**2023 GRADE 7 PRE- TECHNICAL STUDIES SCHEMES OF WORK TERM 1**

**TEACHER’S NAME………………………………………………..……….TSC NO……………………………………….TERM……………………………**

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| **W**  **k** | **Ls**  **n** | **Strand** | **Sub-strand** | **Specific-Learning outcomes** | **Learning Experience** | **Key Inquiry Question(S)** | **Learning**  **Resources** | * ***Assessment Methods*** | **Reflection** |
| **1** | **1** | ***SAFETY*** | Personal safety; Potential hazards to personal safety | By the end of the lesson, the learner should be able to:   1. Explain the meaning of safety and hazard. 2. Draw pictures of things or items that can cause harm, discomfort or sickness to people in their day-to-day life. 3. Appreciate the importance of observing safety. | In groups, learners are guided to explain the meaning of safety and hazard  In pairs, learners are guided to draw pictures of things or items that can cause harm, discomfort or sickness to people in their day-to-day life | What is personal safety? | Charts  Pictures  Digital devices  Computing devices  ***KLB; Top Scholar: Pre-Technical Studies Learner’s Book Grade 7 pg. 1-3*** | * ***Oral questions Oral Report Observation*** |  |
|  | **2** |  | Safety for self and others | By the end of the lesson, the learner should be able to:   1. List hazards that one faces when working in the kitchen. 2. Discuss the solutions of different types of hazards. 3. Have a desire to observe safety. | Learners to list hazards that one faces when working in the kitchen  In groups, learners are guided to discuss the solutions of different types of hazards. | How do I ensure my friends and I are safe as we work? | Charts  Pictures  Digital devices  Computing devices  ***KLB; Top Scholar: Pre-Technical Studies Learner’s Book Grade 7 pg. 3-5*** | * ***Oral questions Oral Report Observation*** |  |
|  | **3** |  | Safety for self and others | By the end of the lesson, the learner should be able to:   1. Define the term safety gear. 2. Discuss the items that people wear to protect themselves and others when performing tasks. 3. Draw the pictures of people wearing different safety gear. 4. Recognize the importance of observing safety. | In groups, learners are guided to define the term safety gear  In groups, learners to discuss the items that people wear to protect themselves and others when performing tasks.  In pairs, or individually, learners to draw the pictures of people wearing different safety gear. | What is safety gear? | Charts  Pictures  Digital devices  Computing devices  **KLB; Top Scholar: Pre-Technical Studies Learner’s Book Grade 7 pg. 5-6** | * ***Oral questions Oral Report Observation*** |  |
|  | **4** |  | Safe handling of tools and equipment | By the end of the lesson, the learner should be able to:   1. Discuss the actions people avoid doing to protect themselves and others when performing a task. 2. Explain four forms of expected safe behavior common to both a farmer and a nurse. 3. Practice how to correctly wear different safety gear as they work on assigned activities. 4. Demonstrate safety for self and others. | In groups, learners are guided to discuss the actions people avoid doing to protect themselves and others when performing a task  Learners are guided to explain four forms of expected safe behavior common to both a farmer and a nurse.  in groups, learners to practice how to correctly wear different safety gear as they work on assigned activities. | Which actions do people avoid doing to protect themselves and others when performing a task? | Charts  Pictures  Digital devices  Computing devices  ***KLB; Top Scholar: Pre-Technical Studies Learner’s Book Grade 7 pg. 5-6*** | * ***Oral questions Oral Report Observation*** |  |
|  | **5** |  | Safety rules and regulations at work | By the end of the lesson, the learner should be able to:   1. Identify ways of handling tools and equipment safely while performing tasks in the locality. 2. practice how to handle tools and equipment safely when performing a task. 3. Appreciate the importance of safe handling of tools and equipment. | Learners are guided to identify ways of handling tools and equipments safely while performing tasks in the locality  Learners are guided to practise how to handle tools and equipments safely when performing a task | What is the safe way to handle tools when doing a task? | Charts  Pictures  Digital devices  Computing devices  ***KLB; Top Scholar: Pre-Technical Studies Learner’s Book Grade 7 pg. 7-11*** | * ***Oral questions Oral Report Observation*** |  |
| **2** | **1** |  | Safety rules and regulations at work | By the end of the lesson, the learner should be able to:   1. Discuss the meaning of safety rules and precautions. 2. Determine safety rules and regulations for a given task. 3. Appreciate the importance of observing safety rules and regulations at work. | In groups, learners are guided to discuss the meaning of safety rules and precautions  Learners to determine safety rules and regulations for a given task | How do you observe safety when performing a certain task? | Charts  Pictures  Digital devices  Computing devices  ***KLB; Top Scholar: Pre-Technical Studies Learner’s Book Grade 7 pg. 11-14*** | * ***Oral questions Oral Report Observation*** |  |
