



DOYEN PUBLISHERS

SCHEMES OF WORK TERM II 2025

GRADE 8 PRE-TECHNICAL STUDIES

W K	LS N	STRAND	SUB- STRAND	LESSON LEARNING OUTCOMES	LEARNING EXPERIENCES	KEY INQUIRY QUESTIONS	LEARNING RESOURCES	ASSESSMENT METHOD	REF L
1	1	Materials for Production.	Composite Materials.	By the end of the lesson the learner should be able to; a) Define the term Composite material. b) Identify composite materials in the locality. c) Search the internet for pictures of common composite materials. d) Collect some of the composite materials in the locality. e) Enjoy collecting the composite materials in the environment.	In groups, pairs, learners are guided to: explain the meaning of composite materials. study pictures and identify the materials used to make the composites. list some of the composite materials found in the locality. Walk around the school compound or in the neighborhood and collect items made of composite materials.	What are composite materials? Which items are made of composite materials in the locality?	Realia. Pictures. Top Scholar Pre-Technical Studies pg 38- 39. Digital devices.	Observation. Checklists. Oral questions Oral discussion. Written tests.	



2	Materials for Production.	Composite Materials.	By the end of the lesson the learner should be able to; <ul style="list-style-type: none"> a) List the common composite materials in the locality. b) Describe the composition of composite materials in the locality. c) Prepare charts showing the composition of the different composite materials. d) Acknowledge the constituent substances in composite materials. 	In groups, pairs, learners are guided to; distinguish between matrix and reinforcement in composite materials. list the common composite materials and identify their constituent substances. discuss the common composite materials and their constituents. prepare charts to show the common composite materials and their composition.	How can composite materials be identified?	Composite materials. Top Scholar Pre-Technical Studies pg 40 Charts.	Peer assessment. observation. checklists oral questions oral discussions.	
3	Materials for Production.	Composite Materials.	By the end of the lesson, the learner should be able to; <ul style="list-style-type: none"> a) State the unique characteristics of composite materials. b) Relate the composite materials to their uses in work environment. 	In groups, pairs, learners are guided to; outline the unique characteristics of composite materials. discuss the uses of some common composite materials in the locality. use digital devices to search and watch video clips on different uses of composite materials.	What are the uses of the common composite materials in the locality?	Top Scholar Pre-Technical Studies pg 41-44. Charts. Teacher's Notes Digital devices.	Assessment rubric. Oral questions observation. Written tests Peer assessment	



				c) Acknowledge the importance of composite materials used in the locality.	prepare posters showing the uses of the different composite materials.				
	4	Materials for Production.	Composite Materials.	By the end of the lesson, the learner should be able to; a) Identify the careers associated with composite materials in the locality. b) Describe the careers associated with composite materials in the locality. c) Prepare posters/flashcards showing the careers related to use of composite materials. d) Appreciate the different careers related to use of composite materials in the locality.	In groups, pairs, learners are guided to: study pictures and identify the careers related to use of composite materials. describe the different careers related to use of composite materials. search the internet for careers related to use of composite materials. prepare posters and flashcards showing the careers related to composite materials.	Which careers are related to the use of composite materials?	Top Scholar Pre-Technical Studies pg 45-47. Digital devices. Posters. Flashcards. Pictures.	Assessment rubric. Checklists. Written tests. oral questions Oral discussion.	
2	1	Materials for Production.	Composite Materials.	By the end of the lesson, the learner should be able to;	In groups, pairs, learners are guided to; study pictures in learner's book and explain the the	Why are composite materials?	Top Scholar Pre-Technical Studies pg 47-48	Assessment rubric. Written tests. oral questions	



				a) Identify the importance of composite materials used in the locality. b) Discuss the importance of composite materials. c) Acknowledge the importance of composite materials used in the locality .	importance of the items made from the composite materials shown in the pictures. brainstorm the importance of composite materials used in locality. discuss the importance of composite materials. search the internet for more information on the importance of composite materials.		Digital devices. Pictures.	oral discussions.	
	2	Materials for Production.	Ceramic Materials.	By the end of the lesson,the learner should be able to; a) Identify the common ceramic materials in the locality. b) Describe the common types of ceramic materials in the locality. c) Search the internet for information and pictures of ceramic materials. d) Appreciate the common ceramic materials in the locality.	In groups,pairs,learners are guided to; collect and display the ceramic materials. search for meaning of ceramic material from textbook or internet. identify items made of ceramic materials. describe the common ceramic materials in the locality.	What are ceramic materials? What items made from ceramic materials do you know?	Pictures. Top Scholar Pre-Technical Studies pg 49-51. Ceramic items. Digital devices.	Observation. Checklists. Oral questions Oral discussion . Written tests.	



