SECOND TERM
WEEKLY LESSON NOTES – B9
WEEK 1

Week Ending: 12-01-2024		DAY:		Subject: Computing	
Duration: 60mins				Strand: Productivity Software	
Class: B9		Class Size:		Sub Strand: Introduction to Word Processing	
Content Standard: B9.2.1.1 Demonstrate How to Use Microsoft Word (Multimedia)		Indicator: B9.2.1.1.3 Demonstrate how to add Multimedia (audios, videos, animations), Charts and Hyperlinks			Lesson: 1 of 2
Performance Indicator: Learners can incorporate multimedia elements (audios, videos, animations), charts, and hyperlinks effectively in presentations.				Core Competencies: CC8.2: CP6.1	
New words	Clip Art, Screenshot, Insert Ribbon, Layout				
Reference: Computing Curriculum P.g. 45					

Activities For Learning & Assessment	Resources	Progression
Starter (5mins) Begin with a brief discussion on the importance of visuals in presentations. Ask learners why they think multimedia is essential for effective communication. Share performance indicators and introduce the lesson. **Main (35mins)** Show a short video clip or animation about the solar system. After viewing, ask learners to share their thoughts on how multimedia enhances understanding. Divide learners into small groups. Provide each group with a computer or tablet. Instruct them to explore multimedia resources online related to a specific topic (e.g., ecosystems, historical events). Ask each group to find an interesting video, audio clip, or animation. Guide learners in creating a short presentation using the found multimedia elements. Assign learners to create a short multimedia-rich presentation on a topic of their choice for the next class. <u>ASSESSMENT</u>	Pictures and videos Presentation software (e.g., PowerPoint) Internet access for researching and exploring multimedia resources	incorporating multimedia elements (audios, videos, animations), charts, and hyperlinks effectively in presentations

1. Imagine you're working on a Microsoft Word document. You want to add a small, colorful illustration of a lightbulb to represent a bright idea. Which button would you click on within the Insert ribbon?		
2. You're writing instructions for navigating a website. Which feature in the Insert ribbon would allow you to capture a specific area of the website and embed it directly into your document?		
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

- You're creating a presentation about different dog breeds. Which tool in the Insert ribbon would let you search for and insert various images of dogs to accompany your slides?
- You're writing a report about a software program. You want to show the program's interface to illustrate its features. Which Insert ribbon option would you use to capture and insert a picture of the entire program window?

Cross-Curriculum Links/Cross-Cutting Issues

None

Potential Misconceptions/Student Learning Difficulties

None

Week Ending: 12-01-2024		DAY:		Subject: Computing	
Duration: 60mins				Strand: Productivity Software	
Class: B9		Class Size:		Sub Strand: Introduction to Word Processing	
Content Standard: B9.2.1.1 Demonstrate How to Use Microsoft Word (Multimedia)		Indicator: B9.2.1.1.3 Demonstrate how to add Multimedia (audios, videos, animations), Charts and Hyperlinks			Lesson: 1 of 2
Performance Indicator: Learners can effectively use clip art and screenshots in Microsoft Word for creative and informative document creation.				Core Competencies: CC8.2: CP6.1	
New words	Clip Art, Screenshot, Insert Ribbon, Layout				
Reference: Computing Curriculum Pg. 45					

Activities For Learning & Assessment	Resources	Progression
Starter (5mins) Begin the lesson by asking learners a question related to their understanding of visual elements in documents: "Why do you think images are important in documents, such as reports or presentations?" Allow learners to share their thoughts and discuss the importance of visuals in conveying information. Share performance indicators and introduce the lesson. **Main (35mins)** Introduce the Insert Ribbon in Microsoft Word and explain its role in adding various elements to a document. Demonstrate how to access and use clip art and screenshots in Microsoft Word. Show how to navigate the Insert Ribbon, search for clip art, and insert it into a document. Discuss how to take screenshots, whether of the entire screen or a specific area, and insert them into a document. Guide learners through the process step by step, encouraging them to follow along on their computers. Instruct learners to practice using clip art and screenshots in Microsoft Word. Encourage them to explore different types of clip art and take screenshots of specific elements on their screens.	Pictures and videos. Computers with Microsoft Word installed	using clip art and screenshots in Microsoft Word for creative and informative document creation

Ask them to create a one-page document that includes both clip art and screenshots to reinforce the concepts learned.

Assessment

1. Explain in your own words what clip art is and how it can be used to enhance a document.
2. Describe the steps involved in inserting a screenshot into a Microsoft Word document.
3. How can clip art and screenshots be beneficial in creating visually appealing and informative documents? Provide examples.
4. Create a short paragraph explaining the importance of choosing an appropriate layout for a document that includes both text and images.

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

- You're writing a blog post about your favorite historical figures. How could you combine clip art and screenshots to make your post more visually engaging?
- Imagine you're presenting a scientific report on climate change. What kind of screenshots could you insert to support your data and evidence?
- You're creating a comic strip for a school project. How could you use the Insert ribbon to quickly add backgrounds and props to your panels?

Cross-Curriculum Links/Cross-Cutting Issues

None

Potential Misconceptions/Student Learning Difficulties

None

SECOND TERM
WEEKLY LESSON NOTES – B9
WEEK 2

Week Ending: 19-01-2024		DAY:		Subject: Computing	
Duration: 60mins				Strand: Productivity Software	
Class: B9		Class Size:		Sub Strand: Introduction To Presentation	
Content Standard: B9.2.2.1 Demonstrate How to use Microsoft PowerPoint (Multimedia)		Indicator: B9.2.2.1.1 Demonstrate how to add pictures and insert screenshots			Lesson: 1 of 2
Performance Indicator: Learners can add pictures and insert screenshots using the Insert Ribbon in Microsoft Word for effective document creation				Core Competencies: CC8.2: CP6.1	
New words	Insert Ribbon, Clip Art, Screenshot, Layout				
Reference: Computing Curriculum Pg. 46					

Activities For Learning & Assessment	Resources	Progression
Starter (5mins) Begin the lesson with a short activity to engage learners. Display a visually appealing document on the screen that includes pictures and screenshots. Ask learners to discuss with a partner or in small groups how these visuals enhance the document. After a brief discussion, facilitate a class conversation by asking volunteers to share their observations Share performance indicators and introduce the lesson. **Main (35mins)** Demonstrate how to access the Insert Ribbon in Microsoft Word. Show how to use the Clip Art feature to search for and insert images into a document. Guide learners through the process of capturing and inserting screenshots. Discuss the importance of layout and positioning of visuals for better document design. Encourage learners to ask questions and provide real-world examples. Assign a task where learners need to create a one-page document that includes at least two clip art images and two screenshots.	Pictures and videos. Computers with Microsoft Word installed	Demonstrating how to add pictures and insert screenshots

Encourage creativity and exploration, allowing learners to choose the topic or theme for their document.		