|  | **2** |  | Safety rules and regulations at work | By the end of the lesson, the learner should be able to:   1. List safety rules and regulations to follow when in the hospital. 2. Describe the danger of working on a task they do not understand well. 3. Discuss the importance to know the hazards of a task before doing it. 4. Appreciate the importance of observing safety rules and regulations at work. | Learners are guided to list safety rules and regulations to follow when in the hospital.  In pairs, learners to describe the danger of working on a task they do not understand well.  In groups, learners to discuss the importance to know the hazards of a task before doing it. | Why is it important to know the hazard of a task before doing it? | Charts  Pictures  Digital devices  Computing devices  ***KLB; Top Scholar: Pre-Technical Studies Learner’s Book Grade 7 pg. 14-15*** | * ***Oral questions Oral Report Observation*** |  |
|  | **3** |  | Career related to personal safety | By the end of the lesson, the learner should be able to:   1. Define career. 2. Discuss the safety items sold in their locality. 3. Draw the safety items that can be made in their locality. 4. Discuss the services related to personal safety in their locality 5. Appreciate the careers related to personal safety | Learners to define the term career.  In groups, learners are guided to discuss the safety items sold in their locality.  In groups, learners to discuss the services related to personal safety in their locality.  In pairs or individually, learners are guided to draw the safety items that can be made in their locality. | What is a career? | Charts  Pictures  Digital devices  Computing devices  ***KLB; Top Scholar: Pre-Technical Studies Learner’s Book Grade 7 pg. 15-17*** | * ***Oral questions Oral Report Observation*** |  |
|  | **4** |  | Career related to personal safety | By the end of the lesson, the learner should be able to:   1. Identify how people learn safety. 2. Name careers of people in their community. 3. Discuss careers related to personal safety. 4. Appreciate the careers related to personal safety. | In groups, learners are guided to identify how people learn safety.  In pairs, learners are guided to name careers of people in their community.  In groups, learners to discuss careers related to personal safety | Which careers are related to personal safety? | Charts  Pictures  Digital devices  Computing devices  ***KLB; Top Scholar: Pre-Technical Studies Learner’s Book Grade 7 pg. 15-17*** | * ***Oral questions Oral Report Observation*** |  |
|  | **5** |  | Role of safety in day-to-day life | By the end of the lesson, the learner should be able to:   1. Explain the role of safety in day-to-day life. 2. Discuss the importance of personal safety. 3. Discuss the importance of feeling safe. 4. Appreciate the importance of personal safety. | In pairs, learners to explain the role of safety in day-to-day life.  In groups, learners are guided to discuss the importance of personal safety  In groups, learners to discuss the importance of feeling safe. | What is the role of safety om day-to-day life? | Charts  Pictures  Digital devices  Computing devices  ***KLB; Top Scholar: Pre-Technical Studies Learner’s Book Grade 7 pg. 17-19*** | * ***Oral questions Oral Report Observation*** |  |
| **3** | **1** |  | Revision | By the end of the lesson, the learner should be able to:  Attempt all questions related to the sub-topic; Personal safety | In groups, pairs or individually learners are guided to attempt all questions related to the sub-topic; Personal safety |  | Assessment books  Digital devices  ***KLB; Top Scholar: Pre-Technical Studies Learner’s Book Grade 7 pg. 19*** | * ***Oral questions Oral Report Observation*** |  |
|  | **2** |  | Types of injuries | By the end of the lesson, the learner should be able to:   1. Define the term injury. 2. Discuss the common types of injuries. 3. Draw a picture of a man with fractured leg in plaster. 4. Appreciate the importance of a health worker. | Learners to define the term injury.  In groups, learners are guided to discuss the common types of injuries.  Learners are guided to draw a picture of a man with fractured leg in plaster | What is a an injury? | Charts  Pictures  Digital devices  Computing devices  ***KLB; Top Scholar: Pre-Technical Studies Learner’s Book Grade 7 pg. 19-20*** | * ***Oral questions Oral Report Observation*** |  |