3	Materials for Production.	Ceramic Materials.	<p>By the end of the lesson, the learner should be able to;</p> <ul style="list-style-type: none"> a) Identify the physical properties of ceramic materials in the locality. b) Discuss the physical properties of ceramic materials in the locality. c) Conduct simple experiments to investigate the physical properties of ceramic materials. d) Acknowledge the properties of ceramic materials. 	<p>In groups, pairs, learners are guided to;</p> <p>Carry out simple activities to determine the physical properties of ceramic materials and record their observation.</p> <p>identify the physical properties of ceramic materials from the activities.</p> <p>discuss the physical properties of ceramic materials.</p> <p>search internet for video clips on physical properties of ceramic materials.</p>	What are the physical properties of ceramic materials?	<p>Top Scholar Pre-Technical Studies pg 51-54.</p> <p>Ceramic materials.</p> <p>Video clips.</p> <p>Digital devices.</p>	<p>Practical Activities.</p> <p>Observation.</p> <p>Checklists.</p> <p>Oral questions.</p> <p>Written tests.</p>	
4	Materials for Production.	Ceramic Materials.	<p>By the end of the lesson, the learner should be able to;</p> <ul style="list-style-type: none"> a) State the uses of ceramic materials in the locality. b) Discuss the uses of ceramic 	<p>In groups, pairs, learners are guided to;</p> <p>list the items made from ceramic materials.</p> <p>discuss the uses of ceramic materials in the community.</p> <p>search the internet for more information and</p>	What items are made from ceramic materials?	<p>Pictures.</p> <p>Ceramic materials.</p> <p>Top Scholar Pre-Technical Studies pg 54-56.</p> <p>Digital devices.</p>	<p>Oral questions</p> <p>Oral discussion.</p> <p>Observation.</p> <p>Written tests.</p> <p>Assessment rubric.</p>	



				<p>materials in the locality.</p> <p>c) Search the internet for more information on uses of ceramic materials.</p> <p>d) Appreciate the uses of ceramic materials in the locality.</p>	video clips on the uses of ceramic materials.		Internet. Video clips.		
3	1	Materials for Production.	Ceramic Materials.	<p>By the end of the lesson, the learner should be able to;</p> <p>a) Identify the careers related to use of ceramic materials in the locality.</p> <p>b) Discuss the careers related to use of ceramic materials in the locality.</p> <p>c) Prepare posters showing the careers related to use of ceramic materials in the locality.</p> <p>d) Appreciate the careers related to ceramic materials.</p>	In groups, pairs, learners are guided to; brainstorm on the careers related to use of ceramic materials in the locality. discuss the careers related to use of ceramic materials in the locality. search the internet for more information on the careers related to use of ceramic materials.	What careers are related to use ceramic materials in the locality?	Top Scholar Pre-Technical Studies pg 57-58. Digital devices. Posters.	Oral questions Oral discussion. Written tests.	



2	Materials for Production.	Ceramic Materials.	<p>By the end of the lesson, the learner should be able to;</p> <ul style="list-style-type: none"> a) State the importance of ceramic materials used in the locality. b) Discuss the importance of ceramic materials in the locality. c) Search the importance for more information on importance of ceramic materials used in locality. d) Acknowledge the importance of ceramic materials used in the locality. 	<p>In groups, pairs, learners are guided to;</p> <p>study the information in learner's book.</p> <p>discuss the importance of ceramic materials used in the locality.</p> <p>present their findings in class .</p>	Why are ceramic materials important in the locality?	<p>Top Scholar Pre-Technical Studies pg 59-60.</p> <p>Digital devices.</p> <p>Internet.</p>	<p>Peer Assessment.</p> <p>Written tests.</p> <p>oral questions</p> <p>oral discussions.</p>	
3	Communication.	Business Communication.	<p>By the end of the lesson, the learner should be able to;</p> <ul style="list-style-type: none"> a) Define the terms: Communication, Business Communication and Communication Channel. 	<p>In groups, pairs, learners are guided to:</p> <p>explain the meaning of terms: communication, business communication and communication channel.</p> <p>search the internet or books for the forms of communication channel.</p>	<p>Why is business communication important?</p> <p>What types of communication channels do you know?</p>	<p>Business Studies pg 74-75.</p> <p>Internet.</p> <p>Digital devices.</p>	<p>Written tests.</p> <p>Assessment rubric.</p> <p>Oral questions.</p> <p>Oral discussion.</p> <p>Peer assessment.</p>	