Assessment

In your own words, explain why visuals like clip art and screenshots are important in making a document more engaging and informative.

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 your own words, explain why visuals like clip art and screenshots are important in making a document more engaging and informative

Cross-Curriculum Links/Cross-Cutting Issues

None

Potential Misconceptions/Student Learning Difficulties

None

Week Ending: 19-01-2024	DAY:	Subject: Computing	
Duration: 60mins		Strand: Productivity Software	
Class: B9	Class Size:	Sub Strand: Introduction To Presentation	
Content Standard: B9.2.2.1 Demonstrate How to use Microsoft PowerPoint (Multimedia)	Indicator: B9.2.2.1.2 Demonstrate how to animate slides in a presentation		Lesson: 2 of 2
Performance Indicator: Learners can effectively use transitions and animations in a presentation		Core Competencies: CC8.2: CP6.1	
New words	Transitions, Animations, Presentation Software, Sequence		
Reference: Computing Curriculum Pg. 46			

Activities For Learning & Assessment	Resources	Progression
Starter (5mins) Begin the lesson with a brief discussion on the importance of engaging presentations. Ask learners to share their thoughts on what makes a presentation interesting or memorable. Encourage them to consider both content and visual elements in their responses. Share performance indicators and introduce the lesson. **Main (35mins)** Demonstrate how to access the transitions and animations features in the chosen presentation software. Show how to apply transitions between slides to create a smooth and visually appealing flow. Guide learners through the process of animating individual elements within a slide for emphasis or storytelling. Discuss the importance of choosing appropriate transitions and animations based on the content and purpose of the presentation. Allow learners to ask questions and provide examples. Distribute a handout with step-by-step instructions for creating a seven-slide presentation with animations and transitions. Assign a topic or allow learners to choose their own. Encourage creativity and exploration, reminding learners to consider the flow and engagement of their presentations	Pictures and videos. Computers with presentation software installed (e.g., Microsoft PowerPoint)	Demonstrating how to animate slides in a presentation

ASSESSMENT Discuss how the effective use of animations and transitions can impact the audience's understanding and retention of information in a presentation. *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

- Discuss how the effective use of animations and transitions can impact the audience's understanding and retention of information in a presentation

Cross-Curriculum Links/Cross-Cutting Issues

None

Potential Misconceptions/Student Learning Difficulties

None

SECOND TERM
WEEKLY LESSON NOTES – B9
WEEK 3

Week Ending: 26-01-2024		DAY:		Subject: Computing	
Duration: 60mins				Strand: Productivity Software	
Class: B9		Class Size:		Sub Strand: Introduction To Presentation	
Content Standard: B9.2.2.1 Demonstrate How to use Microsoft PowerPoint (Multimedia)		Indicator: B9.2.2.1.3 Demonstrate how to add Multimedia (audios, videos etc.), tables and charts			Lesson: 1 of 2
Performance Indicator: Learners can use the Insert Ribbon tab to add multimedia elements (audio, video, etc.) in presentations.				Core Competencies: CC8.2: CP6.1	
New words	Multimedia, elements, tables, charts				
Reference: Computing Curriculum Pg. 46					

Activities For Learning & Assessment	Resources	Progression
Starter (5mins) Begin with a brief discussion about the importance of visuals and multimedia in presentations. Show a slide with only text and then another with a mix of text, images, and possibly audio. Ask learners to discuss in pairs or small groups how the second slide is more engaging. Ask questions like: • What impact do visuals have on understanding? • How does multimedia enhance presentations? • Share performance indicators and introduce the lesson. **Main (35mins)** Provide an overview of the Insert Ribbon tab in presentation software (e.g., PowerPoint). Explain its purpose in enhancing presentations with multimedia. Live demonstration on how to access the Insert Ribbon tab, emphasizing the different multimedia options available (audio, video, pictures, etc.). Allow learners to follow along on their devices or computers, attempting to insert a picture or clip art onto a blank slide. Discuss the significance of audio and video in presentations, sharing examples of when they might be most effective.	Pictures and videos. Computers with presentation software installed (e.g., Microsoft PowerPoint Sample multimedia files, tables, and charts for demonstration	Incorporating multimedia elements, tables, and charts.

Show how to insert audio and video using the Insert Ribbon tab. Explain the importance of file formats and compatibility.

Provide a short audio or video file for learners to insert into their presentations. Encourage them to adjust settings like volume and playback options.

ASSESSMENT
Explain the process you followed to choose and insert a particular type of chart in your presentation. How does this chart enhance the visual appeal and comprehension of your data?

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
• Explain the process you followed to choose and insert a particular type of chart in your presentation. How does this chart enhance the visual appeal and comprehension of your data?
Cross-Curriculum Links/Cross-Cutting Issues
None
Potential Misconceptions/Student Learning Difficulties
None

Week Ending: 26-01-2024		DAY:		Subject: Computing	
Duration: 60mins				Strand: Productivity Software	
Class: B9		Class Size:		Sub Strand: Introduction To Presentation	
Content Standard: B9.2.2.1 Demonstrate How to use Microsoft PowerPoint (Multimedia)		Indicator: B9.2.2.1.3 Demonstrate how to add Multimedia (audios, videos etc.), tables and charts			Lesson: 1 of 2
Performance Indicator: Learners can demonstrate the use of tables and charts in PowerPoint presentations.				Core Competencies: CC8.2: CP6.1	
New words	Multimedia, elements, tables, charts				
Reference: Computing Curriculum Pg. 46					

Activities For Learning & Assessment	Resources	Progression
Starter (5mins) Begin the lesson by asking learners about their familiarity with PowerPoint presentations. Discuss if they have used tables or charts in presentations before. Share a brief real-life example where tables or charts could enhance a presentation, creating engagement and visual appeal. Share performance indicators and introduce the lesson. *Main (35mins)* Define the purpose of using tables and charts in presentations: to present data visually, enhance understanding, and engage the audience. Discuss the types of information that are better presented through tables (organized data) and charts (visual representation of trends or comparisons). Introduce key terms: data, rows, columns, bar chart, pie chart, etc. Provide a brief demonstration on creating a table in PowerPoint. Show how to input data, format cells, and customize the appearance. Demonstrate the process of inserting different types of charts (bar chart, pie chart) into a presentation. Explain how to input data for charts and customize their appearance. Break the class into small groups and provide each group with a sample data set.	Pictures and videos. Computers with presentation software installed (e.g., Microsoft PowerPoint Sample multimedia files, tables, and charts for demonstration	Exploring and master the use of the Insert Ribbon tab in presentation

Instruct each group to create a PowerPoint slide with either a table or a chart based on the provided data.

