

RATIONALISED CBE LESSON PLANS

GRADE : 8

TERM : THREE

YEAR : 2025

LEARNING AREA: PRETECNICAL

TEACHERS NAME:

SCHOOL :

WEEK 1: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 8	PRETECHNICAL STUDIES			

Strand: Entrepreneurship

Sub Strand: Bookkeeping

Specific Learning Outcomes:

- By the end of the lesson, the learner should be able to:

1. Give the meaning of basic terms used in bookkeeping.
2. Explain the importance of bookkeeping for a business.
3. Appreciate the importance of bookkeeping for a business.

Key Inquiry Question(s):

The learner is guided to:

- Discuss the meaning of basic terms used in business.
- Discuss the importance of bookkeeping for a business.

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Self- efficacy • Digital literacy • Communication and collaboration • Critical thinking and Problem solving 	<ul style="list-style-type: none"> • Peace • Respect • Integrity • Responsibility 	<ul style="list-style-type: none"> • Financial literacy • Safety • Social cohesion

Learning Resources:

- Pre-technical studies curriculum design Grade 8

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (30 minutes):

Step 1: Introduce the concept of bookkeeping and its importance in business.

Step 2: Define basic terms used in bookkeeping such as revenue, expenses, assets, liabilities, etc.

Step 3: Discuss why accurate bookkeeping is essential for business decision-making and financial health.

Step 4: Engage students in a discussion on practical examples of bookkeeping and how it influences business success.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Assign students a task to create a simple balance sheet for a fictional business.
- Have students research and present on famous entrepreneurs who have emphasized the importance of bookkeeping in their success stories.

Teacher Self-Evaluation:

WEEK 1: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 8	PRETECHNICAL STUDIES			

Strand: Entrepreneurship

Sub Strand: Book keeping

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Give the meaning of basic terms used in bookkeeping
2. Explain the importance of bookkeeping for a business
3. Appreciate the importance of bookkeeping for a business

Key Inquiry Question(s):

- Discuss the meaning of basic terms used in business
- Discuss the importance of bookkeeping for a business

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Self- efficacy • Digital literacy • Communication and collaboration • Critical thinking and Problem solving 	<ul style="list-style-type: none"> • Peace • Respect • Integrity • Responsibility 	<ul style="list-style-type: none"> • Financial literacy • Safety • Social cohesion

Learning Resources:

- Pre-technical studies curriculum design Grade 8

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson.

- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (30 minutes):

Step 1: Introduce the concept of bookkeeping and define basic terms such as revenue, expenses, assets, and liabilities.

Step 2: Explain the importance of accurate bookkeeping for businesses in tracking financial transactions and making informed decisions.

Step 3: Discuss the role of bookkeeping in helping businesses assess their financial health and plan for the future.

Step 4: Engage students in a practical activity where they create a simple financial record for a hypothetical business.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics, such as a quiz or discussion questions.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Assign students to research and present on a famous entrepreneur and how bookkeeping played a role in their success.
- Create a mock business scenario where students have to manage bookkeeping tasks for a week and analyze the financial outcomes.

Teacher Self-Evaluation:

WEEK 1: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 8	PRETECHNICAL STUDIES			

Strand: Entrepreneurship

Sub Strand: Bookkeeping

Specific Learning Outcomes:

-By the end of the lesson, learners should be able:

1. Give the meaning of basic terms used in bookkeeping.
2. Explain the importance of bookkeeping for a business.
3. Appreciate the importance of bookkeeping for a business.

Key Inquiry Question(s):

- Discuss the meaning of basic terms used in business.
- Discuss the importance of bookkeeping for a business.

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Self- efficacy • Digital literacy • Communication and collaboration • Critical thinking and Problem solving 	<ul style="list-style-type: none"> • Peace • Respect • Integrity • Responsibility 	<ul style="list-style-type: none"> • Financial literacy • Safety • Social cohesion

Learning Resources:

- Pre-technical studies curriculum design Grade 8

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of key concepts.

Lesson Development (30 minutes):

Step 1: Define and discuss basic terms used in bookkeeping such as assets, liabilities, and equity.

Step 2: Explain the importance of accurate bookkeeping in tracking financial transactions and making business decisions.

Step 3: Discuss the impact of good bookkeeping practices on the overall financial health and success of a business.

Step 4: Engage students in a scenario-based activity where they apply bookkeeping concepts to manage a fictional business.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce main topics, such as a quick quiz or group discussion.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Assign students a project to track their personal expenses for a week and create a simple balance sheet.
- Have students research and present case studies of businesses that faced challenges due to poor bookkeeping practices.

Teacher Self-Evaluation:

WEEK 1: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 8	PRETECHNICAL STUDIES			

Strand: Entrepreneurship

Sub-strand: Bookkeeping

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Classify business transactions in bookkeeping.
2. Prepare simple financial statements for a business.
3. Appreciate the importance of bookkeeping for a business.

