FIRST TERM WEEKLY LESSON NOTES - B8 WEEK 1

		WEEK				
Week Ending:	DAY:		Subject	: Computing		
Duration:			Strand:	Introduction To C	omputii	ng
Class: B8	Class Si	ze:	Sub Stra	nd: Generation C	of Comp	outers
Content Standard: B8.1.1.1. Identify parts a computer and technology tools				h generation of comp tum computing	outers	Lesson: 1 of 2
Performance Indicator: Learners can discuss the fifth generation on quantum computing	-	iters with emph	asis of	Core Competer CC8.2: CP6.1	ncies:	
Reference: Computing Curriculum P.g	. 24					
Activities For Learning & Assessmo	ent			Resources	Prog	ression
Starter (5mins)				Pictures and		fying and
Revise with learners to review their und Share performance indicators and intr	_		s lesson.	videos	featu fifth-	ibing the res of the generation outers.
Main (35mins)						
Discuss the features of the fifth-generat	ion compu	ters.				
Describe quantum computing using the computing called "Sycamore".	Google op	erational quant	um			
Discuss parallel processing hardware and software.	d Artificial	Intelligence (Al)			
Assessment State and explain three features of the f	ifth-genera	ation computers	5			
Reflection (10mins) Use peer discussion and effective question what they have learnt during the less		ind out from lea	ırners			
Take feedback from learners and summa	arize the le	esson.				
Homework/Project Work/Commun					•	
State and explain three features of the	ne fifth-ge	eneration comp	outers			
Cross-Curriculum Links/Cross-Cutt	ing Issue	S				
None		Diffi alei				
Potential Misconceptions/Student None	Learning	ויע				
HOLIC						

Week Ending:	DAY:		Subject	Subject: Computing		
Duration:			Strand:	trand: Introduction To Computing		
Class: B8	Class Si	ze:	Sub Stra	Sub Strand: Generation Of Computers		
Content Standard: B8.1.1.1. Identify parts a computer and technology tools				h generation of comp tum computing	uters	Lesson: 2 of 2
Performance Indicator: Learners can discuss the fifth generation of computers with emphasis of on quantum computing Core Competencies: CC8.2: CP6.1						
Reference: Computing Curriculum P.g	. 24					
Astivities For Learning & Assessment				Danasana	D	
Activities For Learning & Assessme	ent			Resources	Prog	gression
Starter (5mins) Revise with learners to review their und	erstanding	g in the previous	s lesson.	Pictures and videos	descr featu	ifying and ribing the ures of the generation
Share performance indicators and intro	oduce the	lesson.			com	puters.
Main (35mins)						
Discuss the features of the fifth-generat	ion compu	ters.				
Describe quantum computing using the computing called "Sycamore".	Google op	erational quant	um			
Discuss parallel processing hardware and software.	d Artificial	Intelligence (Al)			
Assessment State and explain three features of the f	ifth-genera	ation computers	i			
Reflection (10mins) Use peer discussion and effective question what they have learnt during the less	_	ind out from lea	ırners			
Take feedback from learners and summa						
Homework/Project Work/Commun State and explain three features of the						
	Cross-Curriculum Links/Cross-Cutting Issues					
None		Diffi and the -				
Potential Misconceptions/Student I None	_earning	itticulties				

FIRST TERM WFFKLY LESSON NOTES - B8

· · · ·	WEEK		_		
Week Ending:	DAY:	Subject	Subject: Computing		
Duration:		Strand:	Introduction To C	omputi	ng
Class: B8	Class Size:	Sub Str	and: Input & Outp	ut Devi	ces.
Content Standard: B8.1.1.1. Identify parts a computer and technology tools	Indicator: B8.1.1.1.2. Demons devices	strate understar	nding of direct data	entry	Lesson 1 of 2
Performance Indicator: Learners can demonstrate understandin	g of direct data entr	ry devices	Core Compete CC8.2: CP6.1	ncies:	
Reference: Computing Curriculum P.g	g. 24				
Activities For Learning & Assessm	ent		Resources	Prog	gression
Starter (5mins) Revise with learners to review their und Share performance indicators and intr		revious lesson.	Pictures and videos	desci featu	ifying and ribing the Ires of the devices.
Main (35mins)					
Paste a chart on the board.					
Guide learners to identify Graphic table reader, and QR code reader, Radio Fre from the pictures.					
Have learners explore features of these	input devices.				
In groups, learners explore how these in situations.	nput devices work in	ı real life			
Guide learners to generate QR codes ar	nd link them to speci	ific websites.			
Assessment					

What is an input device?

Mention any six input devices you know.

Reflection (10mins)

Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.

Take feedback from learners and summarize the lesson.