				b) Identify the forms of communication in a work environment. c) Discuss oral/verbal communication channels in a work environment. d) Search the internet for advantages and disadvantages of oral communication in a work environment. e) Appreciate the use of oral communication channels in a work environment.	discuss the oral communication channels. state the advantages and disadvantages of oral communication channels.				
	4	Communication.	Business Communication.	By the end of the lesson, the learner should be able to; a) Identify written channels of communication used in a work environment. b) Discuss the advantages and disadvantages of	In groups, pairs, learners are guided to; define written communication channels. identify the written communication channels. discuss the advantages and disadvantages of written communication channels.	What are the channels of written communication in a work environment?	Business Studies pg 76-78. Samples of written communication channels. Digital devices. Internet.	Assessment rubric. Written tests. Oral questions. oral discussion. Peer Assessment.	



				<p>written communication channels in a work environment.</p> <p>c) Prepare one type of written communication to communicate with different audiences in a business.</p> <p>d) Appreciate the use of written communication in business.</p>	<p>search internet for more information on written communication channels.</p> <p>prepare one written communication channel to communicate and present in class.</p>				
4	1	Communication.	Business Communication.	<p>By the end of the lesson, the learner should be able to;</p> <p>a) Define the term audio-visual channels of communication.</p> <p>b) Identify the audio-visual forms of communication used in a business.</p> <p>c) Discuss the advantages and disadvantages of audio-visual forms of communication.</p>	<p>In groups, pairs, learners are guided to:</p> <p>brainstorm the meaning of audio-visual channels of communication.</p> <p>mention examples of audio-visual communication channels.</p> <p>search the internet for advantages and disadvantages of audio-visual communication channels.</p> <p>discuss the advantages and disadvantages of audio-visual communication channels.</p>	<p>What are audio-visual communication channels?</p> <p>What are the examples of audio-visual communication channels?</p>	<p>Business Studies pg 79-80.</p> <p>Digital devices.</p> <p>Internet.</p> <p>Audio-visual communication channels.</p>	<p>Assessment rubric.</p> <p>Written test.</p> <p>Oral questions.</p> <p>Oral discussion.</p>	



				<p>d) Search the internet for information on the audio-visual forms of communication.</p> <p>e) Appreciate the use of audio-visual forms of communication in a business.</p>					
	2	Communication.	Business Communication.	<p>By the end of the lesson, the learner should be able to;</p> <p>a) Identify factors considered when selecting channels of communication in a work environment.</p> <p>b) Discuss the factors considered when selecting channels of communication in a work environment.</p> <p>c) Search the internet for more information on the factors considered when selecting</p>	<p>In groups, pairs learners are guided to; brainstorm the factors considered when selecting channels of communication. discuss and present the factors considered when selecting channels of communication in a work environment.</p>	<p>What factors should one consider when selecting channels of communication in a work environment?</p>	<p>Business Studies pg 81-82. Digital devices. Internet. Teacher's Notes.</p>	<p>Assessment rubric. Checklists. Written test. Oral questions. Oral discussion.</p>	



				channels of communication. d) Acknowledge the factors considered when selecting channels of communication.					
	3	Communication.	Business Communication.	By the end of the lesson, the learner should be able to; a) State the ethical and unethical practices in business communication. b) Analyse the ethical and unethical practices in business communication. c) Acknowledge the ethical and unethical practices in business communication.	In groups, pairs, learners are guided to; search the internet for the ethical and unethical practices in business communication. read and analyse a case study on ethical and unethical practices in communication.	What are the ethical and unethical practices in business communication ?	Teacher's Notes. Internet. Digital devices. Business Studies learner's book.	Oral discussion. Oral questions. Written tests. Assessment rubric.	
	4	Tools and Production.	Cutting Tools.	By the end of the lesson, the learner should be able to; a) Define the term Cutting tool. b) Identify the common cutting tools used in a	In groups, pairs, learners are guided to; study the cutting tools displayed in class or pictures and name them describe the different cutting tools used in work environment.	What are cutting tool? What cutting tools do you know?	Charts. Cutting tools; knife, panga, axe, scissors, saw. Pictures. Top Scholar Pre-Technical	Oral questions. Oral discussion. written tests. Checklists. Assessment rubric.	



