



DOYEN PUBLISHERS

SCHEMES OF WORK TERM II 2025

GRADE 9 PRE-TECHNICAL STUDIES

W K	LS N	STRAND	SUB- STRAND	LESSON LEARNING OUTCOME	LEARNING EXPERIENCES	KEY INQUIRY QUESTION	LEARNING RESOURCES	ASSESSMEN T	REF L
1	1	Tools and Production.	Holding Tools	By the end of the lesson, the learner should be able to: a) Identify holding tools used in day to day life. b) Draw the identified hold tools in exercise books and charts. c) Enjoy drawing the different holding tools.	In groups or pairs, learners are guided to: brainstorm and present the meaning of holding tools. study pictures of different holding tools and identify them by names. mention where the tools are used. draw and name the different holding tools on exercise books and charts.	Which holding tools do you know?	Oxford Pre-Technical Studies pg 92-94. Pictures. Digital devices. Lesson notes. Holding tools.	Oral questions. Drawing. Written tests. Checklists.	
	2	Tools and Production	Holding Tools.	By the end of the lesson, the learner should be able to: a) Identify the uses of the different holding tools. b) Use digital or print	In groups or pairs, learners are guided to: brainstorm on the uses of the different holding tools. study pictures of different holding	What are the uses of the different holding tools?	Lesson notes. Digital resources. Pictures. Oxford Pre-Technical Studies pg 94-97. Charts. Holding tools.	Assessment rubrics. Oral questions. Oral discussion. Written tests. Checklists.	



				resources to find for information on uses of the different holding tools. c) Appreciate the uses of the different holding tools.	tools and identify the uses of the different Holding tools. use digital or print resources to search for the uses of different holding tools. discuss the uses of the different Holding tools and summarize the points in exercise books.				
	3	Tools and Production.	Holding Tools.	By the end of the lesson, the learner should be able to: a) Outline the guidelines on how to safely use different holding tools. b) Use digital devices to find out information on safe use of holding tools. c) Embrace safe use of holding tools while performing tasks.	In groups or pairs, learners are guided to: use digital or print resources to search for information and clips on safe use of the different holding tools. outline and discuss the guidelines on how to safely use the different holding tools. write short notes on safe use of holding tools and present in class.	How do we handle the holding tools safely?	Oxford Pre-Technical Studies pg 97-98. Digital resources. Lesson notes. Video clips.	Assessment rubrics. Checklists. Oral questions. Oral discussion. Written tests.	



	4	Tools and Production.	Holding Tools.	By the end of the lesson, the learner should be able to: a) Recall the steps involved in using holding tools for tasks. b) Use holding tools to perform given tasks. c) Observe safety while performing given tasks using holding tools.	In groups, learners are guided to; prepare holding tools and materials for performing tasks. read through the steps for carrying out various tasks. collaborate in using various holding tools to perform various tasks.	Which safety measures should we observe when using holding tools in performing tasks?	Oxford Pre-Technical Studies pg 99-101. Pliers. Tongs. Resource person. Carpentry Shop. Wires, workbench. Bunsen burner, Tongs, Testtubes.	Practical Activities. Checklists. Portfolios. Observation. Assessment rubrics.	
2	1	Tools and Production.	Holding Tools.	By the end of the lesson, the learner should be able to: a) Outline care practices for holding tools. b) Demonstrate care for holding tools used in day to day life. c) Embrace care practices for holding tools.	In groups or pairs, learners are guided to; explain the meaning of caring for holding tools. brainstorm and present on care practices for holding tools. identify and discuss the care practices for holding tools. clean and safely store holding tools.	Why should holding tools be stored in a clean and dry place? Why is it important to care for holding tools?	Oxford Pre-Technical Studies pg 102-103. Holding Tools. A clean piece of cloth, dust cover, oil or grease. Lesson notes. Video clips. Digital resources.	Assessment rubrics. Checklists. Practical Activities. Written tests.	