Homework/Project Work/Community Engagement Suggestions

State and explain three features of (Graphic Tablet, Magnetic Card Reader, Optical Card Reader, QR code reader, Radio Frequency Identification (RFID) Readers

Cross-Curriculum Links/Cross-Cutting Issues
None
Potential Misconceptions/Student Learning Difficulties
None

	Week Ending:	DAY:	Subject: Computing		
Duration:			Strand: Introduction To Computing		ng
Class: B8		Class Size:	Sub Strand: Input & Output Devices.		es.
	Content Standard: B8.1.1.1. Identify parts a computer and technology tools	Indicator: B8.1.1.1.3. Examine the uses of the output devices:			Lesson: 1 of 2
	D (1 1) (1			c c . .	

Core Competencies: Performance Indicator:

Learners can examine the uses of the output devices CC8.2: CP6.1

Reference: Computing Curriculum Pg. 24

Activities For Learning & Assessment	Resources	Progression
Starter (5mins)	Pictures and	Identifying and
Revise with learners to review their understanding in the previous lesson.	videos	describing the features of the
		output devices.
Share performance indicators and introduce the lesson.		
Main (35mins)		
Revise with learners on some common output devices they know.		
Ask groups to identify any four types of output devices and state its functions.		
Guide learners to identify Braille printers, Impact, Inkjet, Thermal, Wax, 3D printers from pictures.		
Guide learners to explore the features of these output devices.		
Explore how these output devices work in real life situations.		
Assessment		
State and explain three features of Braille printers, Impact, Inkjet,		
Thermal, Wax, 3D printers		
Reflection (10mins)		
Use peer discussion and effective questioning to find out from learners		
what they have learnt during the lesson.		
Take feedback from learners and summarize the lesson.		

Homework/Project Work/Community Engagement Suggestions
State and explain three features of Braille printers, Impact, Inkjet, Thermal, Wax, 3D printers

Cross-Curriculum Links/Cross-Cutting Issues

None

Potential Misconceptions/Student Learning Difficulties

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FIRST TERM WEEKLY LESSON NOTES - B8

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Week Ending:	DAY:		Subject:	ubject: Computing			
Duration:			Strand: Introduction To Computing			ng	
Class: B8	Class Size:		Sub Strand: Storage Systems				
Content Standard: B8.1.1.1. Identify parts a computer and	technology tools	Indic B8.1.		ribe storage device	es .	Lesson: 1 of 2	
Performance Indicator: Learners can describe storage devices Core Competencies: CC8.2: CP6.1							
Reference: Computing Curriculum P.g. 24							
Activities For Learning & Assessment Resources Progression							
Starter (5mins) Revise with learners to review their und Share performance indicators and intro Main (35mins) Guide learners to revise on the termino Storage device- any mechanism cal information from and on a storage Storage medium- any physical mainformation either temporarily or perinformation can be retrieved from Storage- holds items such as data, if written, stored and retrieved by Guide learners to discuss the main storate examples. Primary Storage Memory and Second	logies used in storal cable of reading at medium terial capable of ermanently and at mit instruction and infector devices where infector the CPU	age syst nd writ holding the sam ormatic ormatic	ems. ing se time on	Pictures and videos	use of Memory System Ember Memory Memory USB Drive State	age ems, edded Flash ory, Flash ory Cards Readers, Flash es, Solid e Drives Hybrid hard	
Have learners' research and discuss the Flash memory is an electronic non-volatile can be electronically erased and reprogr	computer memory st						



Demonstrate and illustrate the use of Flash Memory Storage Systems, Embedded Flash Memory, Flash Memory Cards and Readers, USB Flash Drives, Solid State Drives and Hybrid hard drives.

Guide learners to discuss the features of Flash Memory Storage Systems, Embedded Flash Memory Flash Memory Cards and Readers.

Assessment

What is a storage device? List 5 examples of storage device. How does the Flash Memory Storage Systems work?

Reflection (10mins)

Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.

Take feedback from learners and summarize the lesson.

Homework/Project Work/Community Engagement Suggestions

- List 5 examples of storage device.
- How does the Flash Memory Storage Systems work?

Cross-Curriculum Links/Cross-Cutting Issues

None

Potential Misconceptions/Student Learning Difficulties

	Week Ending:	DAY:		Subject: Computing		
	Duration:			Strand: Introduction To Computing		
Class: B8 Class Size:			Sub Strand: Storage Systems			
Content Standard: B8.1.1.1. Identify parts a computer and technology tools			ator: 1.1.4 Describe storage devices	Lesson: 1 of 2		
					•	

Performance Indicator:

Learners can describe storage devices

Core Competencies:

CC8.2: CP6.1

Reference: Computing Curriculum P.g. 24

Activities For Learning & Assessment	Resources	Progression
Starter (5mins)	Pictures and videos	Illustrating the use of Flash
Revise with learners to review their understanding in the previous lesson.		Memory Storage
Share performance indicators and introduce the lesson.		Systems, Embedded Flash Memory, Flash
Main (35mins)		Memory Cards and Readers,
 Guide learners to revise on the terminologies used in storage systems. Storage device- any mechanism capable of reading and writing information from and on a storage medium Storage medium- any physical material capable of holding 		USB Flash Drives, Solid State Drives and Hybrid hard
 information either temporarily or permanently and at the same time information can be retrieved from it Storage- holds items such as data, instruction and information 		drives.
Memory- a place in storage media / devices where information is read, written, stored and retrieved by the CPU		
Guide learners to discuss the main storage devices of a computer and give examples. • Primary Storage Memory and Secondary Storage Memory		
Have learners' research and discuss the Flash Memory Storage Systems. Flash memory is an electronic non-volatile computer memory storage medium that can be electronically erased and reprogrammed.		