				<p>work environment.</p> <p>c) Describe the cutting tools used in a work environment.</p> <p>d) Draw the common cutting tools used in a work environment.</p> <p>e) Appreciate the different cutting tools used in the work environment.</p>	draw the different cutting tools and label them.		Studies pg 101-105.		
5	1	Tools and Production.	Cutting Tools.	<p>By the end of the lesson, the learner should be able to;</p> <p>a) Identify the uses of the different cutting tools used in work environment.</p> <p>b) Discuss the uses of the cutting tools used in work environment.</p> <p>c) Search the internet for audio-visual aids to observe the use of cutting tools in work environment.</p>	<p>In groups, pairs, learners are guided to;</p> <p>identify the uses of the cutting tools in work environment.</p> <p>discuss the uses of the cutting tools in work environment.</p> <p>search for video clips or audio -visual aids showing the uses of cutting tools.</p>	What are the uses of the cutting tools in user environment?	<p>Top Scholar Pre-Technical Studies pg 105-107 cutting tools.</p> <p>Audio-visual aids.</p> <p>Digital devices.</p>	<p>Assessment rubric.</p> <p>Written tests.</p> <p>oral questions.</p> <p>oral discussion.</p>	



				d) Appreciate the uses of the cutting tools in work environment.					
	2	Tools and Production.	Cutting Tools.	By the end of the lesson the learner should be able to; a) Select one cutting tool in a user environment. b) Outline instructions on how to use the selected cutting tool safely. c) Carry out a task using the selected cutting tool in a work environment. d) Enjoy carrying out the task using a cutting tool.	In groups,pairs,learners are guided to; select at least one cutting tool in a work environment outline instructions on how to use a cutting tool to perform a task. follow the instructions to perform a task using the selected cutting tool.	How do use a cutting tool to perform a task?	Top Scholar Pre-Technical Studies pg 107-118. Cutting tools.	Practical Activity. Checklists. Observation.	
	3	Tools and Production.	Cutting Tools.	By the end of the lesson,the learner should be able to; a) Identify ways of caring for cutting tools in the work environment. b) Discuss the ways of caring for cutting tools in	In groups,pairs, individually,learners are guided to; explain the term caring for cutting tools. discuss the different ways of caring for cutting tools in the work environment. practise caring for any of the cutting tools in the	How do you care for the cutting tools in a work environment?	Top Scholar Pre-Technical Studies pg 119-120. Cutting tools. Digital devices. video clips.	Assessment rubric. Checklist Practical Activity. Observation.	



				<p>the work environment.</p> <p>c) Practise how to care for any of the cutting tool in work environment.</p> <p>d) Acknowledge the need for caring the cutting tools in work environment.</p>	work environment and record.				
	4	Tools and Production.	Cutting Tools.	<p>By the end of the lesson,the learner should be able to:</p> <p>a) State the importance of cutting tools in the work environment.</p> <p>b) Discuss the importance of cutting tools in the work environment.</p> <p>c) Recognise the importance of cutting tools in the work environment.</p>	<p>In groups, pairs,learners are guided to; brainstorm on the importance of cutting tools in a work environment. discuss the importance of cutting tools in a work environment and present in class.</p>	What are the importance of cutting tools in a work environment?	Top Scholar Pre-Technical Studies pg 121-122.	<p>Assessment rubric.</p> <p>oral discussion.</p> <p>oral questions.</p> <p>Written tests.</p>	
6	1	Tools and Production.	Production Unit.	By the end of the lesson,the learner should be able to;	In groups,pairs,learners are guided to; use the internet or relevant textbook to search the	What is a production unit? What production	Oxford Business Studies pg 86-88. Internet.	<p>Written tests.</p> <p>oral questions.</p> <p>oral discussion.</p> <p>Assessment rubric.</p>	