	2	Tools and Production.	Holding Tools.	By the end of the lesson, the learner should be able to: a) State the importance of the holding tools. b) Use print or digital resources to find out the importance of holding tools in our day to day life. c) Appreciate the importance of holding tools in day to day life.	In groups, learners are guided to; brainstorm and present on the importance of holding tools. use print or digital resources to find out the importance of holding tools. discuss the importance of the holding tools and write down their points. present their discussion in class.	What is the importance of holding tools in our daily life?	Oxford Pre-Technical Studies pg 103. Digital devices. Lesson notes.	Oral discussion. Written tests. Checklists. Peer Assessment. Oral presentation.	
	3	Tools and Production.	Holding Tools. Assessment.	By the end of the lesson, the learner should be able to: a) Attempt assessment questions on the sub-strand; Holding tools.	In pairs and individually, learners are guided to; answer assessment questions on the sub-strand.		Assessment books. Oxford Pre-Technical Studies Bk 9 pg 104-105.	Written questions. Checklists. Assessment rubrics.	
	4	Tools and Production.	Driving Tools.	By the end of the lesson, the learner should be able to:	In groups or pairs, learners are guided to;	What are Driving tools?	Oxford Pre-Technical Studies pg 106-108. Pictures. Digital devices.	Drawing. Checklists. Assessment rubrics.	



				a) Identify driving tools used in day to day life. b) Draw and colour the different driving tools used to perform different tasks. c) Appreciate the different driving tools used in performing tasks.	brainstorm and present the meaning of driving tools. study pictures or realia and identify by name the different driving tools used in performing tasks. collaborate in drawing and colouring the different driving tools used in performing tasks. display charts showing the different driving tools.	Which driving tools do you know?	Video clips. Drawing books, pencils, colours and charts.	Oral questions. Written tests.	
3	1	Tools and Production.	Driving Tools	By the end of the lesson, the learner should be able to: a) Identify the uses of the driving tools for different tasks. b) Use digital or print resources to search for uses of the different driving tools.	In groups, learners are guided to; study pictures showing driving tools being used and identify the uses of each driving tool. select driving tools to perform different tasks. use digital or print resources to find out the uses of the different driving	What are the uses of the different driving tools?	Oxford Pre-Technical Studies pg 108-110. Digital resources. Video clips. Lesson notes Pictures. Charts.	Assessment rubrics. Checklists. Written tests. Observation. Oral discussion.	



				c) Acknowledge the uses of the different driving tools.	tools and write them down. discuss the uses of driving tools for different tasks. present their discussion in class.				
	2	Tools and Production.	Driving Tools.	By the end of the lesson, the learner should be able to: a) Outline the safe ways of using different driving tools in performing tasks. b) Use print or digital devices to search for videos on safe use of driving tools. c) Embrace safe use of holding tools for different tasks.	In groups, learners are guided to; brainstorm on how to use driving tools safely. use print or digital devices to search and watch clips on safe use of driving tools. discuss safe ways of using driving tools and note them down. role play safe use of holding tools for different tasks in class.	How can we use driving tools safely?	Oxford Pre-Technical Studies pg 111-112. Digital devices. Video clips. Lesson notes.	Assessment rubrics. Oral discussion. Role play. Checklists. Written tests.	
	3	Tools and Production.	Driving Tools.	By the end of the lesson, the learner should be able to: a) Identify tasks to be	In groups, learners are guided to; prepare the requirements for performing given	What safety measures should you observe when using	Oxford Pre-Technical Studies pg 112-113. Hammers, Nails, mallets, pieces of wood.	Portfolios. Checklists. Class project. Assessment rubrics.	



				<p>performed using driving tools.</p> <p>b) Use hammer and mallets to perform given tasks.</p> <p>c) Observe safety when performing the tasks.</p>	<p>tasks using hammers and mallets.</p> <p>collaborate in using driving tools (hammers and mallets) to perform the given tasks.</p>	<p>hammers and mallets?</p>	<p>Workbench.</p> <p>Working area.</p>	<p>Observation.</p>	
	4	Tools and Production.	Driving Tools.	<p>By the end of the lesson, the learner should be able to:</p> <p>a) Identify simple tasks to be performed using driving tools.</p> <p>b) Use driving tools to perform given tasks.</p> <p>c) Embrace using appropriate driving tools in performing given tasks.</p>	<p>In groups, learners are guided and led through the tasks to perform using screw driver and spanners.</p> <p>prepare all the necessary requirements for the tasks.</p> <p>collaborate in using driving tools (spanners and screw drivers) to perform different types of tasks.</p>	<p>What safety measures did you observe when using screwdrivers and spanners?</p>	<p>Spanners and screwdrivers.</p> <p>Oxford Pre-Technical pg 114-115.</p> <p>Wood screws.</p> <p>Pieces of wood.</p> <p>Working benches.</p> <p>Bolts and their matching nuts.</p> <p>Pieces of metal to be joined.</p> <p>Pliers.</p>	<p>Practical Activities.</p> <p>Observation.</p> <p>Checklists.</p> <p>Oral discussion.</p> <p>Class Project.</p>	
4	1	Tools and Production.	Driving Tools.	<p>By the end of the lesson, the learner should be able to;</p> <p>a) Identify ways of caring for</p>	<p>In groups, learners are guided to;</p> <p>brainstorm and present on the ways of caring for</p>	<p>Why is it not advisable to clean metallic tools using water?</p>	<p>Oxford Pre-Technical Studies pg 116-117.</p> <p>Digital devices.</p> <p>Video clips.</p> <p>Lesson notes.</p>	<p>Written tests.</p> <p>Oral questions.</p> <p>Illustrations.</p> <p>Checklists.</p>	