|  | **3** |  | Causes of injury | By the end of the lesson, the learner should be able to:   1. Outline the types of injuries one if likely to suffer when carrying out an activity. 2. Identify the type of injury shown in each of the picture in learner’s book. 3. Draw the pictures in learner’s book. 4. Have a desire to observe safety. | In groups, learners are guided to outline the types of injuries one if likely to suffer when carrying out an activity  Learners are guided to identify the type of injury shown in each of the picture in learner’s book  Learners to draw the pictures in learner’s book | Which type of injury will you likely suffer when cooking? | Charts  Pictures  Digital devices  Computing devices  ***KLB; Top Scholar: Pre-Technical Studies Learner’s Book Grade 7 pg. 20-21*** | * ***Oral questions Oral Report Observation*** |  |
|  | **4** |  | Causes of injury | By the end of the lesson, the learner should be able to:   1. Identify causes of injuries in the locality. 2. List most common causes of injuries at workplaces in their community. 3. Discuss what would cause them injury while carrying out a task. 4. Recognize things that would cause them injury while carrying out an activity. | Learners are guided to identify causes of injuries in the locality  Learners to list most common causes of injuries at workplaces in their community.  In groups, learners to discuss what would cause them injury while carrying out a task.  Learners to recognize things that would cause them injury while carrying out an activity. | What causes injuries?  What things would cause a person an injury while carrying out activities?  Which actions are likely to cause someone injury while carrying out a task? | Charts  Pictures  Digital devices  Computing devices  ***KLB; Top Scholar: Pre-Technical Studies Learner’s Book Grade 7 pg. 20-21*** | * ***Oral questions Oral Report Observation*** |  |
|  | **5** |  | First aid measures | By the end of the lesson, the learner should be able to:   1. Define the term first aid. 2. Identify the purpose of first aid. 3. List the items found in a first aid kit. 4. Relate types of injuries to corresponding first aid requirement. 5. Appreciate the use of a first aid kit. | Learners to define the term first aid.  In groups, learners to identify the purpose of first aid.  In groups, learners are guided to list the items found in a first aid kit.  In groups, learners to relate types of injuries to corresponding first aid requirement. | What is first aid?  What kind of first aid is suitable for cuts, burns, scalds and fractures? | Charts  Pictures  Digital devices  Computing devices  ***KLB; Top Scholar: Pre-Technical Studies Learner’s Book Grade 7 pg. 21-23*** | * ***Oral questions Oral Report Observation*** |  |
| **4** | **1** |  | First aid measures | By the end of the lesson, the learner should be able to:   1. Outline the first aid procedure for cuts. 2. Demonstrate the first aid procedure for cuts. 3. Draw the pictures in learner’s book. 4. Appreciate the importance of first aid procedure for cuts | Learners are guided to outline the first aid procedure for cuts.  In groups, in pairs or individually, learners to demonstrate the first aid procedure for cuts.  Learners to draw the pictures in learner’s book | What is the first aid procedure for cuts? | Pictures  Digital devices  Computing devices  ***KLB; Top Scholar: Pre-Technical Studies Learner’s Book Grade 7 pg. 24-25*** | * ***Oral questions Oral Report Observation*** |  |
|  | **2** |  | First aid measures | By the end of the lesson, the learner should be able to:  Outline the first aid procedure for burns and scalds.  Demonstrate the first aid procedure for burns and scalds.  Draw the pictures in learner’s book.  Appreciate the importance of first aid procedure for burns and scalds. | Learners are guided to outline the first aid procedure for burns and scalds.  In groups, in pairs or individually, learners to demonstrate the first aid procedure for burns and scalds.  Learners to draw the pictures in learner’s book | What is the first aid procedure for burns and scalds? | Charts  Pictures  Digital devices  Computing devices  ***KLB; Top Scholar: Pre-Technical Studies Learner’s Book Grade 7 pg. 26-27*** | * ***Oral questions Oral Report Observation*** |  |
|  | **3** |  | First aid measures | By the end of the lesson, the learner should be able to:   1. Define a fracture. 2. Outline the first aid procedure for a fracture. 3. Demonstrate the first aid procedure for a fracture. 4. Appreciate the importance of first aid procedure for a fracture. | Learners to define a fracture.  Learners are guided to outline the first aid procedure for a fracture.  In groups, in pairs or individually, learners to demonstrate the first aid procedure for a fracture. | What is the first aid procedure for a fracture? | Charts  Pictures  Digital devices  Computing devices  ***KLB; Top Scholar: Pre-Technical Studies Learner’s Book Grade 7 pg. 27-28*** | * ***Oral questions Oral Report Observation*** |  |
