

2025 PRE-TECHNICAL STUDIES GRADE 8 SCHEMES OF WORK – TERM 2

SCHOOL	GRADE	LEARNING AREA	TERM	YEAR
	8	PRE-TECHNICAL STUDIES	2	2025

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

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