Programming	Launching and interacting with computer	By the end of the lesson, the learner should be able to: a) Identify a game he or she would like to play.	In groups or in pairs, learners are guided to identify a game he or she would like to play. In groups or in pairs, learners are guided to list the steps they followed to open the game.	What game did you play?	Curriculum Design; Pre-Technical Studies, Grade 8 Pictures Digital devices	Oral questions Oral Report Observation	

			programs	b) List the steps they followed to open the game. c) Play the game and quit the game. d) Have fun and enjoy playing the game.	In groups or in pairs, learners are guided to play the game and quit the game.		Computing devices		
2	**1**	Computer Programming	Launching and interacting with computer programs	By the end of the lesson, the learner should be able to: a) Identify the parts of the paint program main window. b) Practice using the paint application to draw, paint and save a drawing. c) Draw and colour the national flag of Kenya. d) Enjoy using the paint program.	In groups or in pairs, learners are guided to identify the parts of the paint program main window. In groups or in pairs, learners are guided to practice using the paint application to draw, paint and save a drawing In groups or in pairs, learners are guided to draw and colour the national flag of Kenya.	What are the functions of each part of the **Paint** program main window?	Curriculum Design; Pre-Technical Studies, Grade 8 Pictures Digital devices Computing devices	Oral questions Oral Report Observation	
	2	Computer Programming	Visual programming concepts	By the end of the lesson, the learner should be able to: a) Explain the meaning of visual programming. b) Discuss any visual programming application they are familiar with. c) Recognize the types of visual programming application they found. d) Appreciate the types of visual programmes.	In groups or in pairs, learners are guided to explain the meaning of visual programming. In groups or in pairs, learners are guided to discuss any visual programming application they are familiar with. In groups or in pairs, learners are guided to recognize the types of visual programming application they found.	Why do we use visual programming applications?	Curriculum Design; Pre-Technical Studies, Grade 8 Pictures Digital devices Computing devices	Oral questions Oral Report Observation	
	3	Computer Programming	Launching a visual programming application	By the end of the lesson, the learner should be able to: a) Outline the steps to follow to launch Scratch. b) Identify the components of the Scratch window. c) Launch a visual programming application. d) Enjoy using the programme Scratch.	In groups or in pairs, learners are guided to outline the steps to follow to launch Scratch. In groups or in pairs, learners are guided to identify the components of the Scratch window. In groups or in pairs, learners are guided to launch a visual programming application.	How do you launch a visual programme application?	Curriculum Design; Pre-Technical Studies, Grade 8 Pictures Digital devices Computing devices	Oral questions Oral Report Observation	
	4	Computer Programming	Visual programming features	By the end of the lesson, the learner should be able to: a) Define the term Scratch. b) Identify the features of Scratch. c) Open the Scratch application in a digital device and compare its features with the ones in the screenshot. d) Appreciate the features of scratch.	In groups or in pairs, learners are guided to define the term Scratch. In groups or in pairs, learners are guided to identify the features of Scratch. In groups or in pairs, learners are guided to open the Scratch application in a digital device and compare its features with the ones in the screenshot	What is scratch?	Curriculum Design; Pre-Technical Studies, Grade 8 Pictures Digital devices Computing devices	Oral questions Oral Report Observation	