|  | **4** |  | Safety measures to minimize injuries | By the end of the lesson, the learner should be able to:   1. Identify safety measures to minimize cuts, burns, scalds and fractures. 2. Discuss the safety measures that people take to minimize the injuries. 3. Apply safety measures to minimize injuries in the locality. | In groups, learners are guided to identify safety measures to minimize cuts, burns, scalds and fractures  In groups, learners are guided to discuss the safety measures that people take to minimize the injuries | How can we minimize injuries at the workplace? | Charts  Pictures  Digital devices  Computing devices  ***KLB; Top Scholar: Pre-Technical Studies Learner’s Book Grade 7 pg. 29-30*** | * ***Oral questions Oral Report Observation*** |  |
|  | **5** |  | Careers related to first aid and management of injuries | By the end of the lesson, the learner should be able to:   1. Identify careers related to first aid and management of injuries. 2. Discuss services that are related to first aid in the locality. 3. Discuss the careers related to first aid and management of injuries. 4. Appreciate the careers related to first aid and management of injuries. | Learners are guided to identify careers related to first aid and management of injuries  In groups, learners are guided to discuss services that are related to first aid in the locality.  In groups, learners are guided to discuss the careers related to first aid and management of injuries | How do people learn about administering first aid? | Charts  Pictures  Digital devices  Computing devices  ***KLB; Top Scholar: Pre-Technical Studies Learner’s Book Grade 7 pg. 30-31*** | * ***Oral questions Oral Report Observation*** |  |
| **5** | **1** |  | Importance of safety in everyday life | By the end of the lesson, the learner should be able to:   1. Explain the importance of observing safety to reduce injuries in the day-to-day activities. 2. Conduct a debate on the importance of observing safety precautions when carrying out activities. 3. Appreciate the importance of safety in everyday life. | Learners are guided to explain the importance of observing safety to reduce injuries in the day-to-day activities  In groups, learners to conduct a debate on the importance of observing safety precautions when carrying out activities. | Why is safety important in our daily lives? | Charts  Pictures  Digital devices  Computing devices  ***KLB; Top Scholar: Pre-Technical Studies Learner’s Book Grade 7 pg. 32-33*** | * ***Oral questions Oral Report Observation*** |  |
|  | **2** |  | Revision | By the end of the lesson, the learner should be able to:  Attempt all questions related to the topic; Safety | In groups, pairs or individually learners are guided to attempt all questions related to the topic; Safety |  | Assessment books  Digital devices  ***KLB; Top Scholar: Pre-Technical Studies Learner’s Book Grade 7 pg. 33*** | * ***Oral questions Oral Report Observation*** |  |
|  | **3** | **MATERIALS** | Common materials | By the end of the lesson, the learner should be able to:   1. Take a walk around the school compound and collect different materials. 2. Name the materials they have collected. 3. Appreciate the materials found in their locality. | As a class, learners to take a walk around the school compound and collect different materials.  Learners to name the materials they have collected | Which type of materials have you collected? | Pictures  Digital devices  Computing devices  ***KLB; Top Scholar: Pre-Technical Studies Learner’s Book Grade 7 pg. 34-36*** | * ***Oral questions Oral Report Observation*** |  |
|  | **4** | Materials | Common materials | By the end of the lesson, the learner should be able to:   1. List the materials found in their locality. 2. Draw pictures of different materials in their locality. 3. Appreciate the materials found in their locality. | Learners are guided to list the materials found in their locality  Learners are guided to draw pictures of different materials in their locality | Which materials are found in their locality? | Pictures  Digital devices  Computing devices  ***KLB; Top Scholar: Pre-Technical Studies Learner’s Book Grade 7 pg. 34-36*** | * ***Oral questions Oral Report Observation*** |  |
|  | **5** | Materials | Categorizations of materials into metals and non-metals | By the end of the lesson, the learner should be able to:   1. Categorize the common materials in their locality into metals and non-metals. 2. Identify the metallic and non-metallic materials they have separated. 3. Draw pictures of metallic and non-metallic materials. 4. Appreciate the metallic and non-metallic materials. | In groups, learners to categorize the common materials in their locality into metals and non-metals  In groups, learners to identify the metallic and non-metallic materials they have separated | How can you distinguish a metallic material from a non-metallic material? | Charts  Pictures  Digital devices  Computing devices  ***KLB; Top Scholar: Pre-Technical Studies Learner’s Book Grade 7 pg. 36-37*** | * ***Oral questions Oral Report Observation*** |  |