Each group presents their slides to the class, explaining the rationale behind their design choices.

ASSESSMENT
Discuss with a partner how you approached organizing data in your table to make it visually appealing and easy to understand.

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

- Discuss with a partner how you approached organizing data in your table to make it visually appealing and easy to understand

Cross-Curriculum Links/Cross-Cutting Issues

None

Potential Misconceptions/Student Learning Difficulties

None

SECOND TERM
WEEKLY LESSON NOTES – B9
WEEK 4

Week Ending: 02-02-2024		DAY:	Subject: Computing	
Duration: 60mins			Strand: Productivity Software	
Class: B9		Class Size:	Sub Strand: Introduction To Desktop Publishing	
Content Standard: B9.2.3.1. Critique a Desktop Published Document		Indicator: B9.2.3.1.1 Create and present a desktop published document (flyer, advertisement, invitation cards, business cards)		Lesson: 1 of 2
Performance Indicator: Learners can describe the basics of desktop publishing by creating and presenting a four-page document			Core Competencies: CC8.2: CP6.1	
New words	Desktop Publishing, flyer, advertisement, invitation cards, Overflow Text			
Reference: Computing Curriculum Pg. 47				

Activities For Learning & Assessment	Resources	Progression
Starter (5mins) Engage learners by displaying different types of printed materials, such as flyers, advertisements, or storybooks. Ask them to discuss with a partner what makes these documents visually appealing and effective in conveying information. Encourage them to consider layout, colors, images, and text. Share performance indicators and introduce the lesson. **Main (35mins)** Demonstrate how to use the selected desktop publishing software. Highlight basic tools, text boxes, image insertion, and linking text boxes for overflow text. Discuss key design principles, including balance, contrast, alignment, and proximity. Show examples of effective and ineffective designs, explaining the impact of each principle. Distribute a handout with step-by-step instructions for creating a four-page document.	Pictures and videos. Computers with desktop publishing software (e.g., Microsoft Publisher	Describing the basics of desktop publishing by creating and presenting a four-page document

Assign a task where learners can choose to create a flyer, advertisement, or storybook.

Encourage creativity and exploration, reminding learners to apply the design principles discussed

Assessment
1. What are the three main things you can do with desktop publishing software?
2. What are two important design principles that help create pleasing layouts?

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

* Besides print materials, what are three types of digital content you can create with DTP skills?
* What is one important tip you learned about using color in desktop publishing?

Cross-Curriculum Links/Cross-Cutting Issues

None

Potential Misconceptions/Student Learning Difficulties

None

Week Ending: 02-02-2024		DAY:		Subject: Computing	
Duration: 60mins				Strand: Productivity Software	
Class: B9		Class Size:		Sub Strand: Introduction To Desktop Publishing	
Content Standard: B9.2.3.1. Critique a Desktop Published Document		Indicator: B9.2.3.1.2 Describe a desktop published document			Lesson: 1 of 2
Performance Indicator: Learners can explore and understand the key elements of desktop published documents, focusing on layout, color usage, mechanics, and content				Core Competencies: CC8.2: CP6.1	
New words	Desktop Publishing, flyer, advertisement, invitation cards, Overflow Text				
Reference: Computing Curriculum Pg. 47					

Activities For Learning & Assessment	Resources	Progression
Starter (5mins) Begin the lesson by displaying a well-designed desktop published document on the screen. Ask learners to observe and discuss with a partner what makes the document visually appealing and effective. Prompt them to identify specific elements such as layout, color usage, and how text and images are positioned. Share performance indicators and introduce the lesson. **Main (35mins)** Provide handouts with guidelines on how to examine a desktop published document, focusing on layout, color usage, mechanics (grammar, spelling), and content accuracy. Discuss each guideline and provide examples to illustrate. Assign each student a partner and instruct them to exchange their documents. Ask learners to examine the received document based on the provided guidelines. Learners will individually write feedback for their peer's document, focusing on strengths and areas for improvement. Encourage constructive and specific feedback related to layout, color usage, mechanics, and content accuracy.	Pictures and videos. Computers with desktop publishing software	Exploring and understand the key elements of desktop published documents, focusing on layout, color usage, mechanics, and content

Assessment
1. Discuss with your partner how the arrangement of text and images in the document you received contributes to the overall visual appeal.
2. Can you identify specific examples where the layout enhances or detracts from the document's effectiveness?
3. Examine the use of color in the document you reviewed. How does the choice of colors contribute to the document's message and overall design?
4. Can you suggest alternative color schemes that might improve the document?

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

- Evaluate the mechanics of the document, including grammar and spelling. Identify instances where improvements could be made for clarity and professionalism. How do these language elements impact the document's overall quality?

- Consider the accuracy of the content in the document you received. Are there any inaccuracies or areas where additional information would enhance the document's effectiveness? How does the accuracy of the content impact the document's credibility?