				<p>Define the term Production unit as used in business.</p> <ol style="list-style-type: none"> Identify the factors to consider when locating a production unit. Discuss the factors to consider when locating a production unit. Prepare posters to show factors to consider when locating a production unit. Acknowledge the factors to consider when locating a production unit. 	<p>meaning of production unit.</p> <p>give examples of production units in the locality.</p> <p>identify the factors to consider when locating a production unit.</p> <p>discuss the factors to consider when locating a production unit.</p>	<p>units do you know in your locality?</p>	<p>Digital devices.</p> <p>Posters.</p>		
	2	Tools and Production.	Production Unit.	<p>By the end of the lesson, the learner should be able to;</p> <ol style="list-style-type: none"> Identify the factors that determine the size of a production unit. Discuss the factors that determine the size of a production unit. 	<p>In groups, pairs, learners are guided to;</p> <p>read the story in learner's book and identify the factors to determine the size of a production unit.</p> <p>discuss the factors that determine the size of a production unit and present in class.</p> <p>visit the local community to assess the factors that influenced the location of</p>	<p>What factors show one consider to determine the size of a production unit?</p>	<p>Oxford Business Studies pg 84-85.</p> <p>Digital devices.</p>	<p>Assessment rubric.</p> <p>Written tests.</p> <p>Oral questions.</p> <p>Oral discussion.</p>	



				c) Search the internet for factors that determine the size of a production unit. d) Recognise factors that determine the size of a production unit.	a particular production unit(salon,posho mill, Cyber,barber shop)				
	3	Tools and Production.	Production Unit & Cutting Tools. Assessment.	By the end of the lesson,the learner should be able to; a) Conduct a survey in the surrounding area and locate a production unit in a suitable area. b) Write a report on their findings. c) Enjoy their visit in the surrounding area as they locate a production unit.	In groups or in pairs,learners are guided to: walk around the local community and survey the area in which one can locate a production unit. learners to write a report on why the located area is suitable to locate a production unit. present their findings in class for assessment and feedback.	How can you tell an area is suitable to locate a production unit?	Surrounding Environment. Digital devices.	Projects. Written reports. Assessment rubric. Checklists.	
	4	Entrepreneurship	Bookkeeping.	By the end of the lesson, the learner should be able to: a) Define the term Bookkeeping.	In pairs, groups.learners are guided to: brainstorm and present the meaning of bookkeeping. use digital devices connected to internet to	What are the basic terms used in bookkeeping? What is bookkeeping?	Digital devices Teacher's notes. Internet.	Oral questions. Written tests. Checklists. Assessment rubrics.	



				b) Search the internet for information on the basic terms used in bookkeeping. c) Acknowledge the basic terms used in bookkeeping.	search for the basic terms used in bookkeeping. record their findings in note books. discuss their findings and present in class.				
7	1	Entrepreneurship.	Bookkeeping.	By the end of the lesson, the learner should be able to: a) State the importance of bookkeeping in entrepreneurship. b) Search the internet for information on the importance of bookkeeping in entrepreneurship. c) Appreciate the need for bookkeeping in entrepreneurship.	In groups, pairs, learners are guided to: brainstorm and present their views on the importance of bookkeeping in entrepreneurship. use digital devices connected to internet to search for information on the importance of bookkeeping in entrepreneurship. record their findings in note books. discuss the importance of bookkeeping in entrepreneurship and present in class.	Why is bookkeeping important to a business?	Digital devices. Internet. Teacher's notes. Online notes.	Assessment rubrics. Written tests. Oral questions.	
	2	Entrepreneurship.	Bookkeeping.	By the end of the lesson, the learner should be able to: a) Identify the types of business	In groups, pairs, learners are guided to: use digital devices or print media to search for the meaning of business transaction and types of	What is the difference between cash and credit transactions?	MTP Business Grade 7 pg 113-115. Digital devices.	Written tests. Assessment rubrics. Oral questions. Checklists.	