| **6** | **1** | Materials | Distinction between metallic and non-metallic materials | By the end of the lesson, the learner should be able to:   1. List the difference between metallic and non-metallic materials. 2. Examine the appearance of each metallic and non-metallic material in the locality. 3. Appreciate the difference between metallic and non-metallic materials. | In pairs, learners to list the difference between metallic and non-metallic materials.  In groups, learners to examine the appearance of each metallic and non-metallic materials in the locality. | What is the difference between metallic and non-metallic materials? | Charts  Pictures  Digital devices  Computing devices  ***KLB; Top Scholar: Pre-Technical Studies Learner’s Book Grade 7 pg. 37-39*** | * ***Oral questions Oral Report Observation*** |  |
|  | **2** | Materials | Physical properties of materials | By the end of the lesson, the learner should be able to:   1. Define the term physical properties. 2. Describe physical properties of common materials found in the locality. 3. Conduct an experiment to determine if the material feels smooth and rough. 4. Appreciate physical properties of materials. | Learners to define the term physical properties  In groups, learners to Describe physical properties of common materials found in the locality.  In groups, learners are guided to conduct an experiment to determine if the material feels smooth and rough | What is physical property? | Charts  Pictures  Digital devices  Computing devices  ***KLB; Top Scholar: Pre-Technical Studies Learner’s Book Grade 7 pg. 39-41*** | * ***Oral questions Oral Report Observation*** |  |
|  | **3** | Materials | Physical properties of materials | By the end of the lesson, the learner should be able to:   1. Outline four physical properties of the common materials found in their locality. 2. Using a knife or nail, conduct an experiment to determine if the surface is hard or easy to scratch. 3. Enjoy conducting different experiments. | Learners are guided to outline four physical properties of the common materials found in their locality  In groups, learners to use a knife or nail, conduct an experiment to determine if the surface is hard or easy to scratch. | What are physical properties of different material? (stone, ball) | Charts  Pictures  Digital devices  Computing devices  ***KLB; Top Scholar: Pre-Technical Studies Learner’s Book Grade 7 pg. 39-41*** | * ***Oral questions Oral Report Observation*** |  |
|  | **4** | Materials | Careers related to materials in the locality | By the end of the lesson, the learner should be able to:   1. Identify the materials to make different items in learner’s book. 2. Describe careers related to the materials in their locality. 3. Recognize careers related to materials in their locality. 4. Appreciate the careers related to materials in the locality. | Learners to identify the materials to make different items in learner’s book  Learners are guided to describe careers related to the materials in their locality.  In groups, learners to recognize careers related to materials in their locality | Which careers are related to materials found in their locality? | Charts  Pictures  Digital devices  Computing devices ***KLB; Top Scholar: Pre-Technical Studies Learner’s Book Grade 7 pg. 41-42*** | * ***Oral questions Oral Report Observation*** |  |
|  | **5** | Materials | Importance of different materials found in the locality | By the end of the lesson, the learner should be able to:   1. Observe the items made from different materials in the locality. 2. Discuss the importance of different materials found in the locality. 3. Appreciate the importance of different materials found in the locality. | In groups, learners to observe the items made from different materials in the locality  In groups, learners to discuss the importance of different materials found in the locality | What is the importance of different materials found in the locality? | Charts  Pictures  Digital devices  Computing devices ***KLB; Top Scholar: Pre-Technical Studies Learner’s Book Grade 7 pg. 43*** | * ***Oral questions Oral Report Observation*** |  |
| **7** | **1** | Materials | Importance of different materials found in the locality | By the end of the lesson, the learner should be able to:   1. Make a chart showing common materials in their locality. 2. Explain how the materials are used. 3. Play the crossword puzzle game. 4. Have fun and enjoy playing the game. | In groups, learners to explain how the materials are used  In groups, learners are guided to make a chart showing common materials in their locality.  In groups, learners are guided to play the crossword puzzle game. | Which types of materials are found in your locality? | Charts  Pictures  Digital devices  Computing devices  ***KLB; Top Scholar: Pre-Technical Studies Learner’s Book Grade 7 pg. 43*** | * ***Oral questions Oral Report Observation*** |  |
|  | **2** | Materials | Types of metals | By the end of the lesson, the learner should be able to:   1. Explain the meaning of metal. 2. Take a walk around the school compound and pick pieces of metallic items such as jewelry, nails cans. 3. Have fun and enjoy excursion. | In pairs, learners are guided to explain the meaning of metal.  In groups, learners to take a walk around the school compound and pick pieces of metallic items such as jewelry, nails cans | What are metals? | Charts  Pictures  Digital devices  Computing devices  ***KLB; Top Scholar: Pre-Technical Studies Learner’s Book Grade 7 pg. 44-47*** | * ***Oral questions Oral Report Observation*** |  |