Cross-Curriculum Links/Cross-Cutting Issues

None

Potential Misconceptions/Student Learning Difficulties

None

SECOND TERM
WEEKLY LESSON NOTES
WEEK 5

Week Ending: 09-02-2024	**DAY:**	**Subject:** Computing
Duration: 60mins		**Strand:** Productivity Software
Class: B9	**Class Size:**	**Sub Strand:** Introduction To Desktop Publishing

Content Standard: B9.2.3.1. Critique a Desktop Published Document	**Indicator:** B9.2.3.1.3 Evaluate a desktop published document	**Lesson:** 1 of 2
Performance Indicator: Learners can evaluate a desktop published document		**Core Competencies:** CC8.2: CP6.1

New words	Appropriateness, Mechanics, layout, Design

Reference: Computing Curriculum Pg. 48

Activities For Learning & Assessment	Resources	Progression
Starter (5mins) Begin the lesson by displaying two contrasting desktop published documents on the screen—one that is well-designed and another with clear room for improvement. Ask learners to discuss with a partner what stands out to them in terms of layout, color usage, mechanics, and overall effectiveness. Encourage them to use specific examples. Share performance indicators and introduce the lesson. ***Main (35mins)*** Provide handouts with specific criteria for evaluating desktop published documents, including the position of text and images, general layout, use of color, mechanics, and appropriateness for the intended purpose. Discuss each criterion, providing examples to illustrate. Choose one document for a guided evaluation as a class. Discuss each criterion collectively, allowing learners to share their observations and insights. Assign each student a different document for evaluation. Provide a handout with evaluation questions based on the criteria. Instruct learners to assess the assigned document independently.	Pictures and videos Computers with desktop publishing software Sample desktop published documents	Evaluating a desktop published document

Assessment
1. Considering the document you evaluated, discuss with your partner how the position of text and images contributes to the overall flow and visual appeal. Can you identify specific examples where adjustments could enhance the document's layout?

2. Evaluate the use of color in the document. How does the choice of colors align with or detract from the intended purpose? Share your thoughts on whether alternative color schemes could improve the document's impact.

3. Examine the mechanics of the document, focusing on elements such as punctuation, spelling, italics, and capitalization. Identify areas where improvements could be made for clarity, professionalism, and readability.

4. Reflect on the appropriateness of the document's design for its intended purpose. Were there elements that seemed out of place or did not align with the document's goal? Discuss how a more suitable design could better convey the intended message.

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

- Evaluate the use of color in the document. How does the choice of colors align with or detract from the intended purpose? Share your thoughts on whether alternative color schemes could improve the document's impact.

- Examine the mechanics of the document, focusing on elements such as punctuation, spelling, italics, and capitalization. Identify areas where improvements could be made for clarity, professionalism, and readability.

Cross-Curriculum Links/Cross-Cutting Issues

None

Potential Misconceptions/Student Learning Difficulties

None

Week Ending: 09-02-2024	DAY:	Subject: Computing
Duration: 60mins		Strand: Productivity Software
Class: B9	Class Size:	Sub Strand: Introduction To Desktop Publishing

Content Standard: B9.2.3.1. Critique a Desktop Published Document	Indicator: B9.2.3.1.3 Evaluate a desktop published document	Lesson: 1 of 2

Performance Indicator: Learners can learn to critically evaluate desktop published documents based on various criteria such as text and image positioning, layout, use of color, mechanics, and appropriateness of design for the intended purpose.	Core Competencies: CC8.2: CP6.1

New words	

Reference: Computing Curriculum Pg. 48

Activities For Learning & Assessment	Resources	Progression
Starter (5mins) Provide students with a list of specific elements to find within the sample documents, such as effective use of color, clear text positioning, or appropriate design for the purpose. Allow students to explore the documents individually or in small groups to identify the specified elements. Facilitate a brief class discussion on their findings, encouraging them to share what caught their attention. Share performance indicators and introduce the lesson. *Main (35mins)* Evaluate the assigned document using, but not limited to the following criteria: position of text and images, general layout of the document, use of colour, mechanics (punctuation, spelling, italics, capitalization, etc.), and appropriateness of the design for the intended purpose. Discuss the importance of evaluating documents in various contexts, such as school assignments, professional reports, or informational brochures. Introduce the key criteria for evaluation: text and image positioning, layout, use of color, mechanics, and appropriateness of design for the intended purpose. Display a specific document on the board or share it digitally for the class.	Pictures and videos. Sample desktop published documents (ensure a variety with different layouts, designs, and purposes).	Evaluating desktop published documents based on various criteria such as text and image positioning, layout, use of color, mechanics, and appropriateness of design for the intended purpose

Discuss and analyze each criterion with the students, asking questions such as:
- "How is the text positioned in relation to the images?"
- "Does the layout make it easy to follow the information?"
- "How does the use of color contribute to the overall design?"
- "Are there any punctuation, spelling, or capitalization errors?"

Distribute the evaluation criteria checklist to each student or group.

Provide additional documents for evaluation.

Ask students to work individually or in groups to evaluate the assigned document based on the criteria.

Encourage them to discuss their assessments with peers and provide constructive feedback.

ASSESSMENT
1. Why is it important to consider the positioning of text and images in a desktop published document?
2. How does the use of color contribute to the overall design and effectiveness of a document?
3. What role do mechanics (punctuation, spelling, etc.) play in the professionalism of a document?
4. Why is it crucial for a document's design to align with its intended purpose?

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 is it important to consider the positioning of text and images in a desktop published document?
- How does the use of color contribute to the overall design and effectiveness of a document?
- What role do mechanics (punctuation, spelling, etc.) play in the professionalism of a document?
- Why is it crucial for a document's design to align with its intended purpose?

Cross-Curriculum Links/Cross-Cutting Issues

None

Potential Misconceptions/Student Learning Difficulties

None

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SECOND TERM
WEEKLY LESSON NOTES
WEEK 6

Week Ending:		DAY:		Subject: Computing	
Duration: 60mins				Strand: Productivity Software	
Class: B9		Class Size:		Sub Strand: Introduction To Electronic Spreadsheet	
Content Standard: B9.2.4.1. Demonstrate How to Use Spreadsheet (Advanced Operations)		Indicator: B9.2.4.1.1 Perform data filtering, sorting and validation			Lesson: 1 of 2
Performance Indicator: Learners can practice data filtering, sorting, and validation techniques using structured tables.				Core Competencies: CC8.2: CP6.1	
New words	Fields, Columns, Records, Rows, Tables (Structured/Unstructured)				
Reference: Computing Curriculum Pg. 48					

Activities For Learning & Assessment	Resources	Progression
Starter (5mins) Begin the lesson by displaying a simple, unorganized dataset on the screen. Ask learners to discuss with a partner what challenges they might face when working with unstructured data. Prompt them to think about the importance of organizing data and how it can enhance data analysis. Share performance indicators and introduce the lesson. *Main (35mins)* Explain the concept of fields, records, and tables using a sample dataset. Discuss how structured tables are organized and make data analysis more efficient. Show examples of structured and unstructured tables. Discuss the benefits of structured tables, such as easier data manipulation and analysis. Distribute a handout with instructions for constructing a structured data table of class members. Include fields such as Surname, First name, Date of Birth, Sex, Home Town, Region, etc.	Pictures and videos Computers with spreadsheet software	Practicing data filtering, sorting, and validation techniques using structured tables.