Demonstrate and illustrate the use of Flash Memory Storage Systems,	
Embedded Flash Memory, Flash Memory Cards and Readers, USB Flash Drives, Solid State Drives and Hybrid hard drives.	
brives, solid state brives and rightid flatd drives.	
Guide learners to discuss the features of Flash Memory Storage Systems,	
Embedded Flash Memory Flash Memory Cards and Readers.	
Assessment	
What is a storage device? List 5 examples of storage device.	
How does the Flash Memory Storage Systems work?	
Reflection (10mins)	
Use peer discussion and effective questioning to find out from learners	
what they have learnt during the lesson.	
Take feedback from learners and summarize the lesson.	
Homework/Project Work/Community Engagement Suggestions	
List 5 examples of storage device. Llaw does the Flock Memory Storage Systems work?	
 How does the Flash Memory Storage Systems work? Cross-Curriculum Links/Cross-Cutting Issues 	
None	
Potential Misconceptions/Student Learning Difficulties	
None	

FIRST TERM WEEKLY LESSON NOTES - B8 WEEK 4

eek Ending: DAY: Subjec		ct: Computing				
Duration:	uration: Strand:		Strand:	: Introduction To Computing		
Class: B8	Class Si	ze:	Sub Stra	Strand: File Management Techniques		
Content Standard: B8.1.1.2. Demonstrate the use of the Defeatures.	esktop	Indicator: B8.1.1.2.1 Expl	ore the use	e of the Charms ba	nr	Lesson: 1 of 2
Performance Indicator: Learners can explore the use of the Charm	ıs bar			Core Compet CC8.2: CP6.1	tencies:	
Reference: Computing Curriculum P.g.	. 24			•		
Activities For Learning & Assessme				Resources	Drogn	ossion
Activities For Learning & Assessine	enc			Resources	Progr	ession
Starter (5mins) Revise with learners to review their understanding in the previous lesson.				Pictures and videos	Explori and fea Charm	ng the use tures of the s bar
Share performance indicators and introd	luce the le	esson.				
Main (35mins)						
Using pictures and charts, guide learners to identify and describe what a charms bar is. A charm bar is a universal toolbar in the windows 8 operating system that can be accessed from anywhere no matter what you are doing or what application you are running.						
In groups, have learners explore the options on the charms bar. When activated, the charms bar contains 5 different buttons; • Search • Share • Start • Devices • Settings						
Share Share		Settings				
Engage learners to identify the icons in	the Charm	s bar				



Guide learners to describe features of the Charms bar icons.

Assessment

What is a charms bar? Identify and explain the options on the charms bar? Name any five icons on the charms bar.

Reflection (10mins)

Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.

Take feedback from learners and summarize the lesson.

Homework/Project Work/Community Engagement Suggestions

Draw the charms bar and label any five parts

Cross-Curriculum Links/Cross-Cutting Issues

None

Potential Misconceptions/Student Learning Difficulties

Week Ending:	DAY:		Subject: Computing			
Duration:			Strand: Introduction To Computing			
Class: B8	Class Size:		Sub Strand: File Management Technic		hniques	
Content Standard: B8.1.1.2. Demonstrate the use of the Desktop features. Indicator: B8.1.1.2.2. Practical (Drive Manage)				nagement techniques	Lesson: 1 of 2	
Performance Indicator: Learners can demonstrate file management techniques				Core Competencies: CC8.2: CP6.1		
Reference: Computing Curriculum P.g. 25						

Activities For Learning & Assessment	Resources	Progression
Activities For Learning & Assessment	Resources	Progression
Starter (5mins) Revise with learners to review their understanding in the previous	Pictures and videos	Practicing file management techniques
lesson.		teeriniques
Share performance indicators and introduce the lesson.		
Main (35mins)		
Brainstorm learners to explain key terms in the lesson.		
Disk defragmentation - is the process of reorganizing the data stored on the hard drive so that related pieces of data are put back together.		
• File compression - is a data compression method in which the logical size of a file is reduced to save disk space for easier and faster		
transmission over a network or the internet.		
Disk Partitioning - is the creation of one or more regions on secondary storage, so that each region can be managed separately.		
Demonstrate the file management techniques such as defragmentation, compression of files, etc.		
Engage learners to explore ways of partitioning a hard disk.		
Guide learners to discuss the advantages and disadvantages of compressing files and disk defragmentation.		
Assessment		
Define the following; i. Disk defragmentation		
2. State three advantages and disadvantages of compressing files		
Reflection (10mins)		

Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.					
Take feedback from learners and summarize the lesson.					
Homework/Project Work/Community Engagement Suggestions					
Describe the steps you would use to partition a hard drive.					
Cross-Curriculum Links/Cross-Cutting Issues					
None					
Potential Misconceptions/Student Learning Difficulties					
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FIRST TERM WEEKLY LESSON NOTES - B8 WEEK 5

Week Ending: DAY: Subject: Computing						
Duration:				Introduction To Computing		
Class: B8	Class Size: Sub Strand: Technology In the Community					
Content Standard: B8.1.2.1. Demonstrate the use of Techn the Community	ology in	Indicator: B8.1.2.1.1. Disc computer acc		ologies that help to	improve	Lesson: 1 of 2
Performance Indicator: Learners can Identify the categories of sthey use.		ds and the tech	nology	Core Compete CC8.2: CP6.1	encies:	
Reference: Computing Curriculum P.g.	. 24					
Activities For Learning & Assessme	ent			Resources	Progr	ession
Starter (5mins) Revise with learners to review their und lesson. Share performance indicators and introduced in the start of the star	S	Pictures and videos	catego special	ying the ories of needs and chnology ase.		
Main (35mins)						
Guide learners to identify the categories	of people	with special ne	eds.			
Engage learners to discuss technologies that can be used to help people with special needs (e.g. Computer software and hardware such as voice recognition programs, screen readers, and screen enlargement applications, to help people with mobility and sensory impairments use computers and mobile devices, etc.)						
Assessment Identify the categories of special needs and the technology they use.						
Reflection (10mins) Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson.						
Homework/Project Work/Community Engagement Suggestions						
Identify the categories of special needs and the technology they use.						
Cross-Curriculum Links/Cross-Cutting Issues						
None						
Potential Misconceptions/Student Learning Difficulties						

Week Ending:	DAY:		_	t: Computing		
Duration:				and: Introduction To Computing		
Class: B8	Class Si	ze:	Sub Str	and: Technology	In the Co	ommunity
Content Standard: B8.1.2.1. Demonstrate the use of Techn the Community	ology in	Indicator: B8.1.2.1.1. Disc computer acc		ologies that help to	improve	Lesson: 2 of 2
Performance Indicator: Learners can Identify the categories of sthey use.		eds and the tech	nology	Core Compet CC8.2: CP6.1	encies:	
Reference: Computing Curriculum Pg.	. 24					
Activities For Learning & Assessme	ent			Resources	Progr	ession
Starter (5mins) Revise with learners to review their understanding in the previous lesson. Share performance indicators and introduce the lesson.				Pictures and videos	catego special	ying the ories of and chnology use.
Main (35mins) Guide learners to identify the categories of people with special needs. Engage learners to discuss technologies that can be used to help people with special needs (e.g. Computer software and hardware such as voice recognition programs, screen readers, and screen enlargement applications, to help people with mobility and sensory impairments use computers and mobile devices, etc.) Assessment Identify the categories of special needs and the technology they use. Reflection (10mins) Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson.						
Homework/Project Work/Commun						
Identify the categories of special needs and the technology they use.						
Cross-Curriculum Links/Cross-Cutting Issues						
None Potential Misconceptions/Student Learning Difficulties						
Potential Misconceptions/Student Learning Difficulties						

FIRST TERM WEEKLY LESSON NOTES - B8 WFFK 6

DAY:		Subject	Computing				
		Jubject	: Computing				
		Strand:	Introduction To	Computir	ng		
Class Siz	ze:	Sub Stra	and: Technology	In the Co	mmunity		
• • • • • • • • • • • • • • • • • • • •					Lesson:		
Performance Indicator: Learners can Identify the categories of special needs and the technology they use.					Core Competencies: CC8.2: CP6.1		
24							
Activities For Learning & Assessment Resources Progression							
Starter (5mins) Revise with learners to review their understanding in the previous lesson. Share performance indicators and introduce the lesson.			Pictures and videos	catego special the teo	ying the ories of needs and chnology ise.		
)	ecial nee 24 nt rstanding	ecial needs and the technology in B8.1.2.1.3. Exponline services ecial needs and the technology the previous of the previous	logy in Indicator:	Indicator: B8.1.2.1.3. Explain the issues associated with online services (e.g. social media, wikis, be ecial needs and the technology Core Compete CC8.2: CP6.1 Resources Pictures and videos	Indicator: B8.1.2.1.3. Explain the issues associated with online services (e.g. social media, wikis, blogs, ecial needs and the technology Core Competencies: CC8.2: CP6.1 Resources Programmers and videos Pictures and videos Pictures and videos Special the technology		

Main (35mins)

Brainstorm learners to mention some common online media they use. Example; WhatsApp, Twitter, Facebook, Instagram, Ayo, YouTube, etc.

Have learners discuss in groups, the function of each of the online media identified above.

They also discuss the advantages and disadvantages of each.

Guide learners identify issues that are associated with online service or media.

