



**eduresourcza.com**

| LESSON PLAN: Technology Grade_8_____ |                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                     |
|--------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Name of School:                      |                                                                                                                                                                                                                                                                                                     | Term: 1                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                      | Week: 4                                                                                                                                                                                                             |
| Name of Teacher(s):                  |                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                         | Date                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                     |
| Focus                                | Communication skills and Design                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                     |
| CLASSROOM ACTIVITIES:                |                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                     |
| Periods                              | 1                                                                                                                                                                                                                                                                                                   | 2                                                                                                                                                                                                                                       | 3                                                                                                                                                                                                                                                                                                                                    | 4                                                                                                                                                                                                                   |
| Content, concepts and skills         | <b>Mini PAT Activity 2: 2.1 Design</b><br><b>-Design brief , specifications and constraints</b> based on the given scenario                                                                                                                                                                         | <b>Purpose of graphics:</b><br>-develop and communicate ideas<br>-Sketching of ideas                                                                                                                                                    | <b>Mini PAT Activity 2.2 Design sketches. Design initial idea sketches ( freehand sketches)</b> based on the scenario                                                                                                                                                                                                                | <b>Working drawing techniques</b><br>-Isometric drawing-using underlying isometric grid<br>-Single view flat 2D drawings with dimensions, line types and scale                                                      |
| Teacher’s Activities                 | <ul style="list-style-type: none"><li>- teacher explains the traditional method of grain crushing using picture on page 86 DBE</li><li>- give learners copies of the formal activity on Chapter 7, page 89 DBE.</li><li>- <i>Hint:</i> Learners are already given design ideas to improve</li></ul> | <ul style="list-style-type: none"><li>-explain the purpose of graphics in design</li><li>-Elaborate in detail the concept of sketching emphasizing the use of Freehand diagrams (no instruments used but they should be neat)</li></ul> | <ul style="list-style-type: none"><li>- Teacher must explain that the initial ideas emanate from the Design Brief. The design ideas of a grain crusher are already given on page 87 DBE. Learners are to <b>modify</b> design on page 90 DBE.</li><li>-teacher gives learners copies of formal activity on pages 90-91 DBE</li></ul> | <ul style="list-style-type: none"><li>-teacher explains the use of an isometric grid paper</li><li>-give learners the grid paper</li><li>-also explain how to translate an isometric object (3D) into 2D.</li></ul> |
| Learners’ Activities                 | <ul style="list-style-type: none"><li>- They answer the formal activity on design.</li></ul>                                                                                                                                                                                                        | <ul style="list-style-type: none"><li>- learners practice freehand sketching on figure 1 page 33 DBE as activity</li></ul>                                                                                                              | <ul style="list-style-type: none"><li>- Learners come up with their sketches</li></ul>                                                                                                                                                                                                                                               | Learners practice drawing isometric objects on the grid paper.                                                                                                                                                      |
| Type of Assessment                   | FORMAL                                                                                                                                                                                                                                                                                              | Informal                                                                                                                                                                                                                                | FORMAL                                                                                                                                                                                                                                                                                                                               | Informal                                                                                                                                                                                                            |
| Resources                            | DBE workbook page <b>90</b>                                                                                                                                                                                                                                                                         | DBE Workbook page 33                                                                                                                                                                                                                    | DBE Workbook page <b>90-92</b>                                                                                                                                                                                                                                                                                                       | DBE workbook page 74                                                                                                                                                                                                |
|                                      |                                                                                                                                                                                                                                                                                                     | Textbook                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                     |
|                                      |                                                                                                                                                                                                                                                                                                     | Chalkboard                                                                                                                                                                                                                              | Chalkboard                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                     |



| <b>IDENTIFIED LEARNERS' NEEDING SUPPORT:</b>                                                              | <b>Name of learner(s)</b> | <b>Name of learner(s)</b> |
|-----------------------------------------------------------------------------------------------------------|---------------------------|---------------------------|
| 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.                        |

| 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<br>Results Analysis | Level of achievement                           | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|                                | Indicate number of learners per level achieved |   |   |   |   |   |   |   |