Encourage learners to work collaboratively and share their tables with peers.

Instruct learners to apply validation rules to check for errors in their data tables.

Provide examples of validation rules, such as ensuring valid dates or restricting text length in a field.

<u>Assessment</u>
1. In constructing the structured data table, discuss with your partner how the organization of fields and records contributes to the overall efficiency of data analysis. Can you identify specific examples where the structure of the table makes information retrieval easier?

2. Choose one validation rule you applied to your data table. How did this rule help identify and prevent potential errors in the data? Share with a partner how validation rules contribute to data accuracy and reliability.

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

- Examine a peer's structured data table and identify an innovative way they organized their information. How did they creatively structure their table, and what benefits does this organization bring to data analysis?

- Reflect on the process of applying validation rules to your data table. Discuss with a partner how this step influenced your approach to entering data. What challenges did you encounter, and how did you address them to ensure data accuracy?

Cross-Curriculum Links/Cross-Cutting Issues

None

Potential Misconceptions/Student Learning Difficulties

None

Week Ending:		DAY:		Subject: Computing	
Duration: 60mins				Strand: Productivity Software	
Class: B9		Class Size:		Sub Strand: Introduction To Electronic Spreadsheet	
Content Standard: B9.2.4.1. Demonstrate How to Use Spreadsheet (Advanced Operations)		Indicator: B9.2.4.1.1 Perform data filtering, sorting and validation			Lesson: 1 of 2
Performance Indicator: Learners can convert data tables to lists in MS Excel, enter data into a list, use validation lists for efficient data entry, and apply sorting and filtering techniques.				Core Competencies: CC8.2: CP6.1	
New words	Data List, Validation List, Sorting, Filtering				
Reference: Computing Curriculum Pg. 48					

Activities For Learning & Assessment	Resources	Progression
### Starter (5mins) Begin the lesson by displaying a simple dataset on the screen. Ask learners to discuss with a partner the challenges they might face when working with data that is not organized. Prompt them to consider how sorting and filtering could make the data more manageable. Share performance indicators and introduce the lesson. ### Main (35mins) Demonstrate how to convert a data table to a list in Excel. Discuss the benefits of using lists, such as easier data entry and management. Illustrate the process of entering data into a list. Emphasize the importance of consistency and accuracy in data entry. Demonstrate how to use a validation list in the "Sex" column to provide options in a drop-down during data entry. Discuss how validation lists enhance data accuracy and streamline entry. Distribute a handout with step-by-step instructions for sorting data in alphabetical order and filtering data.	Pictures and videos Sample datasets for demonstration	Converting data tables to lists in MS Excel, enter data into a list, use validation lists for efficient data entry, and apply sorting and filtering techniques.

Assign a task where learners apply sorting and filtering to the dataset on their own computers. Assessment 1. How can converting a data table to a list in Excel improve data management? 2. What are two ways to enter data into a list in Excel efficiently? 3. Describe how a validation list can help ensure accurate data entry in a specific cell or range. ## *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

- Explain the difference between sorting and filtering data in a list and when you might use each technique.
- What is one helpful tip for formatting a list in Excel to make it more user-friendly?
- If you have a list of names in Excel, how could you quickly calculate the total number of names starting with the letter "A"?

Cross-Curriculum Links/Cross-Cutting Issues

None

Potential Misconceptions/Student Learning Difficulties

None

SECOND TERM
WEEKLY LESSON NOTES
WEEK 7

Week Ending:		DAY:	Subject: Computing	
Duration: 60mins			Strand: Productivity Software	
Class: B9		Class Size:	Sub Strand: Introduction To Electronic Spreadsheet	
Content Standard: B9.2.4.1. Demonstrate How to Use Spreadsheet (Advanced Operations)		Indicator: B9.2.4.1.2 Demonstrate how to use styles, themes, templates and macros		Lesson: 1 of 2
Performance Indicator: Learners can explore and apply advanced features in MS Excel, including the use of styles, themes, templates, and macros			Core Competencies: CC8.2: CP6.1	
New words	Styles, Themes, Templates, Macros			
Reference: Computing Curriculum Pg. 49				

Activities For Learning & Assessment	Resources	Progression
Starter (5mins) Begin the lesson by displaying two versions of the same spreadsheet—one with basic formatting and another with advanced styles, themes, and templates. Ask learners to discuss with a partner the differences they observe and how enhanced formatting might impact the usability and visual appeal of a document. Share performance indicators and introduce the lesson. **Main (35mins)** Discuss the key differences between templates and macros. Emphasize that templates provide preformatted structures, while macros automate repetitive tasks. Demonstrate how to create new spreadsheet documents from predefined templates in MS Excel.	Pictures and videos Computers with MS Excel installed	Exploring and apply advanced features in MS Excel, including the use of styles, themes, templates, and macros

Discuss the advantages of using templates for efficiency and consistency.

Distribute a handout with step-by-step instructions for applying styles and themes to sample worksheets.

Assign a task where learners apply styles and themes to enhance the visual appeal of provided worksheets.

Assessment
1. How can applying styles to your Excel data benefit readability and organization?
2. Describe two scenarios where using a pre-designed theme could add value to your spreadsheet.
3. Explain the difference between accessing a template and creating your own custom template in Excel.

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
- When might recording a macro be a useful way to automate tasks in your spreadsheet?
- What is one cautionary step you should take when using macros obtained from an external source?
- Which advanced feature, aside from macros, could help you analyze trends and patterns within a large dataset in Excel?