				<p>transactions used in bookkeeping.</p> <p>b) Classify business transactions in bookkeeping.</p> <p>c) Appreciate the types of business transactions in bookkeeping.</p>	<p>business transactions in bookkeeping.</p> <p>read and analyse case studies of cash and credit transactions and classify them.</p> <p>discuss the advantages and disadvantages of cash and credit transactions.</p>		<p>Teacher's notes.</p> <p>Internet.</p> <p>Pictures</p>		
	3	Entrepreneurship.	Bookkeeping.	<p>By the end of the lesson, the learner should be able to:</p> <p>a) Define the terms Liabilities, Capital and Assets.</p> <p>b) Identify the formula for calculating liabilities in bookkeeping.</p> <p>c) Calculate liabilities using the formula.</p> <p>d) Enjoy calculating liabilities applying the formula.</p>	<p>In pairs, groups or individually, learners are guided:</p> <p>search the meaning of capital, liabilities and assets as used in bookkeeping from the internet.</p> <p>give examples of liabilities and assets.</p> <p>search the internet and identify the formula for calculating liabilities.</p> <p>work out questions on finding liabilities using the identified formula and share their answers with peers.</p>	<p>What is the meaning of liabilities, assets and capital as used in bookkeeping?</p> <p>How do you calculate liabilities?</p>	<p>Digital devices</p> <p>Teacher's notes.</p>	<p>Written tests.</p> <p>Peer assessment.</p> <p>Oral questions.</p> <p>Checklists.</p> <p>Assessment rubrics.</p>	
	4	Entrepreneurship.	Bookkeeping.	<p>By the end of the lesson, the learner should be able to:</p> <p>a) Identify the formula for calculating assets</p>	<p>In pairs, groups, learners are guided to:</p> <p>search the internet for the formula for calculating capital and assets in bookkeeping.</p>	<p>How do you calculate assets and capital in bookkeeping?</p>	<p>Oral questions.</p> <p>Written tests</p> <p>Checklists.</p> <p>Peer assessment.</p>		



				<p>and capital in bookkeeping.</p> <p>b) Calculate assets and capital using the identified formula.</p> <p>c) Enjoy calculating capital and assets using the identified formula.</p>	<p>apply the identified formulas to find the capital and assets in given questions.</p> <p>share their answers with peers for assessment.</p>				
8	MID-TERM								
9	1	Entrepreneurship.	Bookkeeping.	<p>By the end of the lesson, the learner should be able to:</p> <p>a) Identify the formula for calculating loss and profit of a product.</p> <p>b) Calculate the profit and loss of a product using the formula.</p> <p>c) Acknowledge the formula for determining profit and loss of products in entrepreneurship.</p>	<p>In pairs, groups, learners are guided to:</p> <p>search the internet for the formula for calculating loss and profit of a product.</p> <p>apply the identified formulas to calculate the loss and profit of products.</p> <p>share their answers with peers.</p>	How do you determine the loss or profit of a product?	Digital devices Teacher's notes. MTP Business Studies Grade 8 pg 128-130.	Assessment rubrics. Checklists. Written tests.	
	2	Entrepreneurship.	Bookkeeping.	<p>By the end of the lesson, the learner should be able to:</p> <p>a) Identify the components of a</p>	<p>In groups, pairs, learners are guided to:</p> <p>study samples of Statement of financial</p>	How are statement of financial position prepared?	Digital devices. Teacher's notes. Charts.	Assessment rubrics. Checklists. Observation schedule.	



				<p>statement of financial position (Balance Sheet) as used in bookkeeping.</p> <p>b) Discuss the components of the Balance Sheet as used in bookkeeping.</p> <p>c) Search the internet or print text for the statement of financial position.</p> <p>d) Acknowledge the components of the balance sheet.</p>	<p>position and identify its components.</p> <p>search the internet for information on the components of the Statement of financial statement and how to prepare it.</p> <p>discuss the components of the statement of financial statement.</p>		Samples of Statement of financial position.	Oral questions.	
	3	Entrepreneurship.	Bookkeeping.	<p>By the end of the lesson, the learner should be able to:</p> <p>a) Identify the components of cash flow and income statement as used in bookkeeping.</p> <p>b) Search the internet for information on the components and how to prepare cash</p>	<p>in groups, pairs, learners are guided to:</p> <p>search the internet for information on components and how to prepare cash flow and income statement in business.</p> <p>discuss the components of the cash flow and income statement.</p> <p>practice preparing the cash flow and income statement.</p>	How do you prepare cash flow and income statement in business?	Digital devices. Charts. Samples of cash flow and income statement. Teacher's notes.	Assessment rubrics. Written tests. Oral questions	