The 3 main issues that are going to be explained in depth are:

- Reliability of Passwords,
- Identity Theft
- Network Security.

Reliability of Passwords

Many people tend to use very easy passwords for many of their accounts because they find simple passwords much easier to remember. What they don't know is that these simple passwords put their computer at risk, and allow for hackers to access their financial and personal information. Here is a list of some of the world's most popular passwords:

- 123456
- password

Password1

Identity Theft

Identity theft can also be known as identity fraud, which is a crime in which an imposter obtains key pieces of personally identifiable information, such as Social Security or driver's license numbers, in order to impersonate someone else for financial or legal purposes. Some ways that identity can be stolen are listed below

- Stealing your mail
- Looking for personal documents in your trash
- Tampering with ATMs or card machines in shops to steal your banking information
- Taking personal information through public sources (e.g. phone books and social media)

Network Security

Network security is any activity designed to protect the usability and integrity of your network and data.

There are many types of network securities that are available to us such as: Access control, Firewalls, and VPN which most of us are quite familiar with.

- Access Control: There is a process called network access control, which allows users to keep out potential attackers. In order to keep out potential attackers, it is necessary to recognize each user and each device.
- **Firewalls:** Firewalls put up a barrier between your trusted internal network and untrusted outside networks, such as the internet. A firewall can be hardware, software, or both.
- VPN: VPN stands for a virtual private network. A VPN encrypts
 the connection from an endpoint to a network, often over the
 internet. Typically, a remote-access VPN uses IPsec or Secure
 Sockets Layer to authenticate the communication between
 device and network

Assessment

- 1. Why do people use simple passwords that can easily be guessed?
- 2. Why is it good to use a different password for each website?
- 3. What are some ways that your identity can be stolen?
- 4. How does a firewall protect your computer?

Evaluate issues that are associated with online service delivery

Reflection (10mins)

Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.

Take feedback from learners and summarize the lesson.

Homework/Project Work/Community Engagement Suggestions

- Why do people use simple passwords that can easily be guessed?
- Why is it good to use a different password for each website?
- What are some ways that your identity can be stolen?

Cross-Curriculum Links/Cross-Cutting Issues

Week Ending:	DAY:		Subject: Computing		
Duration:			Strand: Introduction To Computing		
Class: B8	Class Size:		Sub Strand: Technology In the Community		ommunity
Content Standard:	Indicator:			Lesson:	
B8.1.2.1. Demonstrate the use of Techn	B8.1.2.1.3. Explain the issues associated with				
the Community	online services (e.g. social media, wikis, blogs,		2 of 2		
Performance Indicator:				Core Competencies:	

Learners can Identify the categories of special needs and the technology

Reference: Computing Curriculum P g 24

CC8.2: CP6.1

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Activities For Learning & Assessment	Resources	Progression
Starter (5mins) Revise with learners to review their understanding in the previous lesson.	Pictures and videos	Identifying the categories of special needs and
Share performance indicators and introduce the lesson.		the technology they use.
Main (35mins)		
Brainstorm learners to mention some common online media they use. Example; WhatsApp, Twitter, Facebook, Instagram, Ayo, YouTube, etc.		
Have learners discuss in groups, the function of each of the online media identified above.		
They also discuss the advantages and disadvantages of each.		
Guide learners identify issues that are associated with online service or media. The 3 main issues that are going to be explained in depth are: Reliability of Passwords, Identity Theft Network Security.		
Reliability of Passwords Many people tend to use very easy passwords for many of their accounts because they find simple passwords much easier to remember. What they don't know is that these simple passwords put their computer at risk, and allow for hackers to access their financial and personal information. Here is a list of some of the world's most popular passwords: 123456 password Password1		
Identity Theft		

Identity theft can also be known as identity fraud, which is a crime in which an imposter obtains key pieces of personally identifiable information, such as Social Security or driver's license numbers, in order to impersonate someone else for financial or legal purposes. Some ways that identity can be stolen are listed below

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- **Firewalls:** Firewalls put up a barrier between your trusted internal network and untrusted outside networks, such as the internet. A firewall can be hardware, software, or both.
- VPN: VPN stands for a virtual private network. A VPN encrypts
 the connection from an endpoint to a network, often over the
 internet. Typically, a remote-access VPN uses IPsec or Secure
 Sockets Layer to authenticate the communication between
 device and network

Assessment

- Why do people use simple passwords that can easily be guessed?
- Why is it good to use a different password for each website?
- What are some ways that your identity can be stolen?
- How does a firewall protect your computer?
- Evaluate issues that are associated with online service delivery

Reflection (10mins)

Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.

Take feedback from learners and summarize the lesson.

Homework/Project Work/Community Engagement Suggestions

- Why do people use simple passwords that can easily be guessed?
- Why is it good to use a different password for each website?
- What are some ways that your identity can be stolen?