Key Inquiry Questions:

- How do we classify business transactions in bookkeeping?
- How can we calculate assets, liabilities, and capital using the bookkeeping equation?
- How do we determine the cost and price of a given product to calculate profit and loss?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Self- efficacy • Digital literacy • Communication and collaboration • Critical thinking and Problem solving 	<ul style="list-style-type: none"> • Peace • Respect • Integrity • Responsibility 	<ul style="list-style-type: none"> • Financial literacy • Safety • Social cohesion

Learning Resources:

- Pre-Technical Studies Curriculum Design Grade 8

Organization of Learning:

Introduction (5 minutes):

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of key concepts.

Lesson Development (30 minutes):

Step 1: Introduce the concept of financial statements and the components involved.

Step 2: Explain how to organize and record business transactions in the books.

Step 3: Demonstrate how to prepare a simple income statement and balance sheet.

Step 4: Discuss the importance of accurate financial statements for decision-making in business.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Assign a task where students have to create financial statements for a hypothetical business using sample transactions.
- Conduct a role-play activity where students act as business owners explaining their financial statements to potential investors.

Teacher Self-Evaluation:

WEEK 2: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 8	PRETECHNICAL STUDIES			

Strand: Entrepreneurship

Sub Strand: Bookkeeping

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Classify business transactions in bookkeeping
2. Prepare simple financial statements for a business
3. Appreciate the importance of bookkeeping for a business

Key Inquiry Question(s):

- How do you classify business transactions in bookkeeping?
- How do you calculate assets, liabilities, and capital using the bookkeeping equation?
- How can you determine the cost and price of a given product to calculate profit and loss?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Self- efficacy • Digital literacy • Communication and collaboration • Critical thinking and Problem solving 	<ul style="list-style-type: none"> • Peace • Respect • Integrity • Responsibility 	<ul style="list-style-type: none"> • Financial literacy • Safety • Social cohesion

Learning Resources:

- Pre-technical studies curriculum design Grade 8

Organization of Learning:

Introduction (5 minutes):

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing understanding of key concepts.

Lesson Development (30 minutes):

Step 1: Introduce the concept of preparing simple financial statements for a business.

Step 2: Discuss the components of financial statements (income statement, balance sheet).

Step 3: Demonstrate how to create a basic income statement and balance sheet for a hypothetical business.

Step 4: Engage students in a hands-on activity where they create their own financial statements for a small business.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Have students create a mock business and track its financial transactions over a week.
- Assign a project where students analyze the financial health of a local small business using basic financial statements.

Teacher Self-Evaluation:

WEEK 2: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 8	PRETECHNICAL STUDIES			

Strand: Entrepreneurship

Sub Strand: Bookkeeping

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Classify business transactions in bookkeeping.
2. Prepare simple financial statements for a business.
3. Appreciate the importance of bookkeeping for a business.

Key Inquiry Question(s):

- How can you classify business transactions in bookkeeping?
- How do you calculate assets, liabilities, and capital using the bookkeeping equation?
- How can you determine the cost and price of a given product to calculate profit and loss?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Self- efficacy • Digital literacy • Communication and collaboration • Critical thinking and Problem solving 	<ul style="list-style-type: none"> • Peace • Respect • Integrity • Responsibility 	<ul style="list-style-type: none"> • Financial literacy • Safety • Social cohesion

Learning Resources:

- Pre-technical studies curriculum design Grade 8

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (30 minutes):

Step 1: Identify and record business transactions.

Step 2: Classify transactions into appropriate categories (e.g., revenue, expenses, assets, liabilities).

Step 3: Summarize transactions to create income statements and balance sheets.

Step 4: Analyze financial statements to assess the financial health of the business.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Create a simple business scenario for students to practice recording transactions and preparing financial statements.
- Have students calculate profit and loss for a small business using provided data sets.
- Assign a project where students have to create their own basic financial statements for a hypothetical business.

Teacher Self-Evaluation:

WEEK 2: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 8	PRETECHNICAL STUDIES			

Strand: Entrepreneurship

Sub Strand: Bookkeeping

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Identify the components of a statement of financial position, cash flow, and income statement.
2. Keep financial records for effective decision-making.
3. Develop the desire to keep financial records in a business.

Key Inquiry Questions:

- Discuss the components of a statement of financial position, cash flow, and income statement.
- Keep financial records for effective decision-making.
- Draw and present simple statements of financial position, cash flow, and income statement for a business.

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Self- efficacy • Digital literacy • Communication and collaboration • Critical thinking and Problem solving 	<ul style="list-style-type: none"> • Peace • Respect • Integrity • Responsibility 	<ul style="list-style-type: none"> • Financial literacy • Safety • Social cohesion

Learning Resources:

- Pre-technical studies curriculum design Grade 8

Organization of Learning:**Introduction (5 minutes):**

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (30 minutes):**Step 1:** Understanding the Components of Financial Statements

- Explain the components of a statement of financial position, cash flow, and income statement.
- Discuss the purpose of each statement in financial record-keeping.

Step 2: Preparation of Financial Statements

- Demonstrate how statements of financial position, cash flow, and income statement are prepared.
- Provide examples and practice exercises for students to create simple statements.

Step 3: Importance of Keeping Financial Records

- Discuss the significance of keeping accurate financial records for effective decision-making in a business.
- Highlight the role of financial records in monitoring business performance and financial health.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Assign students to create their own simple financial statements for a fictional business.
- Conduct a mock business scenario where students analyze financial records to make strategic decisions.