				<p>flow and income statement in bookkeeping.</p> <p>c) Appreciate the the importance of cash flow and income statement in bookkeeping.</p>					
	4	Entrepreneurship.	Bookkeeping.	<p>By the end of the lesson, the learner should be able to:</p> <p>a) Outline the steps for preparing a statement of financial position.</p> <p>b) Prepare a simple statement of financial position.</p> <p>c) Enjoy preparing statement of financial position.</p>	<p>In groups,pairs,or individually,learners are guided to; observe the teacher keenly as he/she demonstrates how to prepare a statement of financial position. draw and present a simple balance sheet in books or using digital devices.</p>	How do you prepare a balance sheet?	<p>Samples of balance sheet</p> <p>Teacher's notes</p> <p>Digital devices.</p>	<p>Checklists.</p> <p>Observation schedule.</p> <p>Assessment rubrics.</p>	
10	1	Entrepreneurship.	Bookkeeping.	<p>By the end of the lesson, the learner should be able to:</p> <p>a) Prepare simple income statement and cash flow for a business.</p> <p>b) Enjoy preparing cash flow and</p>	<p>In groups,pairs or individually,learners are guided to: observe the teacher as he/she demonstrates how to draw an income statement and cash flow for a business. draw and present income statement and cash flow for a business.</p>	How do you prepare a simple cash flow and income statement for a business?	<p>Charts.</p> <p>Samples of cash flow and income statement.</p> <p>Teacher's notes.</p> <p>Digital devices.</p>	<p>Checklists.</p> <p>Observation schedule.</p> <p>Assessment rubrics.</p>	



				income statement.					
	2	Entrepreneurship.	Income and Budgeting .	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> a) Define the terms: Income and Source of income as used in entrepreneurship b) Identify the sources of income for an individual in the society. c) Prepare flashcards showing the sources of income for an individual in the society. d) Acknowledge the different sources of income for individuals in the society. 	In groups,pairs,learners are guided to: brainstorm and present the meaning of income and source of income. study pictures in learner's book and identify the sources of income for individuals. discuss the sources of income for individuals in the community. share experiences on the sources of income for different individuals in the society. prepare flashcards showing sources of income of individuals and present in class.	What are the sources of income of different individuals in the community? What is an income?	Teacher's notes. MTP Business Studies pg 9-11. Oxford Business Studies pg 13-15. Pictures.	Assessment rubrics. Oral questions. Written tests. Checklists.	
	3	Entrepreneurship.	Income and Budgeting .	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> a) Define the term ethical and unethical practices in 	in groups,pairs,learners are guided to: search the internet for the meaning of ethical and unethical practices in generating income.	What are the ethical and unethical practices in generating income in the society?	Oxford Business Studies Today pg 21-25. MTP Business Studies pg 15-16.	Oral questions. Written tests. Assessment rubrics. Checklists.	



				<p>generating income in entrepreneurship.</p> <p>b) Identify the ethical and unethical practices in generating income in entrepreneurship.</p> <p>c) Prepare posters showing the ethical and unethical practices in generating income.</p> <p>d) Acknowledge the ethical and unethical practices in generating income.</p>	<p>read stories in learner's book and then identify the ethical and unethical practices in generating income.</p> <p>discuss the ethical and unethical practices in generating income.</p> <p>prepare posters showing the ethical and unethical practices in generating income.</p>		<p>Posters</p> <p>Digital devices.</p> <p>Teacher's notes.</p>		
	4	Entrepreneurship.	Income and Budgeting .	<p>By the end of the lesson, the learner should be able to:</p> <p>a) Define the terms: Budget and Budgeting as used in entrepreneurship.</p> <p>b) State the importance of budgeting in our day to day life.</p>	<p>In groups,pairs,learners are guided to:</p> <p>search the meaning of budget and budgeting from the dictionary or internet or textbook and present in class.</p> <p>search the internet or textbook for the information on importance of budgeting to an individual.</p>	<p>What is a budget?</p> <p>What is the importance of budgeting to individuals?</p>	<p>Oxford Business Studies Today pg 28-29.</p> <p>MTP Business Studies pg 17-19.</p> <p>Samples of individual budgets.</p> <p>dictionary.</p> <p>digital devices.</p> <p>teacher's notes.</p>	<p>Written tests.</p> <p>Oral questions.</p> <p>Checklists.</p> <p>Assessment rubrics.</p>	