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None

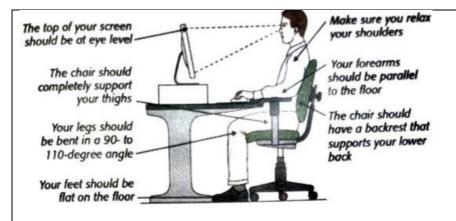
Potential Misconceptions/Student Learning Difficulties

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FIRST TERM WEEKLY LESSON NOTES - B8

WEEK 7

Week Ending:	DAY:	WEEK 7	Subject: (Computing		
Duration:		Strand: Introduction To Computing				
Class: B8	Class	Size:	Sub Strar	nd: Health & Safe	ty in usin	g ICT tools
Content Standard: B8.1.3.1. Demonstrate How to Apply Health and Safety measures in Using ICT Tools Indicator: B8.1.3.1.1 Discuss health			uss health i	ssues at workstati	ions	Lesson:
Performance Indicator: Learners can discuss health issues at wo		ons		Core Compete CC8.2: CP6.1	encies:	
Reference: Computing Curriculum Pg.	27					
Activities For Learning & Assessme	ent			Resources	Progr	ession
videos issue					issues	sing health at ations.
Main (35mins) Brainstorm learners to describe a workstation.						
A workstation is a place where work of a pa Guide learners to discuss the importance bulk work (possibly after every hour)	e of tak					
 Demonstrate with learners some stretch Triceps stretches Raise your arm and bend it so that y opposite side. Use your other hand and pull the ell Hold for 10 to 30 seconds and repeat 	our ha	nd reaches towa	rd the			
Overhead stretch Extend each arm overhead. Reach the opposite side. Hold for 10 to 30 seconds. Repeat on the other side.						
 Upper body and arm stretch Clasp hands together above the head Push your arms up, stretching upwar Hold he pose for 10 to 30 seconds. 	•	oalms facing out	ward.			
Have learners discuss the adoption of go computer.	ood pos	ture while at the	9			



Let learners discuss the use of document holders to avoid having to lean over and bend your neck while looking at paperwork.

Reflection (10mins)

Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.

Take feedback from learners and summarize the lesson.

Homework/Project Work/Community Engagement Suggestions

In groups, learners discuss the importance of taking regular breaks from bulk work

Cross-Curriculum Links/Cross-Cutting Issues

Week Ending:	DAY:		Subject: Co	mputing	
Duration:			Strand: Intro	oduction To Computing	
Class: B8	Class Size:		Sub Strand: Health & Safety in using ICT tools		
Content Standard: B8.1.3.1. Demonstrate How to Apply Health and Safety measures in Using ICT Tools		Indicator: B8.1.3.1.1 Di	scuss health is	sues at workstations	Lesson: 2 of 2

Performance Indicator:

Learners can discuss health issues at workstations

Core Competencies:

CC8.2: CP6.1

Reference: Computing Curriculum Pg. 27

Astistics Ford coming 6 Assessment	D	D
Activities For Learning & Assessment	Resources	Progression
Starter (5mins)	Pictures and videos	Discussing health issues at
Revise with learners to review their understanding in the previous lesson.	Videos	workstations.
Share performance indicators and introduce the lesson.		
Main (35mins)		
Have learners discuss the adoption of good posture while at the computer. Make sure you relax		
should be at eye level		
The chair should completely support your thighs		
Your legs should be bent in a 90- to 110-degree angle		
Your feet should be flat on the floor		
 Set your body to straighten and be comfortable. Place both feet on the floor. 		
 Tilt your elbows at a right angle. 		
• There should be a 40-70 cm distance between a computer screen and your eyes.		
 Your head should be in front of the computer screen. 		
 Your wrist should be on the level of the keyboard so that you can move your fingers easily. Fingers should not be lifted too much fro the keyboard. 		
 Your fingers should always be on home keys such as ASDF, and LK 	J.	
 Focus your eyes on the screen while typing or on the page if you a typing by looking at it. 		

Let learners discuss the use of document holders to avoid having to lean over and bend your neck while looking at paperwork.		
Reflection (10mins) Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.		
Take feedback from learners and summarize the lesson.		
Homework/Project Work/Community Engagement Suggestions		
In groups, learners discuss the use and importance of document holders		
Cross-Curriculum Links/Cross-Cutting Issues		
None		_
Vetted By:	Sign:	