|  | **3** | Materials | Types of metals | By the end of the lesson, the learner should be able to:   1. Arrange the metallic items collected into groups. 2. List the different types of metals found in their locality. 3. Discuss the different types of metallic items found in their locality. 4. Appreciate the metallic materials found in their locality. | In groups, learners to arrange the metallic items collected into groups  In groups, learners to list the different types of metals found in their locality.  In groups, learners to discuss the different types of metallic items found in their locality | Which types of metals are found in your locality? | Charts  Pictures  Digital devices  Computing devices  ***KLB; Top Scholar: Pre-Technical Studies Learner’s Book Grade 7 pg. 44-47*** | * ***Oral questions Oral Report Observation*** |  |
|  | **4** | Materials | Physical properties of ferrous and non-ferrous metals | By the end of the lesson, the learner should be able to:   1. Define ferrous and non-ferrous metals. 2. Discuss the physical properties of ferrous and non-ferrous metals. 3. Appreciate the physical properties of ferrous and non-ferrous metals. | Learners to define ferrous and non-ferrous metals.  In groups, learners to discuss the physical properties of ferrous and non-ferrous metals. | What are ferrous metals?  What are non-ferrous metals? | Charts  Pictures  Digital devices  Computing devices ***KLB; Top Scholar: Pre-Technical Studies Learner’s Book Grade 7 pg. 47-50*** | * ***Oral questions Oral Report Observation*** |  |
|  | **5** | Materials | Physical properties of ferrous and non-ferrous metals | By the end of the lesson, the learner should be able to:   1. Describe physical properties of ferrous and non-ferrous metals. 2. Conduct experiments of ferrous and non-ferrous metals. 3. Enjoy conducting various experiments. | Learners to describe physical properties of ferrous and non-ferrous metals.  In groups, learners to conduct experiments of ferrous and non-ferrous metals, such as, using a magnet, heating a metallic item. | What are the physical properties of ferrous and non-ferrous metals | Charts  Pictures  Digital devices  Computing devices  ***KLB; Top Scholar: Pre-Technical Studies Learner’s Book Grade 7 pg. 47-50*** | * ***Oral questions Oral Report Observation*** |  |
| **8** | **1** | Materials | Uses of metals | By the end of the lesson, the learner should be able to:   1. Name the items made from iron, steel, aluminum and bronze. 2. Discuss the uses of metals in the locality. 3. Appreciate the uses of metals | In groups, learners to name the items made from iron, steel, aluminum and bronze  In groups, learners to discuss the uses of metals in the locality. | What are the uses of metals? | Digital devices  Computing devices  ***KLB; Top Scholar: Pre-Technical Studies Learner’s Book Grade 7 pg. 50-51*** | * ***Oral questions Oral Report Observation*** |  |
|  | **2** | Materials | Careers related to the use of metals | By the end of the lesson, the learner should be able to:   1. Describe careers related to the use of metals 2. Recognize careers related to the use of metals. 3. Appreciate the careers related to the uses of metals. | In groups, learners to describe careers related to the use of metals.  In groups, learners to recognize careers related to the use of metals. | Which careers are related to the uses of metal? | Charts  Pictures  Digital devices  Computing devices  ***KLB; Top Scholar: Pre-Technical Studies Learner’s Book Grade 7 pg. 51-53*** | * ***Oral questions Oral Report Observation*** |  |
|  | **3** | Materials | Importance of different metals | By the end of the lesson, the learner should be able to:   1. Explain the importance of different metals in the locality. 2. Discuss the importance of different material in the locality. 3. Write an essay about “The importance of metals in the locality” 4. Appreciate the importance of different metals. | In pairs, learners to explain the importance of different metals in the locality.  In groups, learners to discuss the importance of different material in the locality.  Individually, learners to write an essay about “The importance of metals in the locality” | What is the importance of different metals in the locality? | KLB; Top Scholar: Pre-Technical Studies Learner’s Book Grade 7 pg. 53-54  Charts  Pictures  Digital devices  Computing devices | * ***Oral questions Oral Report Observation*** |  |
