

**LECTURE 5: PLANNING FOR TEACHING COMPUTER STUDIES**

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**Objectives**

➤ At the end of this lesson, the learner should be able to;

- i. Define scheme of work
- ii. Describe the elements of a scheme of work
- iii. Prepare computer studies schemes of work
- iv. Define lesson plan
- v. Describe the elements of a lesson plan
- vi. Prepare computer studies lesson plan

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**Introduction**

- One of the most crucial factors in classroom teaching is preparation
- This involves equipping one-self with three documents, which are essential in planning for teaching;
  - a) Syllabus
  - b) Schemes of work
  - c) Lesson plan
  - d) Reference books and class notes
  - e) Records of work document
  - f) Class register
  - g) Any other official document

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## THE SYLLABUS

- The syllabus is a document, which shows the content to be covered in a given subject in a particular level
- It is important because;
  - ✓ It helps the teacher to have a broad view of the subject and to select appropriate content to teach
  - ✓ It guides the teacher in identifying what is to be taught in a particular level of learning
  - ✓ contains a summary of the objectives in a particular course of programme

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## THE SYLLABUS

- In the syllabus, you will find;
  - ✓ The National aims of education
  - ✓ The general objectives for each subject
  - ✓ Instructional objectives for each topic
  - ✓ The subject content written as topics and sub-topics
- You will require the syllabus in order to prepare schemes of work
- In Kenya, the syllabus is developed by the Kenya Institute of Curriculum Development (KICD) – formally the Kenya Institute of Education (KIE)

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## THE SCHEMES OF WORK (SoW)

- Schemes of work are a written description of the work that has been planned for a particular content to be covered over a specified period of time e.g. One term
- It can also be defined as a sub-topics which are to be taught over a specified duration of period of time
- Preparation of schemes of work involves breaking up the content of a syllabus into meaningful components or units, and arranging these components in a logical sequence for teaching.

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**THE SCHEMES OF WORK (SoW)**

- Guidelines for preparing schemes of work:
  - a) Familiarize yourself with the topics and sub-topics (content) in the syllabus from which you will prepare the schemes of work.
  - b) Find out the number of lessons/persons appointed to teach the particular subject throughout the term. In doing this, you must take into consideration the lessons to be used for;

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**THE SCHEMES OF WORK (SoW)**

- i. Class tests
- ii. Revision time
- iii. Holidays/midterm breaks
- iv. Examinations
- v. Other school activities
- c) Allocate or distribute the available time to the topics or sub-topics. As you do this, consider the difficulty of the concepts to be taught, the amount of information to be covered and the teaching methods that you intent to use.

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**THE SCHEMES OF WORK (SoW)**

- d) Arrange the topics such that a sequence of instruction is developed – simple to complex
- e) Find out what previous knowledge and skills the students already have. The students entry behavior should include such information as;
  - i. Knowledge/information already learnt
  - ii. The students’ intellectual competence
  - iii. The students’ logical competence
  - iv. Their observational skills.

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### THE SCHEMES OF WORK (SoW)

- f) Read or consult the relevant textbooks, knowledgeable persons and other sources to identify the content to be included in each sub-topic. This will help in choosing appropriate teaching methods
- g) Consider the teaching methods to be used. The topics to be taught by the project method should appear early in the term so as to give the students time to work on the project.

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### Essential Elements Of A Scheme Of Work

- a) **Administrative details**
  - Usually begins by stating some preliminary administrative details such as;
    - i. Name of school
    - ii. Class
    - iii. Subject
    - iv. The term and year
  - These details are written on the front page of the schemes of work.
  - E.g.

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### Essential Elements Of A Scheme Of Work

School ..... Form ..... Subject .....

Term ..... Year .....

Teacher's name .....

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### Elements Of A Scheme Of Work

**b) Long-term objectives**

- The long-term objectives should be a statement of what the learner should be able to achieve after being taught the content (the topics and sub-topics) schemed for
- Also referred to as main objectives
- Should be written after the administrative details
- E.g.