Teacher Self-Evaluation:

WEEK 2: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 8	PRETECHNICAL STUDIES			

Strand: Entrepreneurship

Sub Strand: Bookkeeping

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Identify the components of a statement of financial position, cash flow, and income statement.
2. Keep financial records for effective decision making.
3. Develop a desire to keep financial records in a business.

Key Inquiry Question(s):

- Discuss the components of a statement of financial position, cash flow, and income statement.
- Keep financial records for effective decision making.
- Draw and present simple statements of financial position, cash flow, and income statement for a business.

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Self- efficacy • Digital literacy • Communication and collaboration • Critical thinking and Problem solving 	<ul style="list-style-type: none"> • Peace • Respect • Integrity • Responsibility 	<ul style="list-style-type: none"> • Financial literacy • Safety • Social cohesion

Learning Resources:

- Pre-technical studies curriculum design Grade 8

Organization of Learning:**Introduction (5 minutes):**

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (30 minutes):**Step 1:** Components of a Statement of Financial Position

- Discuss and identify the key components of a statement of financial position, such as assets, liabilities, and equity.

Step 2: Components of a Cash Flow Statement

- Explore the main components of a cash flow statement, including operating, investing, and financing activities.

Step 3: Components of an Income Statement

- Examine the components of an income statement, focusing on revenues, expenses, and net profit.

Step 4: Practice Drawing and Presenting Statements

- Engage students in a hands-on activity where they draw and present simple statements of financial position, cash flow, and income statement for a hypothetical business.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Assign students the task of creating their own financial statements for a small business they invent.
- Conduct a group activity where students analyze and interpret financial statements of real businesses to enhance their understanding.

Teacher Self-Evaluation:

WEEK 3: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 8	PRETECHNICAL STUDIES			

Strand: Entrepreneurship

Sub Strand: Income and budgeting

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Explain what is income.
2. Identify sources of income for an individual.
3. Appreciate sources of income.

Key Inquiry Question(s):

- Discuss what is income.
- Discuss sources of income for an individual.

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Self- efficacy • Digital literacy • Communication and collaboration • Critical thinking and Problem solving 	<ul style="list-style-type: none"> • Peace • Respect • Integrity • Responsibility 	<ul style="list-style-type: none"> • Financial literacy • Safety • Social cohesion

Learning Resources:

- Pre-technical studies curriculum design Grade 8

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (30 minutes):**Step 1: Understanding Income**

- Define income as money earned or received, typically from employment, investments, or other sources.
- Discuss the importance of income for individuals and families.

Step 2: Sources of Income

- Brainstorm and list different sources of income that individuals in our community may have, such as salaries, wages, allowances, dividends, and rental income.
- Compare and contrast different sources of income in terms of reliability and variability.

Step 3: Appreciating Sources of Income

- Discuss the significance of each source of income and how it contributes to meeting different needs and wants.
- Encourage learners to appreciate the value of each income source and the effort required to earn it.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity where students match different sources of income with their descriptions.
- Preview upcoming topics or questions to consider in the next session, such as budgeting and expenses.

Extended Activities:

- Have students conduct interviews with family members or community members to learn about their sources of income and challenges they face in managing them.
- Create a hypothetical budget based on different sources of income and explore how to allocate funds for various expenses.

Teacher Self-Evaluation:

WEEK 3: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 8	PRETECHNICAL STUDIES			

Strand: Entrepreneurship

Sub Strand: Income and budgeting

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Explain what income is.
2. Identify sources of income for an individual.
3. Appreciate sources of income.

Key Inquiry Question(s):

- Discuss what income is.
- Discuss sources of income for an individual.

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Self- efficacy • Digital literacy • Communication and collaboration • Critical thinking and Problem solving 	<ul style="list-style-type: none"> • Peace • Respect • Integrity • Responsibility 	<ul style="list-style-type: none"> • Financial literacy • Safety • Social cohesion

Learning Resources:

- Pre-technical studies curriculum design Grade 8

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (30 minutes):**Step 1: Introduction to Income**

- Define income and discuss its importance.
- Provide examples of different types of income (e.g., salary, allowance, profit).

Step 2: Sources of Income

- Brainstorm and list potential sources of income for individuals.
- Discuss the difference between active and passive income streams.

Step 3: Appreciating Income Sources

- Analyze the impact of various income sources on financial stability.
- Discuss the concept of budgeting in relation to different income sources.

Step 4: Real-Life Examples

- Present case studies or scenarios for students to identify sources of income and evaluate their sustainability.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics (e.g., role-playing scenarios related to income generation).
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Encourage students to research successful entrepreneurs in their community and identify the sources of income that contributed to their success.
- Assign a project where students create a personal budget based on potential income sources and expenses.

Teacher Self-Evaluation:

WEEK 3: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 8	PRETECHNICAL STUDIES			

Strand: Entrepreneurship

Sub Strand: Income and budgeting

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Explain what income is.
2. Identify sources of income for an individual.
3. Appreciate sources of income.