				<p>the driving tools.</p> <p>b) Demonstrate how to care for the different driving tools used in day to day life.</p> <p>c) Embrace ways of cleaning and storing different driving tools.</p>	<p>the different driving tools.</p> <p>use digital or print media to find out on ways for caring the driving tools.</p> <p>discuss how different driving tools should be stored and cleaned.</p> <p>illustrate ways of caring for the different driving tools after performing given tasks.</p>	<p>What is the importance of cleaning and storing driving tools in a safe place?</p>	Checklists.	Assessment rubrics.	
	2	Tools and Production.	Driving Tools.	<p>By the end of the lesson, the learner should be able to:</p> <p>a) State the importance of driving tools in day to day life.</p> <p>b) Use print or digital resources to find out the importance of driving tools in our daily life.</p> <p>c) Acknowledge the importance of the driving</p>	<p>In groups, learners are guided to; brainstorm and present on the importance of driving tools in our day to day life.</p> <p>use digital and print resources to find out the importance of driving tools in our daily life.</p> <p>discuss their findings on the importance of driving tools in our daily life and write down their points in books.</p>	<p>What is the importance of driving tools in day to day life?</p>	<p>Oxford Pre-Technical Studies pg 118.</p> <p>Lesson notes.</p> <p>Digital resources.</p>	<p>Checklists.</p> <p>Assessment rubrics.</p> <p>Oral discussion.</p> <p>Oral questions.</p> <p>Written tests</p>	



				tools in our daily life.	present their findings in class.				
	3	Tools and Production.	Driving Tools: Assessment.	By the end of the lesson, the learner should be able to: a) Attempt assessment questions on the sub-strand: Driving tools.	In pairs or individually, learners are guided to; read through the assessment questions and answer the questions on the sub-strand: Driving tools.		Assessment Books. Oxford Pre-Technical Studies pg 118-120. Digital resources.	Checklists. Assessment rubrics. Written questions.	
	4	Tools and Production.	Project.	By the end of the lesson, the learner should be able to: a) Identify problems faced by the local community. b) Visit the school locality to explore and establish problems faced by the local community. c) Show interest in exploring the locality to establish problems faced by the	In groups, learners are guided to; identify and discuss some of the methods to use in identifying problems in the locality. as a class learners are guided to explore the locality to identify the problems affecting the community. use the identified methods (observation, conduct interviews or consulting people in the community) to identify and note down the problems	Which methods can you use to identify the problems affecting your community?	Oxford Pre-Technical Studies pg 121. Digital devices. Local community.	Excursion. Observation. Checklists. Portfolios.	



				local community.	affecting the community.				
5	1	Tools and Production.	Project.	By the end of the lesson,the learner should be able to: a) Identify a problem in the locality that can be solved using the skills acquired in Pre- Technical Studies. b) Select and Discuss the the problem that can be solved using the skills acquired in Pre- Technical Studies. c) Embrace teamwork in identifying most suitable problem to solve using the skills acquired in Pre- Technical Studies.	In groups,learners are guided to; discuss the problems identified during their visit in the locality. collaborate in identifying the one problem that they can solve using the skills acquired in Pre-Technical Studies. brainstorm and discuss the possible solutions to the identified problem. present their identified and selected problem and solutions to the problem in class.	Which of the problems can be solved using the skills acquired in Pre-Technical Studies ?	Oxford Pre-Technical Studies pg 121-122. List of the various problems identified in previous lesson. Digital resources.	Oral discussion. Oral presentation. Checklists. Peer Assessment.	