				<p>c) Search the internet for information on the importance of budgeting in our day to day life.</p> <p>d) Acknowledge the need for budgeting in our daily lives.</p>	<p>discuss and present the importance of budgeting to an individual.</p> <p>prepare a PowerPoint presentation on the importance of budgeting.</p>					
11	1	Entrepreneurship.	Income and Budgeting .	<p>By the end of the lesson, the learner should be able to:</p> <p>a) List ways of spending money wisely in day to day life.</p> <p>b) Discuss ways of spending money wisely in day to day life.</p> <p>c) Role play various ways of spending money wisely in day to day life.</p> <p>d) Develop the desire to spend money wisely in day to day life.</p>	<p>In groups, pairs, learners are guided to:</p> <p>brainstorm and present the meaning of spending, spending wisely and impulsive buying.</p> <p>mention the different ways of spending money wisely in day to day life.</p> <p>discuss the different ways of spending money wisely in day to day life.</p> <p>collaborate in role playing the various ways of spending money wisely in our day to day life and present in class.</p>	How can we ensure we spend our money wisely in our day to day life?	<p>Oxford Business Studies Today pg 29-31.</p> <p>MTP Business Studies pg 19-20.</p> <p>Digital devices.</p> <p>Teacher's notes.</p>	<p>Role plays.</p> <p>Observation.</p> <p>Checklists.</p> <p>Oral questions.</p> <p>Written tests.</p> <p>Assessment rubrics.</p>		
	2	Entrepreneurship.	Income and Budgeting .	<p>By the end of the lesson, the learner should be able to:</p> <p>a) Outline the steps to follow in</p>	<p>In groups, pairs, learners are guided to:</p> <p>observe samples of personal simple budgets</p>	How do you prepare a simple personal budget for	<p>Samples of personal simple budget.</p> <p>Oxford Business</p>	<p>Assessment rubrics.</p> <p>Checklists.</p> <p>Oral questions.</p>		



				<p>preparing a simple budget for personal finance management.</p> <p>b) Prepare a simple budget for personal finance management.</p> <p>c) Enjoy preparing simple budgets for personal finance management.</p>	<p>for personal finance management.</p> <p>outline the steps followed in preparing simple budgets for personal finance management.</p> <p>prepare simple personal budget for financial management.</p> <p>calculate the total income and expenditure from the budget.</p>	<p>financial management?</p> <p>why is it important to prepare a personal budget?</p>	<p>Studies Today pg 32-33.</p> <p>MTP Business Studies pg 21-22.</p> <p>Teacher's notes.</p> <p>Digital devices.</p>		
	3	Entrepreneurship.	Income and Budgeting .	<p>By the end of the lesson, the learner should be able to:</p> <p>a) Identify the ethical practices in budgeting and spending money in the community.</p> <p>b) Search the internet or print media for the ethical practices in budgeting and spending money in the community.</p> <p>c) Acknowledge the ethical practices in budgeting and spending.</p>	<p>In groups, pairs, learners are guided to:</p> <p>brainstorm and present the meaning of ethical practices in budgeting and spending of money.</p> <p>search the internet or textbook for ethical practices in budgeting and spending.</p> <p>discuss the ethical practices in budgeting and spending.</p> <p>use digital devices to prepare posters showing the ethical practices in budgeting and spending.</p>	<p>What are some ways to avoid wasteful spending?</p>	<p>MTP Business Studies pg 23.</p> <p>Oxford Business Studies pg 34..</p> <p>Digital devices.</p> <p>Teacher's notes.</p>	<p>Assessment rubrics.</p> <p>Oral questions.</p> <p>Written tests.</p> <p>Checklists.</p>	



	4	Entrepreneurship.	Income Budgeting .	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> a) Identify the unethical practices in budgeting and spending money in the community. b) Discuss the unethical practices in budgeting and spending money in community. c) Acknowledge the unethical practices in budgeting and spending money in the community. 	In groups, pairs, learners are guided to: brainstorm and present the meaning of unethical practices in budgeting and spending money. search the internet or textbook for the unethical practices in budgeting and spending money in the community. discuss the unethical practices in budgeting and spending money in the community. prepare posters showing the unethical practices in budgeting and spending money using digital devices.	What are some examples of unethical practices related to budgeting and spending money in the community?	Oxford Business Studies Today pg 35. MTP Business Studies pg 24. Teacher's notes. Digital devices. Posters.	Assessment rubrics. Oral questions. Written tests. Checklists.	
12	REVISION								
13	ASSESSMENT/END OF TERM EXAM								