Main objectives

- i. Describe the computer system
- ii. Explain the components that make up the computer system

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### Elements Of A Scheme Of Work

- After the main/long term objectives, the SoW is organized in form of a table with the following columns;

**c) Week** - A school term has about 13 – 15 weeks. However not all the weeks would be available for teaching. Some weeks will be spent on midterm tests. You should therefore indicate the time schemed for in terms of weeks available for teaching in the particular school term and the available teaching lessons each week.

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### Elements Of A Scheme Of Work

**c) Content** – The content is the subject matter to be covered i.e. facts, laws, generalizations, principles, processes, concepts, views, examples, illustrations, figures, dates, names, definitions, skills, values, behaviors, attitudes etc that will be learned by the student.

- Content is written in form of topics and sub-topics, which you plan to teach over period of time. You should give the content in form of topics and sub-topics to be taught. The content will have been sourced from the syllabus.

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**Elements Of A Scheme Of Work**

**d) Instructional objectives**

- In writing your instructional objectives, you will be guided by the following questions;
  - ✓ What do you want to be learnt by the students?
  - ✓ How do these objectives relate to the long-term objectives of the subject?

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**Elements Of A Scheme Of Work**

**e) Learning activities**

- Learning activities are a description of what the students will be doing or involved in, during the teaching-learning process.
- You should indicate the learning activities for each of the lessons in the schemes of work.
- Only the main learning activities are necessary in the schemes of work. The learning activities ought to be;

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**Elements Of A Scheme Of Work**

- ✓ Varied and involving use of all senses
- ✓ Related to and helping in achieving the objectives of the lesson
- ✓ Appropriate in keeping the learners meaningfully occupied in learning some skills.

- In writing the learning activities, you should be guided by such questions as;
  - ✓ What learning activity should you provide in order to achieve the intended learning outcomes?
  - ✓ How should you sequence the content so as to ensure continuity in the schemes of work?

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**Elements Of A Scheme Of Work**

**f) The resource materials**

- During the learning/teaching process, you will need to use certain materials so as to simplify the content being taught
- The materials may include non-reading materials such as computer components, software, storage media, charts, maps, pictures, etc
- In selecting such materials, you will be guided by such questions as;
  - ✓ What resources, facilities and equipment will be required?
  - ✓ How much time will be available?

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**Elements Of A Scheme Of Work**

**g) References column**

- In this column, you list the sources of the content you are teaching e.g. book titles and authors.
- You can include the exact pages where the content is drawn in the reference texts

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**Elements Of A Scheme Of Work**

**h) Remarks column**

- In this column, you should write comments to indicate whether the topic was adequately covered or not
- As you write your comments, you will be making an assessment on your success and failures of your lesson
- Your comments should assist you in planning the next lesson. Therefore the comments should be as much objective as possible

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**LESSON PLAN**

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Introduction to Lesson Planning

- A lesson is described as the teacher’s work plan showing what the teacher and his/her students should cover during a single or a double lesson
- At the lesson planning stage, you should visualize the actual teaching-learning situation and prepare an instructional guide (lesson plan) to the content to be taught
- The teaching of any single lesson has a relationship with what the learners already know, what they were taught during the last lesson and what they will be taught in the next and subsequent lessons

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Introduction to Lesson Planning

- It is therefore not easy to identify the specific beginning point for a particular lesson.
- Your planning of the daily lesson is part of your pre-teaching exercise and it involves seeking answers to the following questions. What content to teach? For whom? Why? How?

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Introduction to Lesson Planning

- In almost all classroom teaching situations, it is possible to identify certain distinct phases through which a lesson should pass.
- These distinct phases of a lesson are;
  - ✓ An introduction phase
  - ✓ A developmental phase
  - ✓ A recapitulation/Conclusion phase

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Introduction to Lesson Planning

a) **The introductory phase**

- Here, you should introduce raw material for the day's lesson. You should present the material in a systematic manner so as to adequately get the learners full participation
- As part of the introduction, the teacher could carry out some brief revision of the previous lesson.
- The revision could;
  - ✓ Consists of revising what has been taught in previous lessons
  - ✓ Seek to ensure that previous lessons have been mastered well enough for both the teacher and the learner to make further progress

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Introduction to Lesson Planning

- ✓ Enables you and the learner to relate past to present learning i.e. integrating aspects of subjects matter in the minds of the learners
- ✓ In revising, you may give an oral summary of the main points of the previous lesson. Oral summary saves time but may not be effective in achieving its intended purposes. It is therefore wise to improve on the oral summary by for example asking questions
- ✓ You should give details in the lesson plan of what yourself and the learners will be doing during the lesson revision phase.