2	Tools and Production.	Project	<p>By the end of the lesson, the learner should be able to:</p> <ol style="list-style-type: none"> Identify an item that can be used to solve the identified problem. Use print or digital media to search for information on possible items to solve the identified problem. Be creative in finding out the suitable item to solve the identified problem. 	<p>In groups, learners are guided to:</p> <p>discuss the problem in detail and think about an item that they can make using skills acquired in Pre-Technical Studies.</p> <p>discuss the possible items that can be made to solve the identified problem.</p> <p>use digital or print resources to search for information on possible items to solve the identified problem.</p> <p>write a final report on their agreed item to make.</p>	Which item can be used to solve the identified problem?	<p>Oxford Pre-Technical Studies pg 122.</p> <p>Digital resources.</p> <p>Identified problem.</p>	<p>Oral discussion.</p> <p>Checklists.</p> <p>Project Portfolios.</p> <p>Peer Assessment.</p>	
3	Tools and Production.	Project	<p>By the end of the lesson, the learner should be able to:</p> <ol style="list-style-type: none"> Select an item that can be made to solve the problem identified. Sketch the item to be made using 	<p>In groups, learners are guided to;</p> <p>select and identify the most suitable item to solve the problem identified.</p> <p>use drawing materials and apply skills acquired in Pre-Technical to sketch the item to</p>	How are skills acquired in Pre-Technical Studies used to solve problems in the community?	<p>Drawing materials.</p> <p>Identified item.</p> <p>Drawing papers.</p> <p>Digital resources.</p>	<p>Drawing.</p> <p>Checklists.</p> <p>Peer Assessment.</p> <p>Project Portfolios.</p> <p>Assessment rubrics.</p>	



				the skills acquired to solve the identified problem. c) Utilize the skills acquired in Pre-Technical Studies to solve problems.	solve the problem identified. discuss the sketch with peers and improve on it. display their sketches in class for assessment and feedback.				
	4	Tools and Production.	Project.	By the end of the lesson, the learner should be able to: a) Identify the locally available materials to use in making the item. b) Use digital devices or print resources to search for suitable and locally available materials to make the item. c) Embrace teamwork in	In groups, learners are guided; brainstorm on the locally available materials to use in making the item to solve the identified problem. use digital or print resources to find out the locally available materials to use in making the item. identify and discuss the locally available materials to make their items. Write down their identified materials in their project portfolios.	Which locally available materials are suitable for making the identified item?	Oxford Pre-Technical Studies pg 122. Digital resources.	Project Portfolios. Checklists. Assessment rubrics. Oral discussion.	



				finding the most appropriate and locally available materials to make the item.					
6	1	Tools and Production.	Project	By the end of the lesson, the learner should be able to: a) List the materials you require to make the item against the estimated cost. b) Estimate the cost of materials for making the project item. c) Embrace use of locally available materials in making the project item.	In groups, learners are guided to; list all the materials they require to make project item against the estimated cost. collaborate in estimating the cost of materials for making the project item and document the cost of the materials on a table. brainstorm on ways to raise funds to buy the materials. keep the cost estimates in the project portfolio for reference.	What is the estimate cost of the materials required to make the project item?	Oxford Pre-Technical Studies pg 123. Digital resources. Resource person.	Project Portfolios. Checklists. Oral discussion.	
	2	Tools and Production.	Project.	By the end of the lesson, the learner should be able to: a) Identify the required	In groups, learners are guided to; collaborate in finding and	Where can you find the materials required for the project?	Oxford Pre-Technical Studies pg 123. Environment. Boxes. Carrier bags.	Checklists. Assessment rubrics. Project portfolios.	