3	**1**	Computer Programming	Functions of the features of Scratch	By the end of the lesson, the learner should be able to: a) Identify the functions of the features of Scratch. b) Match each feature with its correct function. c) Watch a video on how to navigate Scratch. d) Appreciate the functions of a screenshot.	In groups or in pairs, learners are guided to identify the functions of the features of Scratch. In groups or in pairs, learners are guided to match each feature with its correct function. In groups or in pairs, learners are guided to watch a video on how to navigate Scratch.	What are the functions of scratch?	Curriculum Design; Pre-Technical Studies, Grade 8 Pictures Digital devices Computing devices	Oral questions Oral Report Observation	
	2	Computer Programming	Terminologies used in visual programming application	By the end of the lesson, the learner should be able to: a) Identify terminologies used in visual programming applications. b) Watch a video on creating instructions in Scratch and answer any questions. c) Name the command used to create the instructions. d) Appreciate the terminologies used in visual programming application.	In groups or in pairs, learners are guided to identify terminologies used in visual programming applications. In groups or in pairs, learners are guided to watch a video on creating instructions in Scratch and answer any questions. In groups or in pairs, learners are guided to name the command used to create the instructions.	What is syntax?	Curriculum Design; Pre-Technical Studies, Grade 8 Pictures Digital devices Computing devices	Oral questions Oral Report Observation	
	3	Computer Programming	Using Scratch to create a sequence of instructions	By the end of the lesson, the learner should be able to: a) Define the term backdrop and sensing. b) Create their own electric keyboard by placing code blocks. c) Use Scratch to create a sequence of instructions. d) Have fun and enjoy using scratch.	In groups or in pairs, learners are guided to define the term backdrop and sensing. In groups or in pairs, learners are guided to create their own electric keyboard by placing code blocks. In groups or in pairs, learners are guided to use Scratch to create a sequence of instructions.	What is backdrop?	Curriculum Design; Pre-Technical Studies, Grade 8 Pictures Digital devices Computing devices	Oral questions Oral Report Observation	
	4	Materials	Composite materials	By the end of the lesson, the learner should be able to: a) Define composite materials. b) Identify composite materials found in their locality. c) Draw the composite materials in learner's book 8 page 39 d) Appreciate the composite materials found in their locality.	In groups or in pairs, learners are guided to define composite materials. In groups or in pairs, learners are guided to identify composite materials found in their locality. In groups or in pairs, learners are guided to draw the composite materials in learner's book 8 page 39	What are composite materials?	KLB, Top Scholar; Pre-Technical Studies Learner's Book Grade 8 pg. 38-39 Pictures Computing devices	Oral questions Oral Report Observation	
4	**1**	Materials	Composition of	By the end of the lesson, the learner should be able to:	In groups or in pairs, learners are guided to describe the composition of common composite	Which composite are	KLB, Top Scholar; Pre-Technical Studies Learner's	Oral questions Oral Report Observation	

			composite materials	a) Describe the composition of common composite materials in the locality. b) Examine each of the composite materials, one at a time. c) Discuss the composition of any other composite materials. d) Appreciate the composition of composite materials.	materials in the locality. In groups or in pairs, learners are guided to examine each of the composite materials, one at a time. In groups or in pairs, learners are guided to discuss the composition of any other composite materials.	found in your locality?	Book Grade 8 pg. 40-41 Pictures Charts Realia Computing devices		
	2	Materials	Uses of composite materials	By the end of the lesson, the learner should be able to: a) Define the term prosthetics. b) Discuss the materials used to make the items in learner's book 8 page 41 c) Examine uses of composite materials. d) Appreciate the uses of composite materials.	In groups or in pairs, learners are guided to define the term prosthetics. In groups or in pairs, learners are guided to discuss the materials used to make the items in learner's book 8 page 41 In groups or in pairs, learners are guided to examine uses of composite materials.	What are the uses of composite materials?	KLB, Top Scholar; Pre-Technical Studies Learner's Book Grade 8 pg. 41-44 Pictures Charts Computing devices	Oral questions Oral Report Observation	
	3	Materials	Careers in use of composite materials	By the end of the lesson, the learner should be able to: a) Identify careers in use of composite materials. b) Examine the relationship between different careers and the composite materials. c) Relate different careers to the use of composite materials. d) Appreciate the careers in use of composite materials.	In groups or in pairs, learners are guided to identify careers in use of composite materials. In groups or in pairs, learners are guided to examine the relationship between different careers and the composite materials. In groups or in pairs, learners are guided to relate different careers to the use of composite materials.	Which careers are related to the use of composite materials?	KLB, Top Scholar; Pre-Technical Studies Learner's Book Grade 8 pg. 45-47 Pictures Charts Realia Computing devices	Oral questions Oral Report Observation	
	4	Materials	Importance of composite materials	By the end of the lesson, the learner should be able to: a) State the importance of composite materials. b) Discuss the importance of composite materials in their locality. c) Examine how the use of composite materials influences people's day-to-day lives. d) Acknowledge the importance of composite materials used in the locality.	In groups or in pairs, learners are guided to state the importance of composite materials. In groups or in pairs, learners are guided to discuss the importance of composite materials in their locality. In groups or in pairs, learners are guided to examine how the use of composite materials influences people's day-to-day lives.	What are the importance's of composite materials?	KLB, Top Scholar; Pre-Technical Studies Learner's Book Grade 8 pg. 47-49 Pictures Charts Realia Computing devices	Oral questions Oral Report Observation	
5	**1**	Materials	Ceramics; Common	By the end of the lesson, the learner should be able to:	In groups or in pairs, learners are guided to discuss the term 'ceramic materials'	What are ceramic	KLB, Top Scholar; Pre-Technical Studies Learner's	Oral questions Oral Report Observation	

