



eduresourcza.com

LESSON PLAN: Technology Grade_8_____				
Name of School:		Term: 1		Week: 1
Name of Teacher(s):				Date
Focus	STRUCTURES			
CLASSROOM ACTIVITIES (generic planning):				
Periods	1	2	3	4
Content, concepts and skills	Frame structures • Definition of frame structures.	- Purpose of structural members (components) in wood and steel roof trusses (king and queen post, strut, tie, rafter, tie beam).	- Types of forces (shear, torsion, tension, compression) which act on specific frame structures -Structural members under tension and compression	Case study: Electrical pylons – use pictures of a range of pylon designs noting: - The variety of designs that solve the same problem effectively. - The use of internal cross-bracing and triangulation to provide stiffness.
Teacher’s Activities	INTRODUCTION -teacher introduces the concept of frame structures -gives definition of a frame structure -Gives examples in brief, learners to finish.	- Teacher gives a roof truss as another example of a frame structure. - Explains all the members of the roof truss	- teacher explains the various types of forces that act within a structure - Illustrates how the forces act on structures to cause effects like stretching, squashing etc.	- teacher gives learners an activity on electrical pylons as stipulated in the DBE workbook
Learners’ Activities	Participates - learners give more examples of frame structures - identify frame structures within the	Participates - Learners identify structural members of the given structure (Roof truss). -Learners draw and label a roof truss in their classwork	- Learners identify types of forces (shear, torsion, tension, compression) acting on a specific structure (Roof truss). -complete a worksheet on structural members and	- learners write the activity given to them by teacher

	classroom and school premises.	book.	forces.(for instance a tie is under tension)	
Type of Assessment	Informal	Informal	Informal	Informal
Resources	Learners' textbook	Learners' textbook	Learners' textbook	DBE workbook page 12-16
	Learners' book	Classwork book	Classwork book	Photo collage
	www.youtube.com		www.google.com	
IDENTIFIED LEARNERS' NEEDING SUPPORT:		Name of learner(s)		Name of learner(s)
Indicate the name(s) of learner(s) identified as having learning difficulties/not achieving or use the class list.		1.	5.	
		2.	6.	
		3.	7.	
		4.	8.	

CLASSROOM ACTIVITIES		
How are you going to include and differentiate Support for learners?		
Teacher Activities	Learner Activities:	Resources
How are you going to include and differentiate Expanded opportunities for learners?		
Teacher Activities	Learner Activities:	Resources



TEACHER REFLECTION:

Teachers Signature : _____ Date: _____

Pre -Moderated by line manager e.g. HOD/Deputy Principal (attach a moderation tool?): Signature: _____ Date: _____

Post moderation by HOD:

Formal Assessment Feedback								
Assessment Results Analysis	Level of achievement	1	2	3	4	5	6	7
	Indicate number of learners per level achieved							