				<p>materials and tools to make the project item</p> <p>b) Find and collect the materials and tools to make the project item.</p> <p>c) Embrace use of locally available materials to make the project item.</p>	<p>collecting the materials.</p> <p>take photographys of the collected materials and keep it in the project portfolio.</p>		Digital resources.		
	3	Tools and Production.	Project	<p>By the end of the lesson,the learner should be able to:</p> <p>a) Outline a plan for the project.</p> <p>b) Discuss the safety precautions to observe when implementin g the project.</p> <p>c) Adhere to the project deadline.</p>	<p>In groups,learners are guided to: come up with a plan for the project.Give the dates when they intend to finish each of the phase of the project. keep the plan in the project portfolio. discuss the safety precautions to observe when implementing the project. write the safety rules neatly and keep a copy in the project portfolio.</p>	Why is planning important in project work?	<p>Oxford Pre-Technical Studies pg 124.</p> <p>Project portfolio.</p> <p>Digital resources.</p>	<p>Checklists.</p> <p>Project Portfolios.</p> <p>Oral discussion.</p>	



	4	Tools and Production.	Project	By the end of the lesson, the learner should be able to: a) Outline the procedure making their project item. b) Write down their procedure for making the project item in their project portfolio. c) Acknowledge the importance of procedure in making items.	In groups, learners are guided to; brainstorm the procedure or steps to follow in making their project item. discuss the procedure to follow in making their desired project item. write down their procedure in their project portfolios.	Why is it important to write procedure for making an item?	Oxford Pre-Technical Studies pg 124. Digital resources. Resource person.	Project portfolios. Oral discussion. Checklists.	
7	1-4	Tools and Production.	Project.	By the end of the lesson, the learner should be able to: a) Make their identified item to solve the problem identified using locally available materials. b) Embrace teamwork as they make	In groups, learners are guided to: assemble their materials for making the identified item. use locally available materials and tools to make the identified item.	Which skills acquired in Pre-Technical Studies will you apply in making a functional item to solve the identified problem?	Working area. Working tools & materials; nails, hammer, plastic jerrycans, hacksaw. Digital resources.	Class project. Portfolio. Checklists. Observation. Assessment rubrics.	



				the identified item.					
8	MID-TERM								
9	1	Tools and Production.	Project	By the end of the lesson, the learner should be able to; <ul style="list-style-type: none"> a) Display the finished product to other groups. b) Embrace the feedback from their peers. 	In groups, learners are guided to: <ul style="list-style-type: none"> display their finished product in class /to other groups. peers to give comments on the product/item. collaborate in using the comments to improve the item. 	Why are other's comments important to a project item?	Project Item. Open/Display area. Digital resources.	Peer Assessment. Checklists. Project portfolio. Assessment rubric. Observation.	
	2	Tools and Production.	Project.	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> a) Identify the expenses incurred in making the item. b) Estimate the cost to determine the price for the item made. c) Embrace teamwork as they determine the price of the item made. 	In groups, learners are guided to; <ul style="list-style-type: none"> list the expenses incurred in making the item. calculate the sum total of all the expenses incurred in making the item. calculate the total cost of producing the item then add a markup percentage to determine the selling price. 	How do you determine the selling price of your item?	calculators. Oxford Pre-Technical Studies pg 125.	Project portfolio. Checklists. Oral presentation. Assessment rubric.	



3	Tools and Production	Project.	By the end of the lesson, the learner should be able to: a) Present the finished item to the community. b) Educate the community on how to use the item to solve the identified problem. c) Embrace teamwork as they educate the community on how to use the made item.	In groups, learners are guided to; present their finished item to the community for feedback. educate the community on how to use the made item. illustrate how to use the made item to solve the identified problem. come up with ways of marketing their items.	Why is it important to educate the community on how to use the item?	Project item.	Oral presentation. Observation. Illustration.	
4	Tools and Production.	Project.	By the end of the lesson, the learner should be able to: a) Write a report on the concluded project. b) Acknowledge the need of report writing after a concluded project.	In groups, learners are guided to; write a report on the concluded project. present their report to the teacher in charge project work.	Why is report writing necessary after completion of a project?	Project Item. Digital resources.	Report. Assessment rubrics. Project portfolio.	



10	1	Entrepreneurship.	Financial Services.	By the end of the lesson, the learner should be able to: a) Identify financial institutions available in Kenya. b) Use digital or print resources to search for information on financial institutions available in Kenya. c) Acknowledge the financial institutions available in Kenya.	In groups, learners are guided to; brainstorm on the meaning of financial institution. mention the financial institutions available in their locality and in Kenya. use digital resources to search for the types of financial institutions found in Kenya and take notes. discuss their findings with peers and present in class.	What are financial institutions? Which financial institutions are available in Kenya?	Oxford Pre-Technical Studies pg 128-129. Flashcards. Lesson notes. Digital resources.	Oral questions. Checklists. Oral discussion. Written tests. Assessment rubric.	
	2	Entrepreneurship.	Financial Services.	By the end of the lesson, the learner should be able to: a) Identify the types of financial institutions in Kenya. b) Classify financial institutions in Kenya.	In groups, learners are guided to; brainstorm and present examples of the types of financial institutions in Kenya. Use digital devices to find out the examples of the types of financial	Which examples of each type of financial institution do you know about?	Oxford Pre-Technical Studies PG 129-130. Flashcards. Digital resources. Lesson notes.	Checklists. Oral questions. Oral discussion. Assessment rubrics. Written tests.	



				c) Appreciate the different financial institutions in Kenya.	institutions in Kenya. classify the financial institutions into banks, insurance companies, sacco and microfinance institutions. present their findings in class				
	3	Entrepreneurship.	Financial Services.	By the end of the lesson, the learner should be able to; a) Identify the services offered by Banks and Insurance companies. b) Use digital or print resources to find out the services offered by Banks and Insurance Companies. c) Appreciate the services offered by Banks and Insurance Companies.	In groups, learners are guided to; brainstorm and present on the services offered by banks and insurance companies. use digital or print resources to find out the services offered by banks and insurance companies. identify and discuss the services offered by banks and insurance companies. prepare charts and posters showing the services offered by banks and insurance companies.	Which services are offered by banks and insurance companies?	Oxford Pre-Technical Studies pg 131-132. Lesson notes. Digital resources. Charts and posters.	Checklists. Assessment rubrics. Oral questions. Oral discussion. Written tests.	



	4	Entrepreneurship.	Financial Services.	By the end of the lesson, the learner should be able to: a) Identify the services offered by SACCOS and Microfinance Institutions. b) Use digital or print resources to find out the services offered by SACCOS and Microfinance Institutions. c) Acknowledge the services offered by SACCOS and Microfinance Institutions.	In groups, learners are guided to; brainstorm and present on the services offered by SACCOS and Microfinance Institutions. use digital or print resources to search for information on services offered by Saccos and Microfinance Institutions. identify and discuss the services offered by SACCOS and Microfinance Institutions. prepare posters showing services offered by SACCOS and Microfinance Institutions.	Which services are offered by SACCOS and Microfinance Institutions?	Oxford Pre-Technical Studies pg 132. Digital resources. Lesson notes. Posters	Checklists. Written tests. Oral questions. Oral discussion. Assessment rubrics.	
11	1	Entrepreneurship	Financial Services.	By the end of the lesson, the learner should be able to: a) Outline the utilisation of financial services for entrepreneurial	In groups, learners are guided to: read and analyse a case study on utilisation of financial services for entrepreneurial development.	How do entrepreneurs utilise financial services for entrepreneurial development?	Resource person. Oxford Pre-Technical Studies pg 133-134. Digital resources. Case studies.	Oral discussion. Assessment rubrics. Checklists.	



				<p>al development.</p> <p>b) Analyse case study on utilisation of financial services for entrepreneurial development.</p> <p>c) Acknowledge the utilization of financial services in entrepreneurial development.</p>	engage a resource person in a discussion on the utilisation of financial services for entrepreneurial development.				
	2	Entrepreneurship.	Financial Services.	<p>By the end of the lesson, the learner should be able to:</p> <p>a) Attempt assessment questions on the sub-strand: Financial Services.</p>	<p>In pairs or individually, learners are guided to; read through the assessment questions on the sub-strand. Answer the questions on the sub-strand.</p>		<p>Assessment books. Oxford Pre-Technical Studies pg 135. Digital resources.</p>	<p>Written questions. Checklists. Assessment rubrics.</p>	
	3	Entrepreneurship.	Government and Business.	<p>By the end of the lesson, the learner should be able to:</p> <p>a) Explain the reasons for government involvement in business.</p>	<p>In groups, learners are guided to: brainstorm and present on the reasons why government is involved in business.</p>	<p>Why is it important for the government to get involved in business?</p>	<p>Oxford Pre-Technical Studies pg 136-137. Lesson notes. Digital resources. Posters and Flashcards.</p>	<p>Assessment rubrics. Checklists. Written tests. Oral questions. Oral discussion.</p>	