			ceramic materials	a) Discuss the term ‘ceramic materials’ b) Describe the common types of ceramics found in their locality. c) Draw the ceramic materials in learner’s book 8 page 50 d) Appreciate the ceramic materials found in their locality.	In groups or in pairs, learners are guided to describe the common types of ceramics found in their locality. In groups or in pairs, learners are guided to draw the ceramic materials in learner’s book 8 page 50	materials?	Book Grade 8 pg. 49-51 Pictures Charts Realia Computing devices		
	2	Materials	Properties of ceramic materials	By the end of the lesson, the learner should be able to: a) Watch a video clip on ceramics. b) Examine the basic properties of ceramic materials in the locality. c) Appreciate the properties of ceramic materials.	In groups or in pairs, learners are guided to watch a video clip on ceramics. In groups or in pairs, learners are guided to examine the basic properties of ceramic materials in the locality.	What are the properties of ceramic materials?	KLB, Top Scholar; Pre-Technical Studies Learner’s Book Grade 8 pg. 51-54 Digital devices. Computing devices	Oral questions Oral Report Observation	
	3	Materials	Uses of ceramic materials	By the end of the lesson, the learner should be able to: a) Name household items made form ceramic materials. b) Discuss the materials used to make the items shown in learner’s book 8 page 54 c) Explore the use of ceramic materials. d) Appreciate the uses of ceramic materials.	In groups or in pairs, learners are guided to name household items made form ceramic materials. In groups or in pairs, learners are guided to discuss the materials used to make the items shown in learner’s book 8 page 54 In groups or in pairs, learners are guided to explore the use of ceramic materials.	What are the uses of ceramic materials?	KLB, Top Scholar; Pre-Technical Studies Learner’s Book Grade 8 pg. 54-57 Pictures Charts Realia Computing devices	Oral questions Oral Report Observation	

	4	Materials	Careers on use of ceramic materials	By the end of the lesson, the learner should be able to: a) Identify careers in use of ceramic materials. b) Examine the relationship between different careers and ceramic materials. c) Relate different careers to the use of ceramic materials. d) Appreciate the careers related to ceramic materials.	In groups or in pairs, learners are guided to identify careers in use of ceramic materials. In groups or in pairs, learners are guided to examine the relationship between different careers and ceramic materials. In groups or in pairs, learners are guided to relate different careers to the use of ceramic materials.	Which careers are related to the use of ceramic materials?	KLB, Top Scholar; Pre-Technical Studies Learner's Book Grade 8 pg. 57-58 Pictures Charts Realia Computing devices	Oral questions Oral Report Observation	
	1	Materials	Importance of ceramic materials	By the end of the lesson, the learner should be able to: a) State the importance of ceramic materials. b) Discuss the importance of ceramic materials in their locality. c) Examine how the use of ceramic materials influences people's day-to-day lives. d) Acknowledge the importance of ceramic materials used in the locality.	In groups or in pairs, learners are guided to state the importance of ceramic materials. In groups or in pairs, learners are guided to discuss the importance of ceramic materials in their locality. In groups or in pairs, learners are guided to examine how the use of ceramic materials influences people's day-to-day lives.	What are the importance's of composite materials?	KLB, Top Scholar; Pre-Technical Studies Learner's Book Grade 8 pg. 59-60 Pictures Charts Realia Computing devices	Oral questions Oral Report Observation	
	2	Materials	Project: Making items from ceramic or composite materials	By the end of the lesson, the learner should be able to: a) Identify a problem in their community	In groups or in pairs, learners are guided to identify a problem in their community which requires solutions using ceramic or composite materials.	Which problem in your community that requires using ceramic	KLB, Top Scholar; Pre-Technical Studies Learner's Book Grade 8	Oral questions Oral Report Observation	