|  | **4** | Materials | Non-metallic materials | By the end of the lesson, the learner should be able to:   1. Walk around the school compound. 2. Collect pieces of non-metallic materials such as wood, glass, plastics. 3. Enjoy the excursion. | As a class, learners to walk around the school compound  As a class, learners to collect pieces of non-metallic materials such as wood, glass, plastics. | Which types of materials have you collected? | Digital devices  Computing devices  ***KLB; Top Scholar: Pre-Technical Studies Learner’s Book Grade 7 pg. 54-55*** | * ***Oral questions Oral Report Observation*** |  |
|  | **5** | Materials | Non-metallic materials | By the end of the lesson, the learner should be able to:   1. Discuss the meaning of natural non-metallic materials and synthetic materials. 2. Discuss the difference between synthetic and natural non-metallic materials. 3. Distinguish synthetic and natural non-metallic materials. 4. Recognize synthetic and natural non-metallic materials. | In groups, learners to discuss the meaning of natural non-metallic materials and synthetic materials.  In groups, learners to discuss the difference between synthetic and natural non-metallic materials.  In groups, learners distinguish synthetic and natural non-metallic materials | What is a non-metallic material? | Charts  Pictures  Digital devices  Computing devices  ***KLB; Top Scholar: Pre-Technical Studies Learner’s Book Grade 7 pg. 54-55*** | * ***Oral questions Oral Report Observation*** |  |
| **9** | HALF TERM BREAK | | | | | | | | |
| **10** | **1** | Materials | categorization of non-metallic materials as either synthetic or natural | By the end of the lesson, the learner should be able to:   1. Name the items made from synthetic materials and those made from natural non-metallic materials. 2. Discuss synthetic and natural non-metallic materials that they have come across at home and in the locality. 3. Categorize non-metallic materials as either synthetic or natural. 4. Enjoy categorization of non-metallic materials as either synthetic or natural. | In pairs, learners to name the items made from synthetic materials and those made from natural non-metallic materials  In groups, learners are guided to discuss synthetic and natural non-metallic materials that they have come across at home and in the locality.  In groups, learners are guided to categorize non-metallic materials as either synthetic or natural | How do you categorize non-metallic materials as either synthetic or natural? | Charts  Pictures  Digital devices  Computing devices  ***KLB; Top Scholar: Pre-Technical Studies Learner’s Book Grade 7 pg. 55-57*** | * ***Oral questions Oral Report Observation*** |  |
|  | **2** | Materials | Physical properties of non-metallic materials | By the end of the lesson, the learner should be able to:   1. Name the items they have collected to conduct the experiment. 2. Conduct the physical properties of non-metallic materials. 3. Have fun conducting the experiments. | In groups, learners are guided to name the items they have collected to conduct the experiment.  In groups, learners to conduct the physical properties of non-metallic materials. | What are the physical properties of non-metallic materials? | Charts  Pictures  Digital devices  Computing devices  ***KLB; Top Scholar: Pre-Technical Studies Learner’s Book Grade 7 pg. 57-60*** | * ***Oral questions Oral Report Observation*** |  |
|  | **3** | Materials | Physical properties of non-metallic materials | By the end of the lesson, the learner should be able to:   1. Describe physical properties of non-metallic materials in the locality. 2. Discuss the physical properties of non-metallic materials in the locality. 3. Appreciate the physical properties of non-metallic materials in the locality. | Learners to describe physical properties of non-metallic materials in the locality.  In groups, learners are guided to discuss the physical properties of non-metallic materials in the locality | What are the physical properties of non-metallic materials? | Charts  Pictures  Digital devices  Computing devices  ***KLB; Top Scholar: Pre-Technical Studies Learner’s Book Grade 7 pg. 57-60*** | * ***Oral questions Oral Report Observation*** |  |
|  | **4** | Materials | Uses of non-metallic materials | By the end of the lesson, the learner should be able to:   1. Identify the uses of non-metallic materials. 2. Name the five household items from non-metallic materials. 3. practice how to make different household items from non-metallic materials. 4. Appreciate the uses of non-metallic materials. | In groups, learners are guided to identify the uses of non-metallic materials  In groups, learners are guided to name the five household items from non-metallic materials.  In groups, learners are guided to practise how to make different household items from non-metallic materials. | What are the uses of non-metallic materials | Charts  Pictures  Digital devices  Computing devices ***KLB; Top Scholar: Pre-Technical Studies Learner’s Book Grade 7 pg. 56-63*** | * ***Oral questions Oral Report Observation*** |  |