Cross-Curriculum Links/Cross-Cutting Issues
None

Potential Misconceptions/Student Learning Difficulties
None

Week Ending:		DAY:		Subject: Computing	
Duration: 60mins				Strand: Productivity Software	
Class: B9		Class Size:		Sub Strand: Introduction To Electronic Spreadsheet	
Content Standard: B9.2.4.1. Demonstrate How to Use Spreadsheet (Advanced Operations)		Indicator: B9.2.4.1.2 Demonstrate how to use styles, themes, templates and macros			Lesson: 1 of 2
Performance Indicator: Learners can explore the basics of using macros to automate repetitive tasks.				Core Competencies: CC8.2: CP6.1	
New words	Styles, Themes, Templates, Macros				
Reference: Computing Curriculum Pg. 49					

Activities For Learning & Assessment	Resources	Progression
Starter (5mins) Begin the lesson by displaying a well-formatted dataset on the screen. Ask learners to discuss with a partner how the use of styles and themes contributes to the visual appeal and readability of the data. Prompt them to identify specific formatting elements that stand out. Share performance indicators and introduce the lesson. **Main (35mins)** Provide a sample dataset and handouts with project instructions. Demonstrate how to apply styles and themes to the dataset, emphasizing the choices made in font styles, colors, and cell formatting. Assign the formatting project to learners, allowing them to choose a dataset or providing a specific dataset for consistency. Encourage creativity and exploration while applying styles and themes to enhance the dataset. Provide a brief overview and demonstration of macros. Introduce basic concepts, such as recording and playing back actions.	Pictures and videos	Exploring the basics of using macros to automate repetitive tasks.

Encourage learners to explore macros on their own using the provided sample dataset.

Guide them through basic macro recording and playback to automate repetitive tasks.

Assessment
1. What happens when you record a macro in Excel?
2. Describe two tasks you could automate using a macro that would save you time in your daily spreadsheet work.
3. Explain the difference between running a macro from the "Macros" window and using a shortcut key you assigned.

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
● Where might you find the code behind a macro stored in Excel? ● Why is it important to be cautious when using macros obtained from sources outside your control? ● Imagine you need to automatically format every third row in your dataset with a specific color. Would a macro be the best approach for this task? Why or why not?
Cross-Curriculum Links/Cross-Cutting Issues
None
Potential Misconceptions/Student Learning Difficulties
None

SECOND TERM
WEEKLY LESSON NOTES
WEEK 8

Week Ending:		DAY:		Subject: Computing	
Duration: 60mins				Strand: Productivity Software	
Class: B9		Class Size:		Sub Strand: Introduction To Electronic Spreadsheet	
Content Standard: B9.2.4.1. Demonstrate How to Use Spreadsheet (Advanced Operations)		Indicator: B9.2.4.1.3 Demonstrate the use of data tables, pivot tables, charts and pivot charts			Lesson: 1 of 2
Performance Indicator: Learners can learn the basics of using pivot tables and charts to analyze and visualize data effectively.				Core Competencies: CC8.2: CP6.1	
New words	Rows, Columns, Values, Summary, Pivot chart				
Reference: Computing Curriculum Pg. 49					

Activities For Learning & Assessment	Resources	Progression
Starter (5mins) Begin the lesson with an interactive activity to introduce the concept of data analysis. Activity: "Data Sorting Challenge" Provide learners with a small dataset related to a familiar topic (e.g., student grades, sports statistics, etc.). Ask learners to manually sort and organize the data to find specific information (e.g., highest grade, most goals scored, etc.). Discuss the challenges and time-consuming aspects of manual data analysis. Share performance indicators and introduce the lesson. **_Main (35mins)_** Define what a pivot table is and explain its purpose in data analysis. Demonstrate how to create a simple pivot table using a sample dataset.	Pictures and videos Computers with MS Excel installed	Learning the basics of using pivot tables and charts to analyze and visualize data effectively.

Discuss the different components of a pivot table (rows, columns, values) and their significance in summarizing data.

Provide learners with a sample dataset relevant to their interests or curriculum.

Guide learners through the process of creating a pivot table on their own.

Encourage them to experiment with different fields and settings to observe how the pivot table changes.

Explain the purpose of pivot charts and how they complement pivot tables in data visualization.

Demonstrate how to create a pivot chart from a pivot table.
Discuss the types of charts available (bar charts, pie charts, etc.) and their applications.

Assessment
1. Compared to simply looking at raw data, how does using a pivot table help you analyze trends and patterns in your data more effectively?
2. Explain the main difference between dragging a field to the "Rows" area and the "Values" area of a pivot table. What information does each position provide?
3. Imagine you have data on student exam scores and want to understand how scores differ based on subject and gender. How would you set up your pivot table and chart to analyze this information?

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

- Suppose you want to focus on students who scored above a certain threshold in your pivot table. How can you use the filtering feature to achieve this?
- In addition to scores, your data also includes teacher names. How could you use slicers in your pivot table to compare score distributions across different teachers?

- When might using conditional formatting on your raw data be a preferred alternative to creating a pivot table and chart for visualizing data trends? Explain the advantages and limitations of this approach.

Cross-Curriculum Links/Cross-Cutting Issues

None

Potential Misconceptions/Student Learning Difficulties

None

Week Ending:		DAY:	Subject: Computing	
Duration: 60mins			Strand: Productivity Software	
Class: B9		Class Size:	Sub Strand: Introduction To Electronic Spreadsheet	
Content Standard: B9.2.4.1. Demonstrate How to Use Spreadsheet (Advanced Operations)		Indicator: B9.2.4.1.3 Demonstrate the use of data tables, pivot tables, charts and pivot charts		Lesson: 1 of 2
Performance Indicator: Learners can insert a pivot chart to display gender distribution and understand how to use the sort and filter features in a pivot table.			Core Competencies: CC8.2: CP6.1	
New words	Sort, Filter, Data analysis, Visualization, Insights			
Reference: Computing Curriculum Pg. 49				

Activities For Learning & Assessment	Resources	Progression
Starter (5mins) Begin the lesson with an engaging activity to introduce the concept of data sorting and filtering. Activity: "Class Survey Analysis" Ask learners to think about a hypothetical class survey where learners were asked about their favorite subjects. Provide a small dataset with columns like "Student Name," "Favorite Subject," and "Gender." Instruct learners to manually organize and sort the data to find insights like the most popular subject among males and females. Discuss the challenges and potential errors in manual sorting. Share performance indicators and introduce the lesson. **Main (35mins)** Review the basics of pivot tables from the previous lesson. Provide a dataset containing student names and genders.	Pictures and videos Computers with MS Excel installed	Inserting a pivot chart to display gender distribution and understand how to use the sort and filter features in a pivot table.

Demonstrate how to create a pivot table to summarize the number of males and females in the class.

Show learners how to insert a pivot chart based on this pivot table to visually represent gender distribution.

Distribute a dataset with additional information, including subjects or other relevant data.
Guide learners in creating a pivot table from this dataset.

Demonstrate how to use the sort and filter features to organize and analyze the data effectively.

Discuss the importance of sorting and filtering in gaining insights from large datasets.