				<p>b) Use digital or print resources to find out reasons for government involvement in business.</p> <p>c) Acknowledge government's reasons for involvement in business.</p>	<p>use digital or print resources search for information on reasons why the government is involved in business. identify and discuss the reasons for government involvement in business in Kenya.</p>				
	4	Entrepreneurship.	Government and Business	<p>By the end of the lesson, the learner should be able to:</p> <p>a) Identify the ways of government involvement in business.</p> <p>b) Use print or digital media to search for information on ways of Government involvement in business.</p> <p>c) Acknowledge the ways of government involvement in business.</p>	<p>In groups, learners are guided to; brainstorm and present on the ways in which government is involved in business. use digital or print resources to search for information on ways of Government involvement in business. identify and describe the ways of government involvement in business. prepare flashcards and posters on</p>	Which ways is the government involved in business?	<p>Oxford Pre-Technical Studies pg 138-139.</p> <p>Lesson notes.</p> <p>Digital resources.</p> <p>Flashcards.</p>	<p>Checklists.</p> <p>Oral questions.</p> <p>Oral discussion.</p> <p>Written tests.</p> <p>Assessment rubrics.</p>	



					ways of government involvement in business.				
12	1	Entrepreneurship	Government and Business	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> a) State the meaning of tax. b) Use digital or print resources to find out the importance of paying taxes in Kenya. c) Acknowledge the importance of paying taxes in Kenya. 	In group, learners are guided to; brainstorm on the meaning of tax. mention importance of paying taxes in Kenya. use digital resources or textbook to search for information on the importance of paying taxes in Kenya. discuss the importance of paying taxes in Kenya and present in class.	Why is it important to pay taxes?	Oxford Pre-Technical Studies pg 139-140. Lesson notes. Resource person. Digital resources. Posters. Flashcards.	Checklists. Oral questions. Oral discussion. Written tests. Assessment rubrics.	
	2	Entrepreneurship	Government and Business	By the end of the lesson, the learner should be able to; <ul style="list-style-type: none"> a) Identify the types of taxes in Kenya. b) Use digital or print resources to find out on the types of 	In groups, learners are guided to; identify the types of taxes in Kenya. use digital, print or resource person to search for information on the types of taxes in Kenya.	Which types of taxes are found in Kenya?	Oxford Pre-Technical Studies pg 141-143. Digital resources. Lesson notes. Flashcards. Posters. Resource person.	Checklists. Assessment rubrics. Oral questions. Written tests. Oral discussion.	



				<p>taxes in Kenya.</p> <p>c) Acknowledge the different types of taxes in Kenya.</p>	<p>discuss the types of taxes in Kenya and present in class.</p> <p>Prepare flashcards and posters on the types of taxes in Kenya.</p>				
	3	Entrepreneurship.	Government and Business	<p>By the end of the lesson, the learner should be able to;</p> <p>a) State the meaning of e-Government.</p> <p>b) Use digital or print resources to find out the e-Government services in business.</p> <p>c) Appreciate the e-Government services provided to businesses.</p>	<p>In groups, learners are guided to:</p> <p>explain the meaning of e-Government in business.</p> <p>identify the platform that provides E-Government services in Kenya.</p> <p>use digital devices to navigate the e-citizen platform and practice navigating the platform.</p> <p>identify and discuss the e-government services provided to businesses in Kenya.</p> <p>prepare posters and flashcards showing e-Government services.</p>	<p>Which e-Government services do business people in your locality use?</p>	<p>Oxford Pre-Technical Studies pg 143-145.</p> <p>Digital resources.</p> <p>Lesson notes.</p> <p>Flashcards and Posters.</p>	<p>Checklists.</p> <p>Assessment rubrics.</p> <p>Written questions.</p> <p>Oral questions.</p> <p>Oral discussion.</p>	



	4	Entrepreneurship.	Government and Business.	<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 complying with government regulations in business. b) Use digital or print resources to find the need to comply with Government regulations in business. c) Acknowledge the need to comply with Government regulations in business. 	<p>In groups, learners are guided to; brainstorm and present on the importance of complying with government regulations in business. use digital or print resources to find out the importance of complying with Government regulations in business. discuss the importance of complying with Government regulations in business.</p>	<p>Why is it important to comply with government regulations in business?</p>	<p>Oxford Pre-Technical Studies pg 145-146. Digital resources. Lesson notes.</p>	<p>Written tests. Checklists. Oral discussion. Oral questions.</p>	
13	END OF TERM 2 ASSESSMENT								
14	END OF TERM 2 BREAK.								