|  | **5** | Materials | Career related to the processing and use of non-metallic materials | By the end of the lesson, the learner should be able to:   1. Take a visit to the workplaces and technical training institutions near them. 2. Identify the careers related to the processing and use of non-metallic materials. 3. Have fun and enjoy the visit. | In groups, learners are guided to take a visit to the workplaces and technical training institutions near them.  In groups, learners are guided to identify the careers related to the processing and use of non-metallic materials. | What have you learnt about the places you have visited? | Charts  Pictures  Digital devices  Computing devices  ***KLB; Top Scholar: Pre-Technical Studies Learner’s Book Grade 7 pg. 63-65*** | * ***Oral questions Oral Report Observation*** |  |
| **11** | **1** | Materials | Career related to the processing and use of non-metallic materials | By the end of the lesson, the learner should be able to:   1. Discuss the careers related to the processing and use of non-metallic materials. 2. Recognize careers related to the processing and use of non-metallic materials. 3. Appreciate the careers related to the processing and use of non-metallic materials. | In groups, learners to discuss the careers related to the processing and use of non-metallic materials.  As a class, learners to recognize careers related to the processing and use of non-metallic materials | Which careers are related to the processing and use of non-metallic materials? | KLB; Top Scholar: Pre-Technical Studies Learner’s Book Grade 7 pg. 63-65  Charts  Pictures  Digital devices  Computing devices | * ***Oral questions Oral Report Observation*** |  |
|  | **2** | Materials | Discussion of a problem in the community | By the end of the lesson, the learner should be able to:   1. Visit different areas in their community, school or homes. 2. Identify the different problems in different places that require technical skills to solve. 3. Enjoy the visitation. | As a class, learners are guided to visit different areas in their community, school or homes.  In pairs or in groups, learners are guided to identify the different problems in different places that require technical skills to solve. | Which place have you visited? | Charts  Pictures  Digital devices  Computing devices  ***KLB; Top Scholar: Pre-Technical Studies Learner’s Book Grade 7 pg. 65-66*** | * ***Oral questions Oral Report Observation*** |  |
|  | **3** | Materials | Discussion of a problem in the community | By the end of the lesson, the learner should be able to:   1. Identify the problem that they intend to solve using the locally available materials. 2. Discuss the problem they have identified. 3. Have a desire to be a problem solver. | In groups, learners to identify the problem that they intend to solve using the locally available materials.  In groups, learners to discuss the problem they have identified. | Which problem have you identified? | Pictures  Digital devices  Computing devices  ***KLB; Top Scholar: Pre-Technical Studies Learner’s Book Grade 7 pg. 65-66*** | * ***Oral questions Oral Report Observation*** |  |
|  | **4** | Materials | Describe how a problem affect the community | By the end of the lesson, the learner should be able to:   1. Discuss how the problem they have identified affects people in the community, school or home. 2. Describe how the problem affects the community. 3. Summaries points about how the problem they have identified affects people in the community, school or home. 4. Have a desire to be a problem solver. | In groups, learners to discuss how the problem they have identified affect people in the community, school or home.  In groups, learners to describe how the problem affect the community  Learners are guided to summarize points about how the problem they have identified affects people in the community, school or home. | How does the problem affect the community? | Charts  Pictures  Digital devices  Computing devices  ***KLB; Top Scholar: Pre-Technical Studies Learner’s Book Grade 7 pg. 66*** | * ***Oral questions Oral Report Observation*** |  |
|  | **5** | Materials | Identification of the skills required to solve the problem | By the end of the lesson, the learner should be able to:   1. Identify the skills required to solve the problem. 2. Discuss the skills required to solve the problem that they have identified. 3. summarize points about the skills required to solve the problem they have identified. 4. Appreciate the skills required to solve the problem. | In groups, learners are guided to identify the skills required to solve the problem  In groups, learners to discuss the skills required to solve the problem that they have identified.  Learners to summarize points about the skills required to solve the problem they have identified. | Which skills are required to solve the problem that they have identified? | KLB; Top Scholar: Pre-Technical Studies Learner’s Book Grade 7 pg. 66  Charts  Pictures  Digital devices  Computing devices | * ***Oral questions Oral Report Observation*** |  |
| **12** | **REVISION** | | | | | | | | |
| **13** | **ASSESSMENT AND CLOSING** | | | | | | | | |