FIRST TERM WEEKLY LESSON NOTES - B8

WEEK 8

Week Ending:	DAY:	VVLLING	Subject:	Computing	
Duration:			Strand: In	ntroduction To Co	mputing
Class: B8	Class	Size:	Sub Strai	nd: Health & Safet	y in using ICT tools
Content Standard: B8.1.3.1. Demonstrate How to Apply Health and Safety measures in Using ICT Tools Indicator: B8.1.3.1.2 Discuss safety n at workstations				1 of 2	
Performance Indicator: Learners can discuss health issues at wor	rkstatio	ons		Core Compete CC8.2: CP6.1	encies:
Reference: Computing Curriculum Pg.	27				
Activities For Learning & Assessme	ent			Resources	Progression
Starter (5mins) Revise with learners to review their undelesson.	erstand	ling in the previo	DUS	Pictures and videos	Discussing health issues at workstations.
 Share performance indicators and introduce the lesson. Main (35mins) Revise with learners on health issues associated with prolonged use of ICT tools. Backache and Waist Pain: Sitting behind a computer for a long period of time can cause backache and waist pain. 					
 Eyes Problems: Long exposure to television and monitor may affect your sight or vision. The light rays from the television and monitor can cause irritation in the eyes. 					
 Hearing Problems: You can over work your eardrums by listening to loud music from ICT tools such as Public-Address System, speakers, and headphones etc., which may weaken your eardrums, induce ringing in your ears and eventually damage your hearing. 					
Radiation Exposure: Some ICT tools such as mobile phones are believed to be emitting radiation which is very harmful to our health. Long term exposure to scanning machines, ultra-sound equipment and others can kill some cells and cause cancer.					
 Straining of the Body: Using mobil the Keyboard for a long time can le and the back of the hand. The nec be affected by strain. 	ad to a	strain in the finge	ers, wrists		

Demonstrate the use of appropriate volumes when using speakers and earpieces.

Demonstrate the use of screen protectors/spectacles to control the amount of light received by our eyes.

Learners discuss the importance of using of screen protectors.

Illustrate how not to overload electric sockets but use trailing multisocket units rather than plug adapters.

Assessment
What is a workstation?

Reflection (10mins)

Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.

Why is it important to use screen protectors when using a workstation

State and explain three features of a correct workstation setup.

Take feedback from learners and summarize the lesson.

Homework/Project Work/Community Engagement Suggestions

In groups, learners discuss the importance of taking regular breaks from bulk work

Cross-Curriculum Links/Cross-Cutting Issues

Week Ending:	DAY:		Subject: Computing		
Duration:			Strand: Introduction To Computing		
Class: B8	Class	Class Size: Sub Stran		nd: Health & Safety in using ICT to	
Content Standard: B8.1.3.1. Demonstrate How to Apply Health and Safety measures in Using ICT Tools Indicator: B8.1.3.1.2 Disc			•	easures in risk reduction	Lesson: 2 of 2
Performance Indicator: Learners can discuss health issues at workstations				Core Competencies: CC8.2: CP6.1	
Reference: Computing Curriculum Pg.	27				

Activities For Learning & Assessment	Resources	Progression
Starter (5mins)	Pictures and videos	Discussing health
Revise with learners to review their understanding in the previous lesson.	videos	workstations.
Share performance indicators and introduce the lesson.		
Main (35mins)		
Revise with learners on health issues associated with prolonged use of ICT tools.		
 Backache and Waist Pain: Sitting behind a computer for a long period of time can cause backache and waist pain. 		
 Eyes Problems: Long exposure to television and monitor may affect your sight or vision. The light rays from the television and monitor can cause irritation in the eyes. 		
 Hearing Problems: You can over work your eardrums by listening to loud music from ICT tools such as Public-Address System, speakers, and headphones etc., which may weaken your eardrums, induce ringing in your ears and eventually damage your hearing. 		
 Radiation Exposure: Some ICT tools such as mobile phones are believed to be emitting radiation which is very harmful to our health. Long term exposure to scanning machines, ultra-sound equipment and others can kill some cells and cause cancer. 		
• Straining of the Body: Using mobile phones for hours and typing on the Keyboard for a long time can lead to a strain in the fingers, wrists and the back of the hand. The neck, shoulder and the arms can also be affected by strain.		
Demonstrate the use of appropriate volumes when using speakers and earpieces.		

Demonstrate the use of screen protectors/spectacles to control the amount of light received by our eyes.
Learners discuss the importance of using of screen protectors.
Illustrate how not to overload electric sockets but use trailing multi- socket units rather than plug adapters.
Assessment State two effects of high sound volume Explain the dangers of overloading an electrical socket?
Reflection (10mins)
Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.
Take feedback from learners and summarize the lesson.
Homework/Project Work/Community Engagement Suggestions
Briefly explain how you will stretch the following parts of your body;
i. arms ii. Torso iii. Legs and knees
Cross-Curriculum Links/Cross-Cutting Issues
None