				which requires solutions using ceramic or composite materials. b) Describe how the problem affects the community. c) Determine the skills needed to solve the problem in the community. d) Develop curiosity of making items from ceramic or composite materials.	In groups or in pairs, learners are guided to describe how the problem affects the community. In groups or in pairs, learners are guided to determine the skills needed to solve the problem in the community.	or composite materials?	pg. 60-61 Pictures Charts Realia Computing devices		
	3	Materials	To make the item	By the end of the lesson, the learner should be able to: a) Identify the requirements of making a simple items using ceramic of composite materials. b) Outline the process of making a simple item using ceramic or composite materials. c) Make an item using ceramic or composite materials. d) Have fun and enjoy making the item.	In groups or in pairs, learners are guided to identify the requirements of making a simple items using ceramic of composite materials. In groups or in pairs, learners are guided to outline the process of making a simple item using ceramic or composite materials. In groups or in pairs, learners are guided to make an item using ceramic or composite materials.	Which item have you made?	KLB, Top Scholar; Pre-Technical Studies Learner's Book Grade 8 pg. 62-64 Pictures Charts Realia Computing devices	Oral questions Oral Report Observation	
	4	Tools	Measuring and marking tools	By the end of the lesson, the learner should be able to: a) Explain the meaning of measuring and	In groups or in pairs, learners are guided to explain the meaning of measuring and marking tool. In groups or in pairs, learners are guided to name	What are measuring tools?	KLB, Top Scholar; Pre-Technical Studies Learner's Book Grade 8 pg. 66-69	Oral questions Oral Report Observation	

				marking tool. b) Name any measuring and marking tools used in the work environment. c) Categorise hand tools into: measuring tools, marking tools, cutting tools, driving tools, holding tools, cleaning tools and scooping tools. d) Advocate the use of measuring tools.	any measuring and marking tools used in the work environment. In groups or in pairs, learners are guided to categorise hand tools into: measuring tools, marking tools, cutting tools, driving tools, holding tools, cleaning tools and scooping tools.		Pictures Charts Realia Computing devices		
	1	Tools	Measuring tools	By the end of the lesson, the learner should be able to: a) Identify common measuring tools. b) State the functions of common measuring tools. c) Draw some of the measuring tools, for example, measuring cylinder, voltmeter. d) Appreciate the use of measuring tools.	In groups or in pairs, learners are guided to identify common measuring tools. In groups or in pairs, learners are guided to state the functions of common measuring tools. In groups or in pairs, learners are guided to draw some of the measuring tools, for example, measuring cylinder, voltmeter.	What are the functions of common measuring tools?	KLB, Top Scholar; Pre-Technical Studies Learner's Book Grade 8 pg. 69-71 Pictures Charts Computing devices	Oral questions Oral Report Observation	
	2	Tools	Marking tools	By the end of the lesson, the learner should be able to: a) Identify common marking tools. b) State the functions of common marking tools. c) Draw some of the marking tools, for example, scriber, dividers, trammel.	In groups or in pairs, learners are guided to identify common marking tools. In groups or in pairs, learners are guided to state the functions of common marking tools. In groups or in pairs, learners are guided to draw some of the marking tools,	What are the functions of common marking tools?	KLB, Top Scholar; Pre-Technical Studies Learner's Book Grade 8 pg. 71-74 Pictures Charts Realia Computing devices	Oral questions Oral Report Observation	

				d) Appreciate the use of marking tools.	for example, scriber, dividers, trammel.				
	3	Tools	Cutting tools; Identification of cutting tools	By the end of the lesson, the learner should be able to: a) Discuss the term cutting tools. b) Name common cutting tools. c) Draw the common cutting tools shown in learner's book 8 page 102. d) Advocate for the use of cutting tools.	In groups or in pairs, learners are guided to discuss the term cutting tools. In groups or in pairs, learners are guided to name common cutting tools. In groups or in pairs, learners are guided to draw the common cutting tools shown in learner's book 8 page 102.	What are cutting tools?	KLB, Top Scholar; Pre-Technical Studies Learner's Book Grade 8 pg. 101-105 Pictures Charts Computing devices	Oral questions Oral Report Observation	
	4	Tools	Uses of cutting tools.	By the end of the lesson, the learner should be able to: a) Describe the functions of common cutting tools. b) Examine how cutting tools are used in a work environment. c) Appreciate the uses of cutting tools.	In groups or in pairs, learners are guided to describe the functions of common cutting tools. In groups or in pairs, learners are guided to examine how cutting tools are used in a work environment.	What are some of the functions of cutting tools?	KLB, Top Scholar; Pre-Technical Studies Learner's Book Grade 8 pg. 105-107 Pictures Charts Computing devices	Oral questions Oral Report Observation	
				HALF TERM BREAK					
	1	Tools	Carrying out tasks using cutting tools	By the end of the lesson, the learner should be able to: a) Discuss the instructions on how to use the cutting tool safely. b) Demonstrate how to use the cutting tool. c) Cut a piece of wood	In group or in pairs, learners are guided to discuss the instructions on how to use the cutting tool safely. In group or in pairs, learners are guided to demonstrate how to use the cutting tool. In group or in pairs, learners are guided to cut a	How do you use a hand saw?	KLB, Top Scholar; Pre-Technical Studies Learner's Book Grade 8 pg. 107-109 Pictures Charts Realia Computing	Oral questions Oral Report Observation	

				using a hand saw. d) Appreciate the use of a hand saw.	piece of wood using a hand saw.		devices		
	2	Tools	Cutting a piece of metallic or plastic material using a hacksaw	By the end of the lesson, the learner should be able to: a) Identify the requirements needed to cut a piece of metallic or plastic material. b) Outline the procedure of cutting a piece of metallic or plastic material. c) Cut a piece of metallic or plastic material using a hacksaw. d) Appreciate the use of hacksaw.	In group or in pairs, learners are guided to identify the requirements needed to cut a piece of metallic or plastic material. In group or in pairs, learners are guided to outline the procedure of cutting a piece of metallic or plastic material. In group or in pairs, learners are guided to cut a piece of metallic or plastic material using a hacksaw.	How do you use a hacksaw?	KLB, Top Scholar; Pre-Technical Studies Learner's Book Grade 8 pg. 110-111 Pictures Charts Realia Computing devices	Oral questions Oral Report Observation	
	3	Tools	Cutting a sheet metal using snips	By the end of the lesson, the learner should be able to: a) Identify the requirements needed to cut a sheet metal using snips. b) Outline the procedure of cutting a sheet metal using snips. c) Cut a sheet metal using snips. d) Appreciate the use of snips.	In group or in pairs, learners are guided to identify the requirements needed to cut a sheet metal using snips. In group or in pairs, learners are guided to outline the procedure of cutting a sheet metal using snips. In group or in pairs, learners are guided to cut a sheet metal using snips.	How do you use snips?	KLB, Top Scholar; Pre-Technical Studies Learner's Book Grade 8 pg. 111-112 Pictures Charts Computing devices	Oral questions Oral Report Observation	
	4	Tools	Cutting a piece of timber using chisel	By the end of the lesson, the learner should be able to:	In group or in pairs, learners are guided to identify the requirements needed to cut a piece of timber using a chisel.	What is a chisel?	KLB, Top Scholar; Pre-Technical Studies	Oral questions Oral Report Observatio	