Key Inquiry Question(s):

- What is income?
- What are the sources of income for an individual?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Self- efficacy • Digital literacy • Communication and collaboration • Critical thinking and Problem solving 	<ul style="list-style-type: none"> • Peace • Respect • Integrity • Responsibility 	<ul style="list-style-type: none"> • Financial literacy • Safety • Social cohesion

Learning Resources:

- Pre-technical studies curriculum design Grade 8

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (30 minutes):

Step 1: Discuss and define what income is.

Step 2: Brainstorm and identify sources of income in our community.

Step 3: Explore and appreciate the significance of different sources of income for individuals.

Step 4: Discuss the importance of managing and budgeting income effectively.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Encourage students to create a budget for a hypothetical scenario, considering various sources of income and expenses.
- Ask students to interview family members or adults in their community about their sources of income and budgeting practices, and share their findings with the class.

Teacher Self-Evaluation:

WEEK 3: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 8	PRETECHNICAL STUDIES			

Strand: Entrepreneurship

Sub Strand: Income and Budgeting

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Identify the importance of budgeting in day-to-day life.
2. Prepare a simple budget for personal finance management.
3. Appreciate sources of income.

Key Inquiry Question(s):

- Discuss the importance of preparing a budget.
- In groups, discuss ways of spending money wisely.
- Prepare a simple personal budget.

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Self- efficacy • Digital literacy • Communication and collaboration • Critical thinking and Problem solving 	<ul style="list-style-type: none"> • Peace • Respect • Integrity • Responsibility 	<ul style="list-style-type: none"> • Financial literacy • Safety • Social cohesion

Learning Resources:

- Pre-technical studies curriculum design Grade 8

Organization of Learning:

Introduction (5 minutes):

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of key concepts.

Lesson Development (30 minutes):**Step 1:** Why is it important to prepare a personal budget?

- Discuss the benefits of budgeting such as managing expenses, saving for goals, and avoiding debt.

Step 2: Importance of Sources of Income

- Identify different sources of income such as salaries, allowances, gifts, etc.

Step 3: Budgeting Basics

- Explain the steps involved in creating a simple budget - income estimation, expense tracking, setting financial goals.

Step 4: Preparation of Personal Budget

- Guide students through the process of creating a basic personal budget using a provided template.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity like a budgeting game to reinforce concepts.
- Preview upcoming topics or questions to consider for the next session.

Extended Activities:

- Have students research and present on different income sources and their benefits.
- Assign a homework task of creating a monthly budget for a hypothetical scenario like planning a trip or starting a small business.

Teacher Self-Evaluation:

WEEK 4: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 8	PRETECHNICAL STUDIES			

Strand: Entrepreneurship

Sub Strand: Income and budgeting

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Identify the importance of budgeting in day-to-day life.
2. Prepare a simple budget for personal finance management.
3. Appreciate sources of income.

Key Inquiry Question(s):

- Discuss the importance of preparing a budget.
- In groups, discuss ways of spending money wisely.
- Prepare a simple personal budget.

Core competencies	Values	PCIs
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Learning Resources:

- Pre-technical studies curriculum design Grade 8

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (30 minutes):**Step 1: Importance of Budgeting**

- Discuss why it is essential to prepare a personal budget.
- Highlight the benefits of budgeting for managing finances effectively.

Step 2: Sources of Income

- Introduce different sources of income that individuals can have.
- Discuss the importance of diversifying income streams for financial stability.

Step 3: Budget Preparation

- Guide students through the process of creating a simple personal budget.
- Emphasize the importance of setting financial goals and tracking expenses.

Step 4: Spending Wisely

- Facilitate group discussions on strategies for spending money wisely.
- Encourage students to brainstorm ways to prioritize needs over wants in budgeting.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Assign students to track their expenses for a week and analyze their spending habits.
- Have students create a budget for a hypothetical scenario or real-life situation to apply budgeting concepts practically.

Teacher Self-Evaluation:

WEEK 4: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 8	PRETECHNICAL STUDIES			

Strand: Entrepreneurship

Sub Strand: Income and budgeting

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Identify the importance of budgeting in day-to-day life.
2. Prepare a simple budget for personal finance management.
3. Appreciate sources of income.

Key Inquiry Question(s):

- Discuss the importance of preparing a budget.
- In groups, discuss ways of spending money wisely.
- Prepare a simple personal budget.

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Self- efficacy • Digital literacy • Communication and collaboration • Critical thinking and Problem solving 	<ul style="list-style-type: none"> • Peace • Respect • Integrity • Responsibility 	<ul style="list-style-type: none"> • Financial literacy • Safety • Social cohesion

Learning Resources:

- Pre-technical studies curriculum design Grade 8

Organisation of Learning:

Introduction (5 minutes):

- Review the importance of budgeting from the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing key concepts understanding.

Lesson Development (30 minutes):

Step 1: Explain the concept of budgeting and its significance in managing personal finances.

Step 2: Discuss different sources of income and how they contribute to a budget.

Step 3: Guide students in creating a simple budget by listing income sources and planned expenses.

Step 4: Provide examples and scenarios for students to practice budgeting skills.