Divide the class into small groups and provide each group with a different dataset.

Instruct each group to perform specific sorting and filtering tasks using pivot tables.

Each group will present their findings, highlighting the benefits of using these features.

Assessment
1. How can creating a pivot table help you visualize the distribution of genders in your data compared to simply looking at the raw data itself?
2. Explain the difference between dragging the "Gender" field to the "Rows" area and the "Values" area of the pivot table. What information does each position provide?
3. Which chart type, bar chart or pie chart, would be more appropriate for displaying the gender distribution in your data and why?

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

- If you wanted to see only the data for females in your pivot chart, how would you use the filtering feature?
- Imagine you had additional columns with age and salary information in your data. How could you further analyze the gender distribution within different age groups or salary ranges using the pivot table and chart together?
- In some cases, using conditional formatting instead of a pivot chart might be sufficient for highlighting gender distribution. When would this be the case, and what are the advantages and limitations of this approach compared to using a pivot table?

Cross-Curriculum Links/Cross-Cutting Issues

None

Potential Misconceptions/Student Learning Difficulties

None

SECOND TERM
WEEKLY LESSON NOTES
WEEK 9

Week Ending:		DAY:		Subject: Computing	
Duration: 60mins				Strand: Communication Networks	
Class: B9		Class Size:		Sub Strand: Computer Networks	
Content Standard: B9.3.1.1. Know the Concept of Computer Networking for Global Communications		Indicator: B9.3.1.1.1 Discuss types of e-commerce and the cashless society (Bitcoin, Transaction cards, Quick Response code (QR) payment system)			Lesson: 1 of 2
Performance Indicator: Learners can gain an understanding of online business, including the processes of buying, selling, and paying for products online.				Core Competencies: CC8.2: CP6.1	
New words	E-commerce, Online marketplace, Digital payment, Online security, Buying online				
Reference: Computing Curriculum Pg. 49					

Activities For Learning & Assessment	Resources	Progression
Starter (5mins) Begin the lesson with a thought-provoking activity to introduce the concept of online business. Activity: "Online Shopping Experience" Show a short video or images representing an online shopping experience. Ask learners to share their thoughts on the advantages and disadvantages of shopping online compared to traditional methods. Discuss their perceptions and experiences with online transactions. Share performance indicators and introduce the lesson. **_Main (35mins)_** Define and discuss the concept of online business and e-commerce. Explain key terms such as e-commerce, online marketplace, digital payment, and online security.	Pictures and videos Computers with MS Excel installed	Gaining an understanding of online business, including the processes of buying, selling, and paying for products online.

Highlight the growth and significance of online business in the modern world.

Provide examples of popular online marketplaces and e-commerce websites.

Discuss the process of searching for products, reading reviews, and making purchases online.

Guide learners in understanding the importance of secure transactions and protecting personal information.

Introduce the idea of individuals or businesses selling products or services online.

Discuss various platforms for selling products, such as online marketplaces and personal websites.
Highlight the advantages and challenges of starting an online business.

Assessment
1. How can choosing the right platform like Shopify or Instagram Shops benefit someone starting an online business?
2. Explain the difference between buying directly from a brand's website (DTC) and purchasing through a large marketplace like Amazon. What are the pros and cons of each approach for both buyers and sellers?
3. Describe two ways online reviews and research can help you make informed decisions before buying a product online.

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
- What are some advantages and potential risks associated with using digital wallets like Apple Pay for online transactions compared to traditional methods like credit cards?
- Imagine you're selling handmade crafts online. Explain how you could utilize social media platforms for both marketing and selling your products.
- Briefly discuss one challenge a business might face when operating online and suggest one way to overcome it.

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

Week Ending:		DAY:		Subject: Computing	
Duration: 60mins				Strand: Communication Networks	
Class: B9		Class Size:		Sub Strand: Computer Networks	
Content Standard: B9.3.1.1. Know the Concept of Computer Networking for Global Communications		Indicator: B9.3.1.1.1 Discuss types of e-commerce and the cashless society (Bitcoin, Transaction cards, Quick Response code (QR) payment system)			Lesson: 1 of 2
Performance Indicator: Learners can learn about the various forms of online banking systems, including mobile money, Bitcoin, MasterCard, Visa card, and QR code payment systems.				Core Competencies: CC8.2: CP6.1	
New words	MasterCard, Visa card, QR code payment, Digital currency, Financial inclusion				
Reference: Computing Curriculum Pg. 49					

Activities For Learning & Assessment	Resources	Progression
Starter (5mins) Begin the lesson with an interactive activity to introduce the concept of online banking. Activity: "Financial Technology Scavenger Hunt" Provide a list of financial technology terms, including mobile money, Bitcoin, MasterCard, Visa card, and QR code payment systems. Ask learners to use their mobile devices or computers to research and find brief explanations for each term. Have learners share their findings with the class and discuss their understanding of each term. Share performance indicators and introduce the lesson. **_Main (35mins)_** Define and discuss the concept of online banking systems. Introduce key terms such as mobile money, Bitcoin, MasterCard, Visa card, and QR code payment systems.	Pictures and videos Computers with MS Excel installed	Learning about the various forms of online banking systems, including mobile money, Bitcoin, MasterCard, Visa card, and QR code payment systems.

Explain the advantages and potential risks associated with each form of online banking.

Discuss how mobile money works, its benefits, and its impact on financial inclusion.
Explore examples of mobile money services available in various regions.

Introduce the concept of cryptocurrency and how Bitcoin operates.

Discuss the decentralized nature of Bitcoin and its potential as a digital currency.

Explain the functionality of credit and debit cards in online transactions.
Discuss the security measures in place for card-based transactions.

Introduce QR code payments and how they are becoming popular in various retail settings.

Discuss the convenience and security features of QR code payments.

Divide the class into small groups and provide each group with a case study related to online banking.

Instruct groups to discuss the benefits, challenges, and potential future developments of the online banking systems presented in their case studies. Each group will share their insights with the class.

Assessment
1. How does using a traditional Mastercard or Visa card differ from making payments through a mobile money system like M-Pesa? What are the main advantages and disadvantages of each for everyday shopping?
2. Imagine you want to send money to a friend who lives in a different country. Which online banking system might be the best option and why? Explain any potential challenges you might encounter.
3. Briefly explain the concept of Bitcoin and compare its main strengths and weaknesses as a payment method compared to a credit card.