FIRST TERM WEEKLY LESSON NOTES - B8

WEEK 9

Week Ending:	DAY:	WELK 7	Subject:	Computing		
Duration: Strand: P			Productivity Software			
Class: B8	Class	Size:	Sub Stra	nd: Creating Tables & Hyperlinks		
Content Standard: B8.2.1.1 Demonstrate How to Use Microsoft Word (tables and hyperlink pages) Indicator: B8.2.1.1.1. Demonstrate ho hyperlinks.				now to create a ta	Lesson: able and 1 of 2	
Performance Indicator: Learners can demonstrate how to create	e a table	e and hyperlinks	•	Core Compet	tencies:	
Reference: Computing Curriculum Pg.	28					
Activities For Learning & Assessme	ent			Resources	Progression	
Starter (5mins)				Pictures and videos	Demonstrating how to create a	
Revise with learners to review their understanding in the previous lesson.			videos	table and hyperlinks		
Share performance indicators and introd	luce the	e lesson.				
Main (35mins)						
Explore the use of the Tables group und	er the	Insert tab				
Create tables, columns and resize them in MS-Word						
Explore the use of hyperlinks to create i	non-line	ear presentation	S			
Reflection (10mins) Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.						
Take feedback from learners and summa Homework/Project Work/Commun	ity En	gagement Sug				
In groups, learners create tables and hy	•		ents			
Cross-Curriculum Links/Cross-Cutt None	ing Iss	ues				
HOLIC						

Week Ending:	DAY:		Subject: Computing			
Duration:	S		Strand: P	Productivity Software		
Class: B8	Class	Size:	Sub Strar	nd: Creating Tab	les & Hype	erlinks
Content Standard: B8.2.1.1 Demonstrate How to Use Micro Word (tables and hyperlink pages)	ow to merge, spl ades	lit, add	Lesson: 1 of 2			
Performance Indicator: Learners can demonstrate how to merge shades	Core Compe CC8.2: CP6.1	tencies:				
Reference: Computing Curriculum Pg.	28					
Activities For Learning & Assessme	ent			Resources	Progr	ession
Starter (5mins)				Pictures and	Demo	nstrating
Revise with learners to review their und lesson.	erstand	ing in the previo	ous	videos	split,	a, borders
Share performance indicators and introd			and si	iades		
Main (35mins)						
Explore merging, splitting, adding formu Word under the Insert tab.	las, bor	ders and shades	in MS-			
Explore the use of the bullets; decrease the Home tab.	and inc	rease indentatio	n under			
Explore the use of the Border Button and set line spacing (e.g. explore the use of the dialogue Box Launcher button under the Home tab)						
Reflection (10mins) Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.						
Take feedback from learners and summa						
Homework/Project Work/Commun						
In groups, learners demonstrate how to	merge,	split, add formu	la, borders	and shades		
Cross-Curriculum Links/Cross-Cutt	ing Iss	ues				
None						

FIRST TERM WEEKLY LESSON NOTES - B8 WEEK 10

REVISION AND END OF TERM ASSESSMENT

Week Ending:	DAY: Subject: (Computing			
Duration:	<u>I</u>		Strand: St	trands for the term		
Class: B8	Class Size: Sub Stran			d: Sub strands for the term		
Content Standard: Demonstrate knowledge and understanding in the topics treated so far. Indicator: Recall and summarize all within the term			what they have lea	rnt	Lesson: 1 of 2	
Performance Indicator: Learners can recall and summarize all what they have learnt within the term				Core Compet CC8.2: CP6.1	encies:	
Reference: Computing Curriculum Pg.	28					
Activities For Learning & Assessme	ent			Resources	Progr	ession
Starter (5mins) Revise with learners to review their understanding in the previous lesson. Share performance indicators and introduce the lesson.			ous	Pictures and videos		
Main (35mins) Revise with learners discuss the features of the fifth-generation computers.						
Learners in groups describe quantum co operational quantum computing called "			gle			
Discuss parallel processing hardware and Artificial Intelligence (AI) software.			Al)			
Guide learners to identify the categories	of peo	ple with special	needs.			
Engage learners to discuss technologies that can be used to help people with special needs (e.g. Computer software and hardware such as voice recognition programs, screen readers, and screen enlargement applications, to help people with mobility and sensory impairments use computers and mobile devices, etc.)			as voice			
Assessment State and explain three features of the fifth-generation computers Identify the categories of special needs and the technology they use.						

Reflection (10mins) Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.		
Take feedback from learners and summarize the lesson.		
Homework/Project Work/Community Engagement Suggestions	,	
Identify the categories of special needs and the technology they use.		

Week Ending:			Subject: Computing					
Duration: Strand: St			Strand: Str	rands treated for the term				
Class: B8	Class Size: Sub Stran		d: Sub strands for the term					
Content Standard: Demonstrate knowledge and understanding in the topics treated so far. Indicator: Preparation tow			-	ds vacation Lesson:				
Performance Indicator: Learners can answer all end of term assessment questions in their exercise books.			Core Competencies: CC8.2: CP6.1					
Reference: Computing Curriculum								
Activities For Learning & Assessment				Resources	Progression			
Ask learners to bring and display all the materials needed for the assessment. Educate them on the consequences of examination mal practice.			Exercise books, pen, pencils, erasers, Answer sheets.	Answering end of term examination questions				
Main (35mins)								
Engage learners to arrange themselves properly to sit for the assessment test.				SBA, Assessment				
Mark learners answer sheets or exercise books.				Questions and exercise books				
Fill in learner's SBA books and report	cards.							
Distribute learners answer sheets or	exercise boo	oks for fe	edback.					

Vetted By:	Sign:	•••••
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