Conclusion (5 minutes):

- Summarize the key points about budgeting and sources of income.
- Conduct a brief interactive activity where students share their budgeting plans and receive feedback.
- Provide a preview of the next session's topics on budget tracking and savings strategies.

Extended Activities:

- Encourage students to track their actual expenses for a week and compare them to their planned budget.
- Have students research different budgeting apps or tools and present their findings to the class.

Teacher Self-Evaluation:

WEEK 4: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 8	PRETECHNICAL STUDIES			

Strand: Entrepreneurship

Sub Strand: Income and budgeting

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Identify the importance of budgeting in day to day life
2. Prepare a simple budget for personal finance management
3. Appreciate sources of income

Key Inquiry Question(s):

- Discuss the importance of preparing a budget
- In groups, discuss ways of spending money wisely
- Prepare a simple personal budget

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Self- efficacy • Digital literacy • Communication and collaboration • Critical thinking and Problem solving 	<ul style="list-style-type: none"> • Peace • Respect • Integrity • Responsibility 	<ul style="list-style-type: none"> • Financial literacy • Safety • Social cohesion

Learning Resources:

- Pre-technical studies curriculum design Grade 8

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (30 minutes):

Step 1: Discuss the concept of budgeting and its importance in managing personal finances.

Step 2: Identify different sources of income for individuals.

Step 3: Work on creating a simple personal budget, including income sources and planned expenses.

Step 4: Discuss strategies for spending money wisely and staying within budget limits.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Create a role-playing activity where students act out scenarios based on their personal budgets.
- Assign a homework task to track their expenses for a week and compare it to their budget.

Teacher Self-Evaluation:

WEEK 4: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 8	PRETECHNICAL STUDIES			

Strand: Entrepreneurship

Sub Strand: Income and Budgeting

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Identify ethical and unethical practices in budgeting
2. Practice financial planning in income management
3. Appreciate sources of income

Key Inquiry Question(s):

- In groups, discuss ethical and unethical practices in budgeting
- Practice financial planning in income management

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Self- efficacy • Digital literacy • Communication and collaboration • Critical thinking and Problem solving 	<ul style="list-style-type: none"> • Peace • Respect • Integrity • Responsibility 	<ul style="list-style-type: none"> • Financial literacy • Safety • Social cohesion

Learning Resources:

- Pre-technical studies curriculum design Grade 8

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing

the understanding of the key concepts.

Lesson Development (30 minutes):

Step 1: Discuss the concept of ethical practices in budgeting.

- Discuss examples of ethical budgeting practices (e.g., transparency, accuracy).

Step 2: Explore unethical practices in budgeting.

- Present real-life examples of unethical budgeting practices (e.g., falsifying information, misusing funds)

Step 3: Practice financial planning in income management.

- Guide students in creating a simple budget plan for a given scenario.

Step 4: Appreciate sources of income.

- Discuss different sources of income (e.g., salaries, investments).

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics (e.g., a budgeting quiz).
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Assign students to research and present on a famous entrepreneur and their approach to income management and budgeting.
- Conduct a budgeting simulation where students make decisions on how to allocate income in various scenarios.

Teacher Self-Evaluation:

WEEK 5: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 8	PRETECHNICAL STUDIES			

Strand: Entrepreneurship

Sub Strand: Income and Budgeting

Specific Learning Outcomes:

- Identify ethical and unethical practices in budgeting
- Practice financial planning in income management
- Appreciate sources of income

Key Inquiry Question(s):

- In groups, discuss ethical and unethical practices in budgeting
- Practice financial planning in income management

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Self- efficacy • Digital literacy • Communication and collaboration • Critical thinking and Problem solving 	<ul style="list-style-type: none"> • Peace • Respect • Integrity • Responsibility 	<ul style="list-style-type: none"> • Financial literacy • Safety • Social cohesion

Learning Resources:

- Pre-technical studies curriculum design Grade 8

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (30 minutes):

Step 1: Introduce the concept of ethical and unethical budgeting practices.

Step 2: Discuss examples of ethical and unethical practices in budgeting.

Step 3: Engage students in a role-playing activity to identify and analyze budgeting scenarios.

Step 4: Facilitate a class discussion on the importance of ethical budgeting practices.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Have students create a personal budget plan based on different income sources.
- Conduct a case study analysis of a company's budgeting practices and discuss the ethical implications.
- Organize a budgeting challenge where students work in teams to create a budget for a specific scenario.

Teacher Self-Evaluation:

WEEK 5: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 8	PRETECHNICAL STUDIES			

Strand: Entrepreneurship

Sub Strand: Income and budgeting

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Identify ethical and unethical practices in budgeting
2. Practice financial planning in income management
3. Appreciate sources of income

Key Inquiry Question:

- In groups, discuss ethical and unethical practices in budgeting and practice financial planning in income management.

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Self- efficacy • Digital literacy • Communication and collaboration • Critical thinking and Problem solving 	<ul style="list-style-type: none"> • Peace • Respect • Integrity • Responsibility 	<ul style="list-style-type: none"> • Financial literacy • Safety • Social co-hesion

Learning Resources:

- Pre-technical studies curriculum design Grade 8

Organization of Learning:

Introduction (5 minutes):

- Review the previous lesson.

- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of key concepts.

