GRADE 7 CBC/CBA TRAINING

PRE-TECHNICAL STUDIES

Session Outcomes

By the end of the session, the participant should be able to:

1. Describe the essence statement and Subject General Outcomes for Pre-Technical Studies
2. Show the inter-relationship between the Pre-Tech subject learning outcomes, JSS level learning outcomes and the national goals of education
3. Discuss the Strands and Sub Strands for Grade 7 Pre-Technical studies curriculum
4. Identify the unique features in Grade 7 Pre-Tech curriculum and its deviations from the 8-4-4 curriculum
5. Analyse the pedagogical approaches and time allocation for Grade Pre-Tech curriculum

KWL

- **1. What *I know* about …….**
- **2. What *I want to know* about …….**

ESSENCE STATEMENT

- Pre-Technical Studies as a subject is anchored on the Economic pillar of Kenya Vision 2030 and the recommendations by Session Papers No 1 of 2005 and No 1 of 2019 which recommended the promotion of technical and vocational training with an emphasis on Science, Technology and Innovation (ST&I) in the school curriculum.
- The subject builds up on skills acquired in Science & Technology in Upper Primary, Grades 4 to 6.

ESSENCE STATEMENT CONT…D

- It equips the learner with foundational knowledge, skills, attitudes and values that are a prerequisite for specialisation in subjects such as Metalwork, Woodwork, Electricity, Aviation Technology, Building Construction, Power Mechanics, Leatherwork, Culinary arts, Hairdressing & Beauty Therapy, Marine & Fisheries, Manufacturing, Media Technology among others. These are subjects offered in the Technical, Engineering track and CTS track of the STEM pathway at Senior School (Grades 10-12).
- Learners also acquire hands-on skills as they are exposed to practical work in workshops within their locality.

SUBJECT GENERAL LEARNING OUTCOMES

By the end of Junior Secondary, the learner should be able to;

a) Make informed and meaningful career choices in technical career fields.

b) Apply competencies acquired in workshop safety to prevent accidents and save lives.

c) Use materials and safely dispose waste to promote education for sustainable development.

d) Apply acquired drawing skills to communicate effectively

e) Apply the acquired competencies to select, use and maintain tools, equipment and materials to support community-based projects.

f) Use available energy resources to solve problems in the community.

INTERRELATIONSHIP TO THE NATIONAL GOALS OF EDUCATION

The Pre-Technical Studies subject general learning outcomes are generated from the Junior Secondary School level learning outcomes. The JSS level learning outcomes are also generated from the National Goals of Education

This means that there is an interrelationship and interlinkage between the National Goals of Education, the JSS level learning outcomes and the Pre-Tech General learning outcomes

ORGANIZATION OF STRANDS AND SUBSTRANDS

There are 5 strands and each strand has sub-strands as outlined in the table

	GRADE 7
STRAND	**SUB STRANDS**
1. SAFETY	i. Personal safety ii. Injuries
2. MATERIALS	i. Common materials ii. Metals iii.Non metals iv.Project activity 1

	GRADE 7
STRAND	**SUB STRANDS**
3.TOOLS	i. Household hand tools ii. Farming hand tools iii.Project activity 2
4. DRAWING	i. Types of drawings ii. Drawing instruments and equipment iii.Free hand sketching iv.Geometrical construction v. Project activity3

	GRADE 7
STRAND	**SUB STRANDS**
5. ENERGY RESOURCES	i. Sources of energy ii. Uses of energy iii.Project activity 4

UNIQUE FEATURES OF THE DESIGN

- Pre-tech Studies is an integrated subject which equips learners with basic technical skills in preparation for Technical & Engineering and (CTS) subjects at senior school level
- The content builds the foundation for TVET sector as learners proceed to Senior School and beyond
- It has introduced project/practical work which shall be done using locally available resources in school and the community
- Concepts of careers, PCIs and values have been integrated in the learning outcomes and learning experiences

PEDAGOGICAL APPROACH

Inquiry Based Learning (IBL) is the recommended approach for teaching Pre-Technical Studies. It emphasizes on the importance of active involvement of learners in constructing knowledge for themselves. The curriculum has balanced both theory and practice/projects, therefore learning shall be experiential. This approach shall involve the following methods;

1. Project Based Learning
2. Problem Based Learning
3. Socio-scientific issues based instruction
4. Industrial visits/Field trips/Excursions

TIME ALLOCATION

Pre-Tech Studies is a compulsory subject at Junior Secondary school level and is allocated 4 lessons per week translating to 120 lessons per year

No	Strands	Grade 7
1	Safety	9 lessons
2	Materials	33 lessons
3	Tools	24 lessons
4	Drawing	35 lessons
5	Energy Resources	19 lessons

DEVIATIONS FROM 8-4-4 SYLLABUS

- This is a new integrated learning area at Junior Secondary as opposed to the 8.4.4 syllabus, where we have seven (7) distinct technical subjects
- It is a compulsory learning area as opposed to the 7 technical subjects in 8.4.4 curriculum which are optional and offered only in few schools
- The 7 Technical subjects in the 8-4-4 curriculum are:

1. Building Construction

2. Electricity

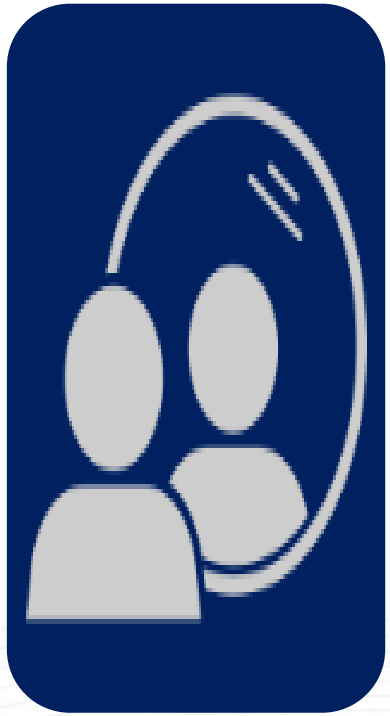
3. Aviation Technology

4. Drawing & Design

5. Metalwork

6. Woodwork

7. Power mechanics



Self-Reflection

1. I learnt…….

2. I need to learn more about…….

3.How I will apply what I have learnt

Suggestions I have for improvement of the session

Upload your responses on

https://forms.office.com/r/7nHVcLMZrt

Facilitators to use this link to View Responses: https://tinyurl.com/KWL-Facilitators

Thank you