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Introduction to Lesson Planning

- It is very important that you ask questions that require minimal effort before those that require more effort
- Prepare questions in advance and gradually increase in difficulty e.g. requiring learners to justify.
- The secret of asking good questions is to prepare them in advance.

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Introduction to Lesson Planning

**b) Developmental phase (main body)**

- It is here that the actual teaching of new materials takes place
- The main body is arranged in sequential steps so as to facilitate an easy and organized coverage of the content
- The most commonly used method in developing the lesson is for the teacher to give the facts
- When giving facts, it important that the learners are mentally and physically engaged for them to fairly participate as this ensures better understanding of the lesson.

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Introduction to Lesson Planning

**c) Conclusion/ recapitulation phase**

- During this phase, you should revise the day's lesson with the learners
- The most commonly used method is for the teacher to summarize either orally or in writing the major points of the lesson on the chalk-board
- Even though this saves time, you should plan for a fair learner participation at all phases of the lesson. For example, you could guide the learners to summarize key points by use of carefully structured questions

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Introduction to Lesson Planning

- During the recapitulation phase, you should make an effort to relate bits and pieces of facts, figures, concepts and information to one another and therefore ensure that the materials learnt forms a structure in the minds of the learners
- i.e. They are able to see the inter-relationships between the several faces of a subject
- It is wise to remember that an important component of the recapitulation phase is the provision of an assignment or continuing activity.

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The Lesson Plan Layout

- The main elements/components of a lesson plan are;
  - a) **Administrative details**
  - These are details which you should give at the top of the first page. The details include such information as name of the school, form/class, date, time, subject, topic and sub topic, SoW reference.
  - b) **Objectives (instructional objectives)**
  - In the lesson plan, the objectives referred to are the instructional objectives.

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The Lesson Plan Layout

- Instructional objectives should be stated in a manner that they are;
  - ✓ Specific
  - ✓ Observable/measurable
  - ✓ Set an acceptable level of attainment
  - ✓ Specify the conditions of attainment
  - ✓ Are learner centered
  - ✓ Generally, the objectives should be SMART

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**The Lesson Plan Layout**

**c) Time**

- Time is a critical factor in our lesson planning
- It determines the amount of practice of skills and the application
- The timing shows the number of minutes that each phase and each stage or step of the lesson plan will take
- As a general guide, the revision and the introduction phase should together take five minutes, the developmental phase thirty minutes and the recapitulation phase five minutes.

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**The Lesson Plan Layout**

**d) Content**

- The content is the main focus of the communication in the classroom
- It is an indication of the details of what you will cover in each stage or step of the lesson and is stated in form of topics and sub topics
- It includes knowledge, skills, attitudes and values
- You should have a thorough knowledge of the content so as to guide the learners effectively.

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**The Lesson Plan Layout**

**e) Learning activities**

- This will be an indication of what the learners will be doing or involved in at each step or stage during the learning process
- Some examples of learning activities are making notes, discussing in small groups, writing, listing, classifying and responding to questions.

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**The Lesson Plan Layout**

**f) Resource materials & references**

- Instructional resource materials are a means of covering information
- They will help enhance your interaction with the learners and smoothly instruct concepts as well as allowing for skill development
- They include such materials as maps, diagrams, pictures, dictionary, ICT equipment, etc

**g) Lesson evaluation:** This is a row below the conclusion where the teacher writes his/her objective lesson evaluation. It is important because it enable the teacher to improve on the next lesson

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**A The Lesson Plan Layout**

[Click to view a sample lesson plan](#)

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