Lesson Development (30 minutes):**Step 1: Ethical Issues in Income and Budgeting**

Discuss with students the importance of ethical practices in budgeting and income management. Provide examples of ethical and unethical practices in managing income.

Step 2: Financial Planning

Guide students through the process of creating a basic financial plan. Discuss the importance of budgeting, saving, and prioritizing expenses.

Step 3: Sources of Income

Engage students in a discussion about different sources of income, such as salaries, investments, and passive income streams. Explore the concept of multiple sources of income.

Step 4: Group Activity

Divide students into groups and assign them scenarios related to income and budgeting. Have each group discuss the ethical implications of the scenario and come up with a financial plan to address the situation.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Assign students to create a personal budget based on hypothetical income and expenses.
- Have students research and present on a successful entrepreneur and analyze their income management strategies.

Teacher Self-Evaluation:

WEEK 5: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 8	PRETECHNICAL STUDIES			

Strand: Entrepreneurship

Sub Strand: Income and budgeting

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Identify ethical and unethical practices in budgeting
2. Practice financial planning in income management
3. Appreciate sources of income

Key Inquiry Question:

- In groups, discuss ethical and unethical practices in budgeting and practice financial planning in income management.

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Self- efficacy • Digital literacy • Communication and collaboration • Critical thinking and Problem solving 	<ul style="list-style-type: none"> • Peace • Respect • Integrity • Responsibility 	<ul style="list-style-type: none"> • Financial literacy • Safety • Social co-hesion

Learning Resources:

- Pre-technical studies curriculum design Grade 8

Organization of Learning:

Introduction (5 minutes):

- Review the previous lesson.

- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of key concepts.

Lesson Development (30 minutes):**Step 1: Ethical Issues in Income and Budgeting**

Discuss with students the importance of ethical practices in budgeting and income management. Provide examples of ethical and unethical practices in managing income.

Step 2: Financial Planning

Guide students through the process of creating a basic financial plan. Discuss the importance of budgeting, saving, and prioritizing expenses.

Step 3: Sources of Income

Engage students in a discussion about different sources of income, such as salaries, investments, and passive income streams. Explore the concept of multiple sources of income.

Step 4: Group Activity

Divide students into groups and assign them scenarios related to income and budgeting. Have each group discuss the ethical implications of the scenario and come up with a financial plan to address the situation.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Assign students to create a personal budget based on hypothetical income and expenses.
- Have students research and present on a successful entrepreneur and analyze their income management strategies.

Teacher Self-Evaluation:

WEEK 5: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 8	PRETECHNICAL STUDIES			

Strand: Entrepreneurship

Sub Strand: Marketing of Goods and Services

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Explain what is marketing in a business
2. Identify how the market of goods and services is selected
3. Explain the importance of marketing to a business
4. Appreciate the importance of marketing

Key Inquiry Question(s):

- Discuss the meaning of marketing in a business
- Explain how the market of goods and services is selected
- Discuss the importance of marketing to a business

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Self- efficacy • Digital literacy • Communication and collaboration • Critical thinking and Problem solving 	<ul style="list-style-type: none"> • Peace • Respect • Integrity • Responsibility 	<ul style="list-style-type: none"> • Financial literacy • Safety • Social cohesion

Learning Resources:

- Pre-technical studies curriculum design Grade 8

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (30 minutes):**Step 1: Understanding Marketing**

- Define marketing in a business context
- Discuss the role of marketing in promoting goods and services

Step 2: Selecting the Market

- Explain the process of market segmentation
- Identify factors that influence market selection

Step 3: Importance of Marketing

- Discuss the benefits of effective marketing strategies
- Explore how marketing contributes to business growth and success

Step 4: Appreciating Marketing

- Engage students in a reflection on the value of marketing in a business
- Encourage students to recognize the impact of marketing on consumer behavior

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Have students create a basic marketing plan for a fictional product
- Conduct a role-play activity where students act as business owners making marketing decisions
- Analyze real-world marketing campaigns to identify successful strategies and outcomes for discussion

Teacher Self-Evaluation:

WEEK 6: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 8	PRETECHNICAL STUDIES			

Strand: Entrepreneurship

Sub Strand: Marketing of Goods and Services

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

- 1.Explain what marketing is in a business.
2. Identify how the market of goods and services is selected.
- 3.Explain the importance of marketing to a business.
- 4.Appreciate the importance of marketing.

Key Inquiry Question(s):

- Discuss the meaning of marketing in a business.
- Explain how the market of goods and services is selected.
- Discuss the importance of marketing to a business.

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Self- efficacy • Digital literacy • Communication and collaboration • Critical thinking and Problem solving 	<ul style="list-style-type: none"> • Peace • Respect • Integrity • Responsibility 	<ul style="list-style-type: none"> • Financial literacy • Safety • Social cohesion

Learning Resources:

- Pre-technical studies curriculum design Grade 8

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of key concepts.

Lesson Development (30 minutes):

Step 1: Introduce the concept of marketing in a business, defining what it entails and its importance.

Step 2: Discuss the process of selecting the market for goods and services, including factors that influence these decisions.

Step 3: Explore the role of marketing in business success and sustainability.