				a) Identify the requirements needed to cut a piece of timber using a chisel. b) Outline the procedure of cutting a piece of timber using a chisel. c) Cut a piece of timber using a chisel. d) Appreciate the use of chisel.	In group or in pairs, learners are guided to outline the procedure of cutting a piece of timber using a chisel. In group or in pairs, learners are guided to cut a piece of timber using a chisel.		Learner's Book Grade 8 pg. 112-114 Pictures Charts Realia Computing devices	n	
0	**1**	Tools	Cutting a brick using a chisel	By the end of the lesson, the learner should be able to: a) Identify the requirements needed to cut a brick using a chisel. b) Outline the procedure of cutting a brick using a chisel. c) Cut a brick using a chisel. d) Advocate the use of a chisel.	In group or in pairs, learners are guided to identify the requirements needed to cut a brick using a chisel. In group or in pairs, learners are guided to outline the procedure of cutting a brick using a chisel. In group or in pairs, learners are guided to cut a brick using a chisel.	How do you use a chisel?	KLB, Top Scholar; Pre-Technical Studies Learner's Book Grade 8 pg. 114-115 Pictures Charts Realia Computing devices	Oral questions Oral Report Observation	
	2	Tools	Cutting a stone using a chisel	By the end of the lesson, the learner should be able to: a) Identify the requirements needed to cut a stone using a chisel. b) Outline the procedure of cutting a stone using a chisel. c) Cut a stone using a chisel. d) Enjoy using a chisel.	In group or in pairs, learners are guided to identify the requirements needed to cut a stone using a chisel. In group or in pairs, learners are guided to outline the procedure of cutting a stone using a chisel. In group or in pairs, learners are guided to cut a stone using a chisel.	What have you learnt about a chisel?	KLB, Top Scholar; Pre-Technical Studies Learner's Book Grade 8 pg. 115-116 Pictures Charts Computing devices	Oral questions Oral Report Observation	

	3	Tools	Planning a piece of timber using a jack plane	By the end of the lesson, the learner should be able to: a) Identify the requirements needed to plan a piece of timber using a jack plane. b) Outline the procedure of planning a piece of timber using a jack plane. c) Plan a piece of timber using a jack plane. d) Appreciate the use of a jack plane.	In group or in pairs, learners are guided to identify the requirements needed to plan a piece of timber using a jack plane. In group or in pairs, learners are guided to outline the procedure of planning a piece of timber using a jack plane. In group or in pairs, learners are guided to plan a piece of timber using a jack plane.	How do you use a jack plane?	KLB, Top Scholar; Pre-Technical Studies Learner's Book Grade 8 pg. 117-118 Pictures Charts Realia Computing devices	Oral questions Oral Report Observation	
	4	Tools	Care for cutting tools	By the end of the lesson, the learner should be able to: a) Discuss the term 'caring for cutting tools' b) Demonstrate how to care for cutting tools. c) Practise how to care for any other cutting tools in the work environment. d) Advocate care for cutting tools.	In group or in pairs, learners are guided to discuss the term 'caring for cutting tools' In group or in pairs, learners are guided to demonstrate how to care for cutting tools. In group or in pairs, learners are guided to Practise how to care for any other cutting tools in the work environment.	How do you care for cutting tools?	KLB, Top Scholar; Pre-Technical Studies Learner's Book Grade 8 pg. 119-121 Pictures Charts Realia Computing devices	Oral questions Oral Report Observation	
1	**1**	Tools	Importance of cutting tools	By the end of the lesson, the learner should be able to: a) Explore the importance of cutting hand tools in the workplace. b) Discuss the importance of cutting tools in their	In group or in pairs, learners are guided to explore the importance of cutting hand tools in the workplace. In group or in pairs, learners are guided to discuss the importance of cutting tools in their	What are the importance's of cutting tools?	KLB, Top Scholar; Pre-Technical Studies Learner's Book Grade 8 pg. 121-122 Pictures Charts Realia	Oral questions Oral Report Observation	

				locality. c) Appreciate the importance of cutting tools in the workplace.	locality.		Computing devices		
	2	Tools	Project: Making a simple measuring, marking or cutting tools	By the end of the lesson, the learner should be able to: a) Identify a problem in their community which requires solutions using measuring, marking or cutting tools. b) Describe how the problem affects the community. c) Determine the skills needed to solve the problem in the community. d) Develop curiosity of making a simple measuring, marking or cutting tools.	In groups or in pairs, learners are guided to identify a problem in their community which requires solutions using measuring, marking or cutting tools. In groups or in pairs, learners are guided to describe how the problem affects the community. In groups or in pairs, learners are guided to determine the skills needed to solve the problem in the community.	Which problem in your community that requires using measuring, marking or cutting tools?	KLB, Top Scholar; Pre-Technical Studies Learner's Book Grade 8 pg. 122-123 Pictures Charts Realia Computing devices	Oral questions Oral Report Observation	
	3	Tools	To make the item	By the end of the lesson, the learner should be able to: a) Identify the requirements of making a simple measuring, marking or cutting tools. b) Outline the process of making a simple measuring, marking or cutting tools. c) Make a measuring, marking or cutting tool to solve the identified problem. d) Have fun and enjoy making the item.	In groups or in pairs, learners are guided to identify the requirements of making a simple measuring, marking or cutting tools. In groups or in pairs, learners are guided to outline the process of making a simple measuring, marking or cutting tools. In groups or in pairs, learners are guided to make a measuring, marking or cutting tool to solve the identified problem.	Which item have you made?	KLB, Top Scholar; Pre-Technical Studies Learner's Book Grade 8 pg. 124-126 Pictures Charts Realia Computing devices	Oral questions Oral Report Observation	

	4	Business and its environment	Location and size of a production unit	By the end of the lesson, the learner should be able to: a) Explain the meaning of production unit. b) Examine the factors that determine the size of a production unit. c) Appreciate the factors that determine the size of a production unit.	In groups or in pairs, learners are guided to explain the meaning of production unit. In groups or in pairs, learners are guided to examine the factors that determine the size of a production unit.	What is production unit?	Oxford; Business Studies Today Learner's Book Grade 8 pg. 84 Pictures Charts Realia Computing devices	Oral questions Oral Report Observation	
2	**1**	Business and its environment	Location and size of a production unit	By the end of the lesson, the learner should be able to: a) Identify the production unit in their local area or in their country. b) Explain the factors they considered to determine of the production units are big or small. c) Read the story in learner's book 8 page 84 d) Appreciate the factors that determine the size of a production unit.	In groups or in pairs, learners are guided to identify the production unit in their local area or in their country. In groups or in pairs, learners are guided to explain the factors they considered to determine of the production units are big or small. In groups or in pairs, learners are guided to read the story in learner's book 8 page 84	What are the factors that determine the size of a production unit?	Oxford; Business Studies Today Learner's Book Grade 8 pg. 84-85 Pictures Charts Realia Computing devices		
	2	Business and its environment	Factors to consider when locating a production unit	By the end of the lesson, the learner should be able to: a) Identify ways the government can influence the location of a	In groups or in pairs, learners are guided to identify ways the government can influence the location of a production unit. In groups or in pairs,	What are the ways the government can influence the location of a production unit?	Oxford; Business Studies Today Learner's Book Grade 8 pg. 86-87 Pictures		

				production unit. b) Read the conversation in learner's book 8 page 86 c) Examine the factors to consider when locating a production unit. d) Appreciate the factors to consider when locating a production unit.	learners are guided to read the conversation in learner's book 8 page 86 In groups or in pairs, learners are guided to examine the factors to consider when locating a production unit.		Charts Realia Computing devices		
	3	Business and its environment	Factors to consider when locating a production unit	By the end of the lesson, the learner should be able to: a) Give examples of businesses whose production units require good supply of water. b) Read the statements in learner's book 8 page 87 c) Advocate the importance of locating a production unit.	In groups or in pairs, learners are guided to give examples of businesses whose production units require good supply of water. In groups or in pairs, learners are guided to read the statements in learner's book 8 page 87	Which factors do you consider when locating a production unit?	Oxford; Business Studies Today Learner's Book Grade 8 pg. 87-88 Pictures Charts Realia Computing devices		
	4	Business and its environment	Assessing the suitability of locating a production unit in the community	By the end of the lesson, the learner should be able to: a) Identify the production units in their locality they would like to visit. b) Assess the suitability of locating a production unit in the community. c) Appreciate the importance of production unit.	In groups or in pairs, learners are guided to identify the production units in their locality they would like to visit. In groups or in pairs, learners are guided to assess the suitability of locating a production unit in the community.	What is the importance of production unit?	Oxford; Business Studies Today Learner's Book Grade 8 pg. 88-89 Pictures Charts Realia Computing devices		

3				**REVISION**					
4				**ASSESSMENT**					