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 might a merchant choose to accept QR code payments like Alipay or WeChat Pay in their store? What might be some limitations of this system for customers?
- Think about the ethical considerations surrounding the use of cryptocurrency. What concerns might arise, and how could we address them to ensure responsible use of these digital currencies?
- With new technologies like digital wallets and central bank digital currencies emerging, how might the landscape of online banking systems evolve in the future? What potential benefits and challenges could these advancements bring?

Cross-Curriculum Links/Cross-Cutting Issues

None

Potential Misconceptions/Student Learning Difficulties

None

SECOND TERM
WEEKLY LESSON NOTES
WEEK 10

Week Ending:		DAY:		Subject: Computing	
Duration: 60mins				Strand: Communication Networks	
Class: B9		Class Size:		Sub Strand: Computer Networks	
Content Standard: B9.3.1.1. Know the Concept of Computer Networking for Global Communications		Indicator: B9.3.1.1.2 Justify eLearning potentials			Lesson: 1 of 2
Performance Indicator: Learners can understand the concept of eLearning, explore its benefits and disadvantages, and reflect on its impact on education.				Core Competencies: CC8.2: CP6.1	
New words	eLearning, Online courses, Virtual classrooms, Digital resources, Flexibility, Accessibility				
Reference: Computing Curriculum Pg. 49					

Activities For Learning & Assessment	Resources	Progression
Starter (5mins) Begin the lesson with a thought-provoking activity to introduce the concept of eLearning. Activity: "Tech in Education Quiz" Prepare a short quiz with questions related to technology in education, including eLearning. Have learners work individually or in pairs to answer the quiz questions. Discuss the answers as a class, leading to a brief conversation on the role of technology in education. Share performance indicators and introduce the lesson. **_Main (35mins)_** Define and discuss the concept of eLearning, explaining how it involves the use of electronic technologies for educational purposes. Introduce key terms such as online courses, digital resources, and virtual classrooms.	Pictures and videos	Understanding the concept of eLearning, explore its benefits and disadvantages, and reflect on its impact on education.

Discuss the evolution of eLearning and its impact on traditional education.

Discuss the advantages of eLearning, such as flexibility, accessibility, and personalized learning.

Highlight the opportunities for self-paced learning and access to a wide range of resources.

Explore the challenges of eLearning, including potential technical issues, lack of face-to-face interaction, and the need for self-discipline.

Discuss concerns related to the digital divide and accessibility for all learners.

Divide the class into small groups and assign each group either the task of discussing the benefits or disadvantages of eLearning.

Each group will present their arguments in a short debate format. Encourage learners to consider both sides of the discussion.

Assessment
1. How does eLearning benefit someone living in a remote area with limited access to traditional education opportunities?
2. Explain the difference between a passive and an engaging eLearning experience. Which factors contribute to each?
3. Imagine you're a teacher developing an eLearning course. What strategies could you use to encourage interaction and collaboration among your learners?

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 discuss the potential consequences of the digital divide in the context of eLearning access. What steps could be taken to bridge this gap?
- Describe a situation where traditional classroom learning might be a better fit than eLearning, and explain why.
- Do you think eLearning will eventually replace traditional classroom education? Why or why not? Share your opinion and supporting reasons.

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

Week Ending:		DAY:		Subject: Computing	
Duration: 60mins			Strand: Communication Networks		
Class: B9		Class Size:	Sub Strand: Computer Networks		
Content Standard: B9.3.1.1. Know the Concept of Computer Networking for Global Communications		Indicator: B9.3.1.1.2 Justify eLearning potentials			Lesson: 1 of 2
Performance Indicator: Learners can explore and understand the concept of collaborative projects on online platforms, including tools like iBox network, ad hoc network for resource sharing, Wikis, and Google Docs.				Core Competencies: CC8.2: CP6.1	
New words	Ad hoc network, Wikis, Google Docs, Project management, Resource sharing				
Reference: Computing Curriculum Pg. 49					

Activities For Learning & Assessment	Resources	Progression
### *Starter (5mins)* Begin the lesson with an interactive activity to introduce the concept of collaborative projects. Activity: "Team Building Challenge" Divide the class into small groups and provide each group with a simple task or challenge. Instruct the groups to work collaboratively to solve the task. After the activity, initiate a discussion on the benefits of working together and the challenges they faced. Share performance indicators and introduce the lesson. ### *Main (35mins)* Define and discuss the concept of collaborative projects on online platforms. Introduce key terms such as iBox network, ad hoc network, Wikis, and Google Docs.	Pictures and videos	Exploring and understand the concept of collaborative projects on online platforms, including tools like iBox network, ad hoc network for resource sharing, Wikis, and Google Docs

Highlight the importance of collaborative work in today's digital age.

Explain the concept of iBox network as a collaborative platform for project management and file sharing.

Discuss how teams can use iBox network to collaborate on documents and organize project resources.

Define ad hoc networks and how they can be created for resource sharing within a specific group.

Discuss the advantages of ad hoc networks in collaborative projects.

Introduce Wikis as collaborative websites where users can create, edit, and organize content collectively.

Explore examples of how Wikis can be used for collaborative projects.

Explain the features of Google Docs for real-time collaborative document editing and sharing.

Demonstrate how teams can work simultaneously on a document through Google Docs.

Assign each group a collaborative platform (iBox network, ad hoc network, Wiki, or Google Docs).

Instruct groups to simulate a collaborative project by creating a simple document, resource page, or project plan using the assigned platform.

Encourage creativity and effective collaboration.

Assessment
1. How could using an iBox network benefit a company working on confidential and sensitive projects compared to using plain email for file sharing?
2. Imagine you're planning a group presentation with friends across different cities. How could an ad hoc network help you share presentation materials easily and prepare together?
3. Explain the difference between collaborating on a wiki and working on a Google Doc. Which platform might be more suitable for brainstorming ideas and which for writing a final report?

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

- What are some potential challenges your team might face when working on a project together through a collaborative platform like Google Docs? How could you overcome these challenges?
- Apart from the platforms mentioned, name another one you know of that's useful for collaborative project management. Briefly explain its key features and how it helps teams work together.
- Do you think collaborating online can ever fully replace the benefits of working together in person? Why or why not? Share your opinion and any advantages or disadvantages you see in each approach.

Cross-Curriculum Links/Cross-Cutting Issues

None

Potential Misconceptions/Student Learning Difficulties

None