Step 4: Engage students in a group activity where they analyze a case study on marketing strategies used by a small business.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics, such as a quiz or discussion.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Have students create a simple marketing plan for a product of their choice, considering target market and promotional strategies.
- Organize a mini "marketing fair" where students showcase their products and explain their marketing strategies to classmates.

Teacher Self-Evaluation:

WEEK 6: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 8	PRETECHNICAL STUDIES			

Strand: Entrepreneurship

Sub Strand: Marketing of Goods and Services

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Identify sources of information about the market for its potential customers.
2. Explore factors considered when selecting a suitable market for goods and services.
3. Appreciate the importance of marketing.

Key Inquiry Question(s):

- Discuss sources of information about the market for its potential customers.
- Explore factors considered when selecting a suitable market for goods and services.

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Self- efficacy • Digital literacy • Communication and collaboration • Critical thinking and Problem solving 	<ul style="list-style-type: none"> • Peace • Respect • Integrity • Responsibility 	<ul style="list-style-type: none"> • Financial literacy • Safety • Social cohesion

Learning Resources:

- Pre-technical studies curriculum design Grade 8

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson.

- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (30 minutes):

Step 1: Introduce primary sources of market information, such as surveys and focus groups.

Step 2: Discuss secondary sources like industry reports and trade publications.

Step 3: Analyze factors to consider when selecting a suitable market, such as demographics and consumer behavior.

Step 4: Emphasize the importance of effective marketing strategies in reaching target markets.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Develop a hypothetical marketing plan for a new product or service.
- Conduct a market research project within the school community to gather real-world data on consumer preferences.

Teacher Self-Evaluation:

WEEK 6: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 8	PRETECHNICAL STUDIES			

Strand: Entrepreneurship

Sub-Strand: Marketing of Goods and Services

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Identify sources of information about the market for its potential customers.
2. Explore factors considered when selecting a suitable market for goods and services.
3. Appreciate the importance of marketing.

Key Inquiry Questions:

- Discuss sources of information about the market for potential customers.
- Explore factors considered when selecting a suitable market for goods and services.

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Self- efficacy • Digital literacy • Communication and collaboration • Critical thinking and Problem solving 	<ul style="list-style-type: none"> • Peace • Respect • Integrity • Responsibility 	<ul style="list-style-type: none"> • Financial literacy • Safety • Social cohesion

Learning Resources:

- Pre-technical studies curriculum design Grade 8.

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson.

- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of key concepts.

Lesson Development (30 minutes):

Step 1: Introduce learners to various sources of market information such as surveys, interviews, and online research.

Step 2: Discuss the factors that influence the selection of a suitable market, including demographics, psychographics, and competition analysis.

Step 3: Engage students in a group activity where they analyze a case study to identify market sources and factors influencing market selection.

Step 4: Facilitate a class discussion on the importance of marketing in relation to market research and selection.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Have students conduct a mini-market research project in teams to collect information about a chosen product or service and present their findings to the class.
- Task students with creating a marketing plan for a hypothetical business based on the market research and factors discussed in the lesson.

Teacher Self-Evaluation:

WEEK 6: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 8	PRETECHNICAL STUDIES			

Strand: Entrepreneurship

Sub Strand: Marketing of Goods and Services

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Select tools to market goods and services.
2. Use digital devices to search information in ICT applications used in marketing of goods and services.
3. Appreciate the importance of marketing.

Key Inquiry Question(s):

- Which tools are used to market goods and services?
- How can digital devices be utilized to search information in ICT applications used in marketing of goods and services?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Self- efficacy • Digital literacy • Communication and collaboration • Critical thinking and Problem solving 	<ul style="list-style-type: none"> • Peace • Respect • Integrity • Responsibility 	<ul style="list-style-type: none"> • Financial literacy • Safety • Social cohesion

Learning Resources:

- Pre-technical Studies Curriculum Design Grade 8

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (30 minutes):

Step 1: Discuss the various tools used in marketing goods and services.

Step 2: Explore how digital devices can be used to search information in marketing applications.

Step 3: Have students participate in a group activity to brainstorm creative marketing strategies using the identified tools and digital devices.

Step 4: Facilitate a class discussion to analyze the effectiveness of different marketing approaches.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Students can create a mock marketing plan for a product or service of their choice, incorporating the tools and digital devices discussed in class.
- Encourage students to research real-world marketing campaigns and present their findings to the class.

Teacher Self-Evaluation:

WEEK 7: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 8	PRETECHNICAL STUDIES			

Strand: Entrepreneurship

Sub Strand: Distribution of goods and services

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Identify the role of intermediaries in the distribution of goods and services
2. Illustrate the channels for distributing different goods and services in business
3. Appreciate the role of intermediaries in distribution of goods and services

Key Inquiry Question(s):

- Discuss the role of intermediaries in the distribution of goods and services
- Prepare a chart on channels for distribution of different goods and services

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Self- efficacy • Digital literacy • Communication and collaboration • Critical thinking and Problem solving 	<ul style="list-style-type: none"> • Peace • Respect • Integrity • Responsibility 	<ul style="list-style-type: none"> • Financial literacy • Safety • Social co-hesion

Learning Resources:

- Pre-technical studies curriculum design Grade 8 chart

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing

the understanding of the key concepts.

Lesson Development (30 minutes):

Step 1: Introduce the concept of intermediaries in the distribution process.

Step 2: Discuss the different channels used for distributing goods and services in businesses.

Step 3: Analyze the significance of intermediaries in facilitating the distribution process.

Step 4: Engage students in a group activity to map out channels for distributing specific goods and services.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Assign students to research and create a presentation on a real-world business and its distribution strategies.
- Organize a class debate on the pros and cons of using intermediaries in the distribution of goods and services.

Teacher Self-Evaluation:

WEEK 7: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 8	PRETECHNICAL STUDIES			

Strand: Entrepreneurship

Sub Strand: Distribution of goods and services

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Identify the role of intermediaries in the distribution of goods and services
2. Illustrate the channels for distributing different goods and services in business
3. Appreciate the role of intermediaries in the distribution of goods and services

Key Inquiry Question(s):

- Discuss the role of intermediaries in the distribution of goods and services
- Prepare a chart on channels for distribution of different goods and services

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Self- efficacy • Digital literacy • Communication and collaboration • Critical thinking and Problem solving 	<ul style="list-style-type: none"> • Peace • Respect • Integrity • Responsibility 	<ul style="list-style-type: none"> • Financial literacy • Safety • Social cohesion

Learning Resources:

- Pre-technical studies curriculum design Grade 8 chart

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson.

- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (30 minutes):**Step 1:** Introduction to intermediaries in the distribution of goods and services

- Define intermediaries and discuss their role in the distribution process.
- Provide examples of intermediaries such as wholesalers, retailers, and agents.

Step 2: Channels for distributing different goods and services

- Explain the concept of distribution channels.
- Discuss different channels for distributing goods and services, such as direct selling, retail stores, online platforms, and wholesalers.

Step 3: Appreciating the role of intermediaries

- Explore the importance of intermediaries in efficient distribution.
- Discuss how intermediaries add value to the distribution process and benefit businesses and consumers.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics, such as creating a chart of distribution channels.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Have students research and present on a specific distribution channel used by a popular brand.
- Conduct a role-playing activity where students act out different roles in the distribution process to understand the interactions between intermediaries.

Teacher Self-Evaluation:

WEEK 7: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 8	PRETECHNICAL STUDIES			

Strand: Entrepreneurship

Sub Strand: Distribution of goods and services

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Identify ethics in distribution of goods and services
2. Value the need for distribution of goods and services
3. Appreciate the importance of distribution of goods and services in the community

Key Inquiry Question(s):

- Discuss ethics in distribution of goods and services
- Discuss the need for distribution of goods and services
- Watch video clips on channels for distribution of goods and services

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Self- efficacy • Digital literacy • Communication and collaboration • Critical thinking and Problem solving 	<ul style="list-style-type: none"> • Peace • Respect • Integrity • Responsibility 	<ul style="list-style-type: none"> • Financial literacy • Safety • Social cohesion

Learning Resources:

- Pre-technical studies curriculum design Grade 8

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (30 minutes):

Step 1: Introduce the concept of ethics in business, discussing the importance of ethical practices in distribution.

Step 2: Explore specific examples of ethical dilemmas that may arise in the distribution of goods and services.

Step 3: Discuss the impact of ethical decision-making on consumer trust and loyalty.

Step 4: Analyze case studies or scenarios related to distribution ethics and encourage critical thinking among students.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Students can research and present on real-life examples of ethical distribution practices by businesses.
- Conduct a debate on ethical dilemmas in distribution and encourage students to defend different perspectives.
- Create a poster or infographic highlighting the importance of ethical distribution in building a sustainable business.

Teacher Self-Evaluation:

WEEK 7: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 8	PRETECHNICAL STUDIES			

Strand: Entrepreneurship

Sub Strand: Distribution of goods and services

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Identify ethics in distribution of goods and services
2. Value the need for distribution of goods and services
3. Appreciate the importance of distribution of goods and services in the community

Key Inquiry Question(s):

- Discuss ethics in distribution of goods and services
- Discuss the need for distribution of goods and services
- Watch video clips on channels for distribution of goods and services

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Self- efficacy • Digital literacy • Communication and collaboration • Critical thinking and Problem solving 	<ul style="list-style-type: none"> • Peace • Respect • Integrity • Responsibility 	<ul style="list-style-type: none"> • Financial literacy • Safety • Social cohesion

Learning Resources:

- Pre-technical studies curriculum design Grade 8

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (30 minutes):

Step 1: Introduce the concept of ethics in business and discuss its role in the distribution of goods and services.

Step 2: Explore different ethical dilemmas that can arise in the distribution process and encourage students to discuss solutions.

Step 3: Showcase real-life examples of ethical and unethical distribution practices and analyze their impact on the community.

Step 4: Watch video clips depicting various channels for the distribution of goods and services and engage students in discussions about the importance of these channels.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Have students conduct research on companies known for ethical distribution practices and present their findings to the class.
- Organize a debate on the importance of ethical distribution in today's business environment.

Teacher Self-Evaluation: