#### CAREER TECHNOLOGY ANNUAL SCHEME OF LEARNING-BASIC 7

WEEKS	TERM I TERM 2		TERM 3
I	Personal Hygiene & Food Hygiene	Food Commodities	Communicating Designs
2	Personal Hygiene & Food Hygiene	Measuring & Marking Out	Designing
3	Personal, Workshop & Food Laboratory Safety	Measuring & Marking Out	Planning For Making Artefacts
4	Environmental Health	Cutting/Shaping	Planning For Making Artefacts
5	Environmental Health	Cutting/Shaping	Planning For Making Artefacts
6	Compliant Materials	Joining And Assembling	Making Artefacts
7	Compliant Materials	Joining And Assembling	Making Artefacts
8	Resistant Materials	Kitchen Essentials	Making Artefacts
9	Resistant Materials	Finishes And Finishing	Career Pathways & Career Opportunities
10	Resistant Materials	Electronic Systems	Career Pathways & Career Opportunities
11	Smart And Modern Materials	Electronic Systems	Establishing & Managing A Small Business Enterprise
12	Food Commodities	Communicating Designs	Establishing & Managing A Small Business Enterprise

#### SCHEME OF LEARNING – TERM I

WEEKS	STRAND	SUB STRANDS	CONTENT STANDARD	INDICATORS	RESOURCES
I	Health and Safety	Personal Hygiene & Food Hygiene	B7.1.1.1	B7.1.1.1.1	Pictures, Posters and illustrations
2	Health and Safety	Personal Hygiene & Food Hygiene	B7.1.1.1	B7.1.1.1.2-3	Pictures, Posters and illustrations
3	Health and Safety	Personal, Workshop & Food Laboratory Safety	B7.1.2.1	B7.1.2.1.1-2	Pictures, Posters and illustrations
4	Health and Safety	Environmental Health	B7.1.3.1	B7.1.3.1.1	Pictures, Posters and illustrations
5	Health and Safety	Environmental Health	B7.1.3.1	B7.1.3.1.2	Pictures, Posters and illustrations
6	Materials for Production	Compliant Materials	B7.2.1.1	B7.2.1.1.1-2	Pictures, Posters and illustrations
7	Materials for Production	Compliant Materials	B7.2.1.1	B7.2.1.1.3	Pictures, Posters and illustrations
8	Materials for Production	Resistant Materials	B7.2.2.1	B7.2.2.1.1-2	Pictures, Posters and
9	Materials for Production Resistant Materials		B7.2.2.1	B7.2.2.1.3	illustrations
10	Materials for Production	Resistant Materials	B7.2.2.1	B7.2.2.1.3	Pictures, Posters and illustrations
11	Materials for Production	Smart And Modern Materials	B7.2.3.1	B7.2.3.1.1	Pictures, Posters and illustrations
12	Materials for Production	Food Commodities	B7.2.4.1	B7.2.4.1.1	Pictures, Posters and illustrations

#### SCHEME OF LEARNING – TERM 2

WEEKS	STRAND	SUB STRANDS	CONTENT STANDARD	INDICATORS	RESOURCES
1	Materials for Production	Food Commodities	B7.2.4.1.	B7.2.4.1.1	Pictures, Posters and illustrations
2	Tools, Equipment & Processes	Measuring & Marking Out	B7.3.1.1.	B7.3.1.1.1	Pictures, Posters and illustrations
3	Tools, Equipment & Processes	Measuring & Marking Out	B7.3.1.1.	B7.3.1.1.2	Pictures, Posters and illustrations
4	Tools, Equipment & Processes	Cutting/Shaping	B7.3.2.1	B7.3.2.1.1-2	Pictures, Posters and illustrations
5	Tools, Equipment & Processes	Cutting/Shaping	B7.3.2.1	B7.3.2.1.3	Pictures, Posters and illustrations
6	Tools, Equipment & Processes	Joining And Assembling	B7.3.3.1	B7.3.3.1.1	Pictures, Posters and illustrations
7	Tools, Equipment & Processes	Joining And Assembling	B7.3.3.1	B7.3.3.1.2	Pictures, Posters and illustrations
8	Tools, Equipment & Processes	Kitchen Essentials	B7.3.4.1	B7.3.4.1.1-2	Pictures, Posters
9	Tools, Equipment & Processes	Finishes And Finishing	B7.3.5.1	B7.3.5.1.1	and illustrations
10	Technology	Electronic Systems	B7.4.1.1	B7.4.1.1.1	Pictures, Posters and illustrations
11	Technology	Electronic Systems	B7.4.1.1	B7.4.1.1.2-3	Pictures, Posters and illustrations
12	Designing & Making of Artefacts	Communicating Designs	B7.5.1.1	B7.5.1.1.1-2	Pictures, Posters and illustrations

#### SCHEME OF LEARNING – TERM 3

WEEKS	STRAND	SUB STRANDS	CONTENT STANDARD	INDICATORS	RESOURCES
I	Designing & Making of Artefacts	Communicating Designs	B7.5.1.1	B7.5.1.1.3-4	Pictures, Posters and illustrations
2	Designing & Making of Artefacts	Designing	B7.5.2.1	B7.5.2.1.1-2	Pictures, Posters and illustrations
3	Designing & Making of Artefacts	Planning For Making Artefacts	B7.5.3.1	B7.5.3.1.1	Pictures, Posters and illustrations
4	Designing & Making of Artefacts	Planning For Making Artefacts	B7.5.3.1	B7.5.3.1.2	Pictures, Posters and illustrations
5	Designing & Making of Artefacts	Planning For Making Artefacts	B7.5.3.1	B7.5.3.1.2	Pictures, Posters and illustrations
6	Designing & Making of Artefacts	Making Artefacts	B7.5.4.1	B7.5.4.1.1	Pictures, Posters and illustrations
7	Designing & Making of Artefacts	Making Artefacts	B7.5.4.1	B7.5.4.1.2	Pictures, Posters and illustrations
8	Designing & Making of Artefacts	Making Artefacts	B7.5.4.1	B7.5.4.1.3	Pictures, Posters
9	Entrepreneurial Skills	Career Pathways & Career Opportunities	B7.6.1.1	B7.6.1.1.1	and illustrations
10	Entrepreneurial Skills	Career Pathways & Career Opportunities	B7.6.1.1	B7.6.1.1.1	Pictures, Posters and illustrations
11	Entrepreneurial Skills	Establishing & Managing A Small Business Enterprise	B7.6.2.1	B7.6.2.1.1	Pictures, Posters and illustrations
12	Entrepreneurial Skills	Establishing & Managing A Small Business Enterprise	B7.6.2.1	B7.6.2.1.1	Pictures, Posters and illustrations

# THIRD TERM LESSON NOTES

#### WEEK I

Date: 16 <sup>th</sup> SEPT, 2022	Period:		Subject: Career Technology				
Duration: 60MINS		Strand: Designing 8		k Making of Artefacts			
Class: B7		Class Size	:	Sub Strand: Commur	nica	ting Designs	
• Learners can den equipment	erials, nt, lines and hand sketcl tor: ntify drawin nonstrate tl	d their ning g materials, ne uses of d	materials, instruments and equipment used for Graphic Communication , instruments and equipment frawing materials, instruments and C		l a Ca Cf	esson: of 2 Core Competencies: CP 6.5: CI 5.4: CI 5.2: CI 6.10:	
Reference: Career T	echnology	Curriculum	Pg. 29				
		A					
Phase/Duration PHASE 1:		Activities	hound showing	pictures of draw		Resources	
PHASE 2: <b>NEW</b>	<ul> <li>materials</li> <li>Wha draw</li> <li>Have draw</li> <li>Wha</li> <li>Share per the lesso</li> </ul>	Share performance indicators with learners and introduce					
LEARNING	<ul> <li>Brainstorm learners to mention materials, instruments and equipment used for drawing.</li> <li>Learners in groups, brainstorm the uses of the materials, instruments and equipment identified above.</li> <li>Groups present their findings to the whole class.</li> <li>Guide learners to identify drawing materials, instruments and equipment.</li> <li>Display the available drawing materials, instruments and equipment on the table.</li> <li>Example: drawing paper, drawing board, tee square, pencils, a pair of compasses, a pair of dividers, rule, etc.</li> </ul>					Pictures and Charts drawing materials, instruments and equipment	

	Listen also Diels and Case to sharing the many must should the
	Using the Pick and Say technique, learners must shout the
	name of the material when you pick them up.
	What is the name of this material?
	What is the name of this equipment?
	What is this instrument used for?
	Demonstrate the use of the drawing materials, tools and equipment.
	E.g. Drawing paper—drawings are made on it
	Drawing board—drawing paper is fixed on it for work to be done
	Put learners in groups of three. Have them to demonstrate
	the appropriate usage and manipulation of drawing materials, instruments and equipment.
	E.g. How to manipulate the instruments/equipment-proper
	handling of compass, T- square, set squares.
	handling of compass, it square, see squares.
	Assessment
	Learners to state how to care for and maintain the drawing
	materials and instruments/equipment.
	Example: Use a clean tissue to wipe the surface of the
	instruments/equipment
PHASE 3:	Use peer discussion and effective questioning to find out
REFLECTION	from learners what they have learnt during the lesson.
	Take feedback from learners and summarize the lesson.
	Home work
	Learners are to research for other drawing materials,
	instruments and equipment and state their uses.

Date: 16 <sup>th</sup> SEPT, 2022		Period:		Subject: Career Technology			
Duration: 60MINS		Strand: Desig		gning & Ma	gning & Making of Artefacts		
Class: B7		Class Size:		Sub Strand:	Communic	ating D	esigns
drawing materials, in and their application	B7.5.1.1 Demonstrate knowledge and skills of drawing materials, instruments/equipment, lines and their applications, and freehand sketching						Lesson: I of 2
Learners can des communication	ntify types o cribe the u	of lines used in gra ses types of lines u	used in gra		Core Cor CP 6.5: Cl	-	ncies: 5.2: Cl 6.10:
Reference: Career T	echnology	Curriculum Pg. 29					
Phase/Duration PHASE I: <b>STARTER</b>	This activ Let learn	Activities vity should be don ers come up with	the types	of lines used in	n drawing.	Resou	urces
	• \ • \ • \ Share pe	free to use the in What are the com What type of lines What type of lines rformance indicate n.	mon lines is used for is used to	you use in dra r outlines? show details?	-		
PHASE 2: NEW LEARNING	<ul> <li>the lesson.</li> <li>Paste a chart on the board showing pictures of different type of lines used in graphic communication.</li> <li>Brainstorm learners to explain the term graphic communication.</li> <li>Let learners observe and identify the lines on the chart. Give learners 5mins to use any of the lines to create a simple drawing of their choice.</li> <li>Go round the class to supervise and make sure all are involved. Help those who finds diificulty in drawing.</li> <li>Let learners present the drawings to the whole class for appreciation.</li> <li>What type of lines did you use for your drawing?</li> <li>How will you improve on your drawing to give it a nice touch?</li> <li>Guide learners to identify lines used in communicating ideas. E.g., horizontal lines, vertical lines, inclined lines, arcs, continuous thick and thin lines, short dashes,</li> </ul>						
		p discussion, have of the lines.	learners o	lescribe the fe	atures		

	<ul> <li>E.g Continuous thick lines —for drawing outlines <ul> <li>Continuous thin lines —for drawing construction</li> </ul> </li> <li>lines</li> <li>Illustrate the applications of lines in drawn objects.</li> <li>E.g., indicate dimension lines showing the dimension of an object</li> </ul>						
	<u>Assessment</u> Make a chart on how the lines are applied in drawing. Present the chart for appraisal.						
PHASE 3: REFLECTION	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. Home work. Make a chart on the types of lines and their uses.						
	Name Line Uses						

Date: 23 <sup>rd</sup> SEPT, 2022	Period:		Subject: Career Technology				
Duration: 60MINS				Strand: Designing & M		Making of Artefacts	
Class: B7		Class Size	:	S	ub Strand: Designing	g	
Content Standard: B7.5.2.1 Demonstrate understanding of DesigningIndicator: B7.5.2.1.1: design briefPerformance Indicator: • Learners can work with a given design briefReference: Career Technology Curriculum Pg. 32					Lesson:I of 2Core Competencies:CP 6.5: CI 5.4: CI 5.2: CI 6.10:		
	0,		0				
Phase/Duration PHASE I: <b>STARTER</b>	Introduce the prob • Ment solut • Wha	lems they se tion any thre ions. t can you de	ee/find in their s ee social issues esign to solve su	cho tha ich	t needs immediate problems?	Resources f	
PHASE 2: NEW LEARNING	problems Learners the schoo • Wha • Wha Guide lea problems Put learn the prob state spe Assist lea annotate problems <u>Assessme</u> What is a Maame A	<ul> <li>What can you design to solve such problems?</li> <li>What informed your choose of the design?</li> <li>Put learners into groups to discuss ways of identifying problems in their school and home.</li> <li>Learners in groups identify problems that can be solved in the school, home or community.</li> <li>What can you design to solve such problems?</li> </ul>				t	

PHASE 3: REFLECTION	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.					
	Home work Learners investigate of the problems in the community and find possible solutions to it					

<b>Date:</b> 23 <sup>rd</sup> SEPT, 2022 <b>Period:</b>		1:	Subject: Career Techno		
Duration: 60MINS			Strand: Design	ning & Making of Artefacts	;
Class: B7	Class	Size:	Sub Strand: D	Designing	
Content Standard: B7.5.2.1 Demonstrat Designing	e understanding o	f Indicato B7.5.2.1.	r: 2: Generate ideas	Lesson:	
Performance Indicat     Learners can work	cencies: CI 5.2: CI 6.10:				
Reference: Career T	echnology Curricu	lum Pg. 32			
Phase/Duration	Learners Activiti			Resources	
PHASE I:			sion between mother		
STARTER		•	r problem of the MO	и.	
	Design and make				
		n brief for the			
	present their	posters to th	e class for appreciation		
	Share performar the lesson.	nce indicators v	with learners and intr	roduce	
PHASE 2: NEW LEARNING	Learners in pairs community and t	-	the problems in the olutions to it.	Pictures and Charts drawin materials,	ıg
		r solving the id	sketch to generate t entified problem and	three instruments ar	nd
	Verify if the gene problem identifie		tisfy the solution for t	the	
	Select the best d	lesign and drav	v it in a pictorial form	ı.	
	Provide suitable	dimensions to	the selected design.		
	Prepare a simple the working drav as front elevation				
	Assessment Learners in pairs community and t				
PHASE 3: REFLECTION			ve questioning to find earnt during the lesso		
	Take feedback fr	om learners ar	nd summarize the less	son.	
	Home work Learners investig	ate of the pro	blems in the commur	nity and	
	find possible solu	•		-,	

· · · · · · · · · · · · · · · · · · ·		_	<b>VVEEN</b>	-		
Week Ending: 30 <sup>th</sup> SEPT, 2022 Day:			Subject: Care	er Technology		
Duration: 60MINS				Strand: Designing & Making of Artefacts		
Class: B7		Class Size	:	Sub Strand: F	Planning For Makin	g Artefacts
Content Standard:		1. C	Indicator:			Lesson:
B7.5.3.1 Demonstrate planning for making ar				scuss the factor	s to consider	l of 2
Performance Indicate		Jucis	when planning	g a meai	Core Competer	
Learners can discu		ors to cons	ider when plan	ning a meal	CP 6.5: CI 5.4: CI	
Reference: Career Te						
Phase/Duration		Activities				Resources
PHASE I:				nd find out what	t they eat in the	
STARTER	-		and evening.			
		ou eat lunch	rmally eat for b	reaktast?		
			ferred food for	supper?		
	, inde	lo your pro		sappen		
	Share lea	rning indica <sup>.</sup>	tors and introd	uce the lesson		
PHASE 2: NEW	Brainstor	m learners	for the meaning	g of Meal plann	ing.	Realia charts
LEARNING	Dut loom	one in success	a fan tham ta d	liaguag tha impage	wtones of most	pictures samplers ICT tools
			os for them to d present to the		or tance of mean	internet
	P.u	_uen 8. oup				
	Drill lear	ners on the	correct pronur	nciation and me	anings of the	
		ed in meal p	-			
			pared item of fo		e served as an	
		•	to other dishes llection of prep		t are eaten	
		her at a sit				
	-		-			
					ners into their	
	-	•	iss and explain t where needed.	-	l eacher goes	
		•	iet, Main dish, A		. One pot dish.	
		al and Side c			, <b>-</b> - ,	
	Guide lea meals.	irners to dis	scuss the factor	s to consider w	nen planning	
	Example:					
	•	Jutritional r	needs of the fam	nily		
		1oney availa		-		
	• (	Cooking faci	lities available, e	etc.		
	But loors	ore into the	ir small groups	to discuss the t	where of mode	
	Fut learn	ers into the	ir small groups	to discuss the t	ypes of meals.	

	Call groups to present their solutions to the tasks. Encourage peer
	assessment and comments on other issues.
	<u>Types of meals</u>
	Breakfast: It is the first meal of the day. (Approximate time 6:30
	am-7:30 am)
	Lunch: It is the midday or afternoon meal. (Approximate time 12
	pm - 1:30 pm)
	P
	Snack: It is a light and small amount of food served between
	breakfast and lunch or between lunch and supper. (Approximate
	time for mid-morning snack is 10:00 am and midafternoon is
	3:00 pm)
	Elevenses: It is the meal served between fore-noon and midday
	according to the time of breakfast and lunch. (Approximate time
	10:30 am - 11:30am)
	Brunch: It is the meal served when breakfast is not taken and
	acts as late breakfast or early lunch. (Approximate time 9:30 am-
	l l am)
	• Supper or dinner: It is the last meal of the day. (Approximate
	time 6:00 pm-7:30 pm)
	High tea: It is the meal served between midday meal and supper.
	Bedtime snack: - It is a quick and light meal served before
	bedtime. Preferably a chocolate drink or fruits.
	beguine. There ably a chocolate drink of fluits.
	Assessment
	Give 3 reasons for taking snacks
	Mention 5 groups of people who need snack
PHASE 3:	Use peer discussion and effective questioning to find out from
REFLECTION	learners what they have learnt during the lesson.
	real hers what they have learne during the lesson.
	Take feedback from learners and summarize the lesson.
	Homework
	Home work
	Give 3 reasons for taking snacks
	Mention 5 groups of people who need snack

Week Ending: 30th SER	PT, 2022	Day:		Subject: Career Technology			
Duration: 60MINS				Strand: De	signing & Making c	of Artefacts	
Class: B7		Class Size	e:	Sub Strand	: Planning For Mal	king Artefacts	
Content Standard:		1: C	Indicator:			Lesson:	
B7.5.3.1 Demonstrate planning for making ar			when planning		ors to consider	2 of 2	
Performance Indicate		44665		Sumen	Core Competer		
• Learners can discu	5.2: CI 6.10:						
Reference: Career Te	chnology C	Curriculum	Pg. 33				
		• • • •					
Phase/Duration	Learners A		· · · · · · · · · · · · · · · · · · ·			Resources	
PHASE I: STARTER			conversation ar Ind evening.	ia fina out wi	hat they eat in the		
JIANIEN	-		rmally eat for b	reakfast?			
		ou eat lunch	•	a canast.			
			 ferred food for	supper?			
		- / F					
			tors and introd				
PHASE 2: NEW	Paste a ch	art on the	board showing	a suggested r	nenu for breakfast		
LEARNING		wa ahaamka	and talk about	:4		pictures samplers ICT tools	
	Let learne	ers observe	and talk about	IL.		internet	
	Guide lea	rners to pla	in and prepare	meals for the	e day.		
	Ask learners what is their preferred food for breakfast. Write learners inputs on the board and discuss with them. Brainstorm learners for the meaning of breakfast and kinds of food eaten for breakfast.						
	Learners in groups research the characteristics for a good breakfast and plan a light/heavy breakfast. They present their findings to the class for discussion.						
		nple I	Example 2		ample 3		
		apple juice	Orange jui		atermelon		
		undnuts in gbemli	Milk in Ob	layoo juid	ce		
	CRUC	guernii	Meat pie	So	yabean milk in		
	Ome	olette on			nolina		
	toasted bread Poached egg on						
	sliced bread						
	Tea or chocolate						
	drink Tea or Horlicks						
	supper. Call group	os to presei	ir small groups nt their solution ments on other	ns to the task	s for lunch and ss. Encourage peer		

	<u>Assessment</u> Plan a meal for a pregnant woman and lactating mother State and explain the types of vegetarians State three reasons why a person may become a vegetarian.	
PHASE 3:	Use peer discussion and effective questioning to find out from	
REFLECTION	learners what they have learnt during the lesson.	
	Take feedback from learners and summarize the lesson.	
	Home work	
	Learners find out from other sources and report in class other meals	
	served in a day.	
	Plan and prepare a meal for particular time of the day and mount	
	your work for exhibition.	

#### WEEK 4

Week Ending: 7 <sup>th</sup> OC	<sup>h</sup> OCT, 2022 Day: Subject: Career Techno						
Duration: 60MINS				Strand: Desig	ning & Making of A	Artefacts	
Class: B7		Class Size:	:	Sub Strand: P	lanning For Making	g Artefacts	
<b>Content Standard:</b> B7.5.3.1 Demonstrate planning for making ar	tefacts/pro	s in planning for ethods of	Lesson: I of 2				
Learners can desc	Learners can give reasons of cooking food.Core CompetenceLearners can describe boiling as a moist method of cooking food.CP 6.5: CI 5.4: CI 5						
Reference: Career Te			Pg. 33-34				
Keywords: boiling, ste	ewing, poa	ching					
Phase/Duration	Learners	Activities				Resources	
PHASE I:			conversation an	id find out the f	ood they like		
STARTER	best.						
	• Wha	t is your fav	orite dish?				
	• Tell (	us how it is	been prepared?				
			tors and introd				
PHASE 2: NEW			cuss reasons fo	or cooking food	, in groups.	Pictures and	
LEARNING	Example:					charts of food	
		od edible,					
	- improv	e flavor of fo	ood, kill germs.				
	Learners	in groups ic	lentify the differ	ent moist meth	ods of cooking.		
		ng, stewing,	•				
	0	U, U,	1 0				
	Through a class discussion, guide learners to discuss the moist methods of cooking food.						
	Have learners discuss the three types of boiling. E.g.:						
	-	ng where the	e food absorbs	the water. E.g.	rice		
		•		part of the food			
	soup				-		
	<ul> <li>Boilir</li> </ul>	ng where the	e water is throw	wn away. E.g. ya	m, cassava		
	Learners discuss the advantages and disadvantages of boiling food. E.g.						
	-	ntages – is a	safe and simple	e method of co	oking.		
	Disac	dvantages - v		utrients are los	t if the water in		
	Assessme	<u>ent</u>					

	What is Boiling?
	State and explain the types of boiling.
	Identify two foods that are cooked by boiling.
	Write two advantages and disadvantages each of boiling.
PHASE 3:	Use peer discussion and effective questioning to find out from
REFLECTION	learners what they have learnt during the lesson.
	Take feedback from learners and summarize the lesson.
	Home work
	What is stewing?
	Identify two foods that are cooked by stewing.
	Write two advantages and disadvantages each of stewing.

Duration: 60MINS Class: B7				CT, 2022 Day: Subject: Career Technology				
Class: B7	ation: 60MINS Strand: Designing & Making of A			Strand: Desig	ning & Making of A	Artefacts		
		Class Size: Sub Strand: Planning For Making			g Artefacts			
<b>Content Standard:</b> B7.5.3.1 Demonstrate planning for making art		Lesson: 2 of 2						
<ul> <li>Performance Indicato</li> <li>Learners can descr</li> </ul>		or as a mois	cooking	oking food	Core Competen CP 6.5: CI 5.4: CI			
Reference: Career Teo		-						
Keywords: boiling, stev			. 0					
Phase/Duration	Learners	Activities				Resources		
PHASE I: <b>STARTER</b>	<ul><li>best.</li><li>What</li><li>Tell u</li></ul>	is your fav s how it is l			ood they like			
PHASE 2: NEW LEARNING	Through a methods Brainstor E.g., It is a liquid ove Call on le E.g., mush In a group of/guidelin E.g. • A tigh • Temp Have lear foods. Example: • Advan	a class discu of cooking f m learners f i slow, long r a gentle h arners to ic prooms, car o discussion nes for stew nt-fitting lid perature mu ners discuss ntage - ecor vantage- tal <u>nt</u>	ission, guide lea food. to explain what method of coc eat. lentify foods th rots, yam, onio , guide learners ring. is important to ist be well cont	at can be stewe ns, beans, pepp to discuss the retain steam rolled s and disadvant	ewing. Small amount of ed. ers and tomatoes.	Pictures and charts of food		

PHASE 3: REFLECTION	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.	
	<u>Home work</u> What is Poaching? Identify two foods that are cooked by poaching. Write two advantages and disadvantages each of poaching.	

Week Ending: 14 <sup>th</sup> OC Duration: 60MINS	T, 2022	Day:			on Tochnelser	
Duration: 60MINS	Day:   Subject: Career Technology					
				Strand: Desig	ning & Making of A	Artefacts
Class: B7		Class Size:	g Artefacts			
	<b>Indicator:</b> Instrate understanding of Iking artefacts/products Indicator: B7.5.3.1.2: Demonstrate skills in planning for preparing food using moist methods of cooking					
Performance Indicato	cies:					
Learners can cook     Reference: Career Teo		<u> </u>		oking food.	CP 6.5: CI 5.4: CI 5	5.2: CI 6.10:
			rg. 55-5 <del>4</del>			
Keywords: boiling, stev	wing, poad	uning				
Phase/Duration	Learners	Activities				Resources
PHASE I: <b>STARTER</b>	<ul><li>best.</li><li>What</li><li>Tell to</li></ul>	t is your fav us how it is l			ood they like	
	method of Put learn Ensure th types of I That is; • Boilir • Boilir Brainstor each of th Example: Method I. W 2. F 3. C 4. S	of cooking for ers into gro nat each of t boiling food. Ing in which the ing in which the rm learners the food ider of boiling Ya Wash peel co Place in a par Cover and bo strain off the	bod. ups to discuss the group pick a the group pick a the stock is three the food absort the water forms for the recipe a notified above. m ut and rewash the n with water an oil until food is a stock and serv e place up for th	own away. E.g. I os the liquid. E.g s part of food. E nd methods uso he yam. d add salt.	to cook. within the three poiled yam boiled rice E.g. Mpotompoto. ed in cooking	Pictures and charts of food

	Do a table setting displaying all the cooked foods for appreciation and appraisal.	
PHASE 3: REFLECTION	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.	
	Home work Learners to prepare a named food using the boiling method of cooking food.	

Week Ending: 14th OC	CT, 2022	Day:		Subject: Care	er Technology				
Duration: 60MINS				Strand: Desig	ning & Making of A	Artefacts			
Class: B7		lanning For Making	g Artefacts						
planning for making ar	monstrate understanding of making artefacts/products B7.5.3.1.2: Demonstrate skills in planning for preparing food using moist methods of cooking								
	<ul> <li>Performance Indicator:</li> <li>Learners can cook food using the stewing and poached method of CP 6 5: CI 5 4: CI</li> </ul>								
Reference: Career Te	echnology	Curriculum	Pg. 33-34						
Keywords: boiling, ste	ewing, poa	ching							
Phase/Duration	1.0000.000	Activities				Pagauraga			
Phase/Duration PHASE I:			conversation an	nd find out the f	ood they like	Resources			
STARTER	best.								
		t is your fav							
	• Tell (	us how it is l	been prepared?						
	Share lea	rning indicat	tors and introd	uce the lesson					
PHASE 2: NEW LEARNING	Get learr	ners ready to			al the stewing and	Pictures and charts of food			
	Ensure th cooked b Brainstor each of t Example: • Poac Ingredier <i>Method</i> • Palav Ingredier smoked f	hat each of t by poaching of the food ider hed Eggs its – 2 eggs, Break eg C. Place poa done in s C. Remove the surfa c. Serve it l a sauce its – 2 bundl fish, 1 large over to taste,	for the recipe a ntified above. I table spoon, gs into greased achers over boi steaming. into plate and o into plate and o into sliced breac hot sliced breac les of edible lea onion, half cup	ind methods use margarine, salt individual shalle ling water, cove coat with marga up and garnish fy vegetables, 4 ground melon s	ls that can be ed in cooking to taste ow metal pans.				

	2. Demonstrate desents of leaves work and shared
	2. Remove unwanted parts of leaves, wash and shred.
	3. Heat palm oil, fry onions and later add tomatoes.
	4. Break fish and add to stew.
	<ul> <li>5. Add salt to the ground melon seed and blend with a little water before adding to stew. 6. Add shredded leaves, add enough water (or stock).</li> <li>6. Cover saucepan and leave to simmer until well cooked. 8.</li> </ul>
	Serve with ampesi (boiled yam or plantain), or boiled rice.
	Have learners set the place up for the practical ensuring that all safety protocols are observed.
	Time learners to finish up the task within the given duration. Do a table setting displaying all the cooked foods for appreciation and appraisal.
PHASE 3:	Use peer discussion and effective questioning to find out from
REFLECTION	learners what they have learnt during the lesson.
	Take feedback from learners and summarize the lesson.
	Home work
	Learners to prepare a named food using the stewing and poaching methods of cooking food.

Week Ending: 21st OC Duration: 60MINS	СТ, 2022	Day:		Subject: Care	er Technology		
Duration: 60MINS					Subject: Career Technology		
				Strand: Desig	ning & Making of <i>J</i>	Artefacts	
Class: B7		Class Size:	:	Sub Strand: N	<b>1</b> aking Artefacts		
<b>Content Standard:</b> B7.5.4.1 Demonstrate artefacts/ products	e skills of making food using moist methods of cooking					Lesson: I of 2	
Performance Indicat					Core Competer		
Learners can cool				oking food.	CP 6.5: CI 5.4: CI	5.2: CI 6.10:	
Reference: Career Te	echnology	Curriculum	Pg. 35				
Keywords: boiling, ste	ewing, poa	ching					
Phase/Duration		Activities				Resources	
PHASE I:		earners in a o	conversation ar	nd find out the f	food they like		
STARTER	best.						
		t is your fav					
	• Tell (	us now it is l	been prepared?				
	Share lea	rning indicat	tors and introd	uce the lesson			
PHASE 2: NEW				through practic	al the boiling	Pictures and	
LEARNING		of cooking for				charts of food	
	Ensure th types of I That is; Boilin Brainstor each of t Example: Jollof Ric Ingredier I Example: Jollof Ric I Example: Jollof Ric Example: Jollof Ric Example: Jollof Ric Jollof Ric Jollof Ric Example: Jollof Ric Jollof	hat each of t boiling food. Ing in which t ing in which t ing in which t rm learners the food ider the food ider the food ider the with beef the with beef the with beef the with beef the solution tooking oil the cups of rice salt and pepp to cups of was	he group pick a che stock is thre che food absort che water forms for the recipe a ntified above. or Chicken chicken	own away. E.g. bs the liquid. E.g	l within the three boiled meat g. Apapransa E.g. Rice poriage. ed in cooking		

	2. Put into saucepan, add water and salt, cover and place on
	fire on fire to boil.
	3. Fry meat in hot oil
	<ol> <li>Slice onions, grind the tomatoes and pepper. Fry and add the meat.</li> </ol>
	5. Pick and wash rice, and add when the meat is almost tender.
	6. Boil for about 10mins, reduce heat and simmer until both
	meat and rice are cooked. Stir occasionally to avoid burning.
	7. Serve with vegetables salad
	Have learners set the place up for the practical ensuring that all
	safety protocols are observed.
	Time learners to finish up the task within the given duration.
	Do a table setting displaying all the cooked foods.
	Guide learners to appreciate, appraise and critique their works and
	use the feedback to make modifications or undertake new practical
PHASE 3:	Use peer discussion and effective questioning to find out from
REFLECTION	learners what they have learnt during the lesson.
	Take feedback from learners and summarize the lesson.
	Home work
	Learners to prepare a named food using the boiling method of
	cooking food.

Week Ending: 21 <sup>st</sup> O	Day:		Subject: Career Technology			
Duration: 60MINS				Strand: Desig	ning & Making of <i>i</i>	Artefacts
Class: B7		Class Size:		Sub Strand: N	Making Artefacts	
Content Standard:Indicator:B7.5.4.1 Demonstrate skills of making artefacts/ productsB7.5.4.1.1: Demonstrate skills in preparing food using moist methods of cooking						Lesson: I of 2
<ul> <li>Performance Indicat</li> <li>Learners can coo</li> </ul>		a tha hailin	mothod of co	oking food	Core Competer CP 6.5: CI 5.4: CI	
<b>Reference:</b> Career T				oking lood.		3.2. Ci 0.10.
Keywords: boiling, st			0			
, 0,	0,1	0				
Phase/Duration	Learners					Resources
PHASE I: STARTER	best. • What • Tell u	is your fav Is how it is l				
PHASE 2: NEW		-		the type of food	l to cook.	Pictures and
LEARNING	cooked b Brainstor each of th Example: Poach Ingredien <i>Method</i> Palava Ingredien smoked fi and pepp of salted th <u>Method</u> I. C 2. R	y poaching of m learners of he food ider hed Eggs ts – 2 eggs, . Break eg . Place por done in s . Remove the surfa . Serve it l a sauce ts – 2 bund ish, I large of er to taste, fish. Cut onions a emove unw	or stewing. for the recipe a atified above. I table spoon, gs into greased achers over bo steaming. into plate and o ce from drying not sliced bread les of edible lea onion, half cup <sup>3</sup> / <sub>4</sub> pint palm oil nd tomatoes se vanted parts of	up and garnish d fy vegetables, 4 ground melon s	ed in cooking to taste ow metal pans. er and cook as arine to prevent with tomatoes. tomatoes, I large seed (agushie), salt t stock and pieces l pepper. d shred.	

	5. Add salt to the ground melon seed and blend with a little
	water before adding to stew. 6. Add shredded leaves, add enough water (or stock).
	6. Cover saucepan and leave to simmer until well cooked. 8.
	Serve with ampesi (boiled yam or plantain), or boiled rice.
	Have learners set the place up for the practical ensuring that all safety protocols are observed.
	Time learners to finish up the task within the given duration. Do a table setting displaying all the cooked foods.
	Guide learners to appreciate, appraise and critique their works and
	use the feedback to make modifications or undertake new practical.
PHASE 3:	Use peer discussion and effective questioning to find out from
REFLECTION	learners what they have learnt during the lesson.
	Take feedback from learners and summarize the lesson.
	Home work
	Learners to prepare a named food using the boiling method of cooking food.

				·		
Week Ending: 28th OCT, 2022         Day:				Subject: Career Technology		
Duration: 60MINS				Strand: Desig	ning & Making of <i>i</i>	Artefacts
Class: B7		Class Sizes	:	Sub Strand: N	1aking Artefacts	
Content Standard: B7.5.4.1 Demonstrate artefacts/ products Performance Indicat • Learners can coo Reference: Career T	ng the boiling Curriculum	emonstrate skills lucts in sewing a oking food.	•			
Keywords: boiling, st	ewing, poa	ching				
Phase/Duration PHASE I: <b>STARTER</b>	Learners Activities       Reso         Revise with learners to review their understanding in the previous lesson.       Share performance indicators with learners.					Resources
PHASE 2: <b>NEW</b> <b>LEARNING</b>	Revise with learners on the types of stitches. Through demonstrations, guide learners to make specimens or samples of basic sewing stitches individually. E.g., tacking (even, long and short), running stitches, back stitches, overcasting. Display specimens for appraisal.					Pictures and charts of food
PHASE 3: REFLECTION	Use peer learners	discussion what they h	and effective qu ave learnt durin	lestioning to fin ng the lesson. mmarize the les		

Week Ending: 28 <sup>th</sup> OCT, 2022		2022 <b>Day:</b>		Subject: Career Technology		
Duration: 60MINS				Strand: Desig	ning & Making of A	Artefacts
Class: B7		Class Size:	:	Sub Strand: N	1aking Artefacts	
B7.5.4.1 Demonstrate skills of making				monstrate skills lucts in sewing a	•	Lesson: I of 2
Performance Indicator:Core Competend• Learners can cook food using the boiling method of cooking food.CP 6.5: CI 5.4: CI 5						
Reference: Career To Keywords: boiling, st	•.		Pg. 36			
Phase/Duration PHASE 1:	Learners Activities Revise with learners to review their understanding in the previous				Resources	
STARTER	lesson.					
PHASE 2: <b>NEW</b> <b>LEARNING</b>	Revise with learners on the types of stitches. Through demonstrations, guide learners to make specimens of basic crocheting stitches. E.g., chain, slip stitches, double crochet, treble. Display specimens for appraisal.				Pictures and charts of food	
PHASE 3: REFLECTION	Use peer learners	discussion a what they ha	and effective qu ave learnt durin	lestioning to fin ng the lesson. mmarize the les		

#### WEEK 8

Week Ending: 4th NOV, 2022 Day:				Subject: Career Technology			
Duration: 60MINS			Strand: Designing & Making of Artefacts			Artefacts	
Class: B7	Cl	ass Size:	:	Sub Strand: N	1aking Artefacts		
<b>Content Standard:</b> B7.5.4.1 Demonstrate artefacts/ products	e skills of making B7.5.4.1.3: Make mock-ups using compliant materials					Lesson: I of 2	
<ul> <li>Performance Indicate</li> <li>Learners can make</li> </ul>		ing com	pliant materials		Core Competen CP 6.5: CI 5.4: CI		
<b>Reference:</b> Career Te	echnology Cur	riculum	Pg. 36				
Keywords: boiling, ste	ewing, poachin	g					
Phase/Duration PHASE 1: <b>STARTER</b>	Learners Act Revise with I lesson.		to review their	understanding	in the previous	Resources	
PHASE 2: NEW LEARNING	Display a ch learners to Paints Emulsio Suprawe Eduide learn E.g., Complia and consisten	ers to ent materia	terials such as explain what is ials are materials ies such as pape	r/card, fabric/tex	Guide learners to identify cribe compliant	Pictures and charts of food	

	Image: Non-StructureImage: Non-StructureThe paper used is a compliant materialThe fabric is a compliant materialPut learners in groups to sort out compliant materials from the variety of available materials.Engage learners to write a summary of the explanation and	
PHASE 3:	<ul> <li>sorting.</li> <li><u>Assessment</u> <ol> <li>What is a compliant material?</li> <li>Give three examples of a compliant material.</li> </ol> </li> <li>Use peer discussion and effective questioning to find out from</li> </ul>	
REFLECTION	learners what they have learnt during the lesson.	
	carners what they have learne during the lesson.	
	Take feedback from learners and summarize the lesson.	

Week Ending: 4th	NOV, 2022	Day:		Subject: Care	er Technology		
Duration: 60MINS				Strand: Designing & Making of Artefacts			
Class: B7	Class: B7 Class Size:				Making Artefacts		
<b>Content Standard:</b> B7.5.4.1 Demonstrat artefacts/ products	e skills of m	aking	sing compliant	Lesson: 2 of 2			
<ul> <li>Performance Indica</li> <li>Learners can ma</li> </ul>		s using com	pliant materials	5.	Core Competen CP 6.5: CI 5.4: CI		
<b>Reference:</b> Career T	echnology	Curriculum	Pg. 36				
Keywords: boiling, st	tewing, poa	ching					
Phase/Duration PHASE 1: <b>STARTER</b>		Activities ith learners	to review their	r understanding	in the previous	Resources	
PHASE 2: <b>NEW</b> <b>LEARNING</b>	Organize the work Use the or the meas design us Check th surface d Fold the artefact. Use appr required Apply a s	Share performance indicators with learners.Pictures and charts of foodOrganize the card board or paper as the main materials in place for the work.Pictures and charts of foodUse the cutting list together with the working drawings to undertake the measuring, marking out and cutting of the various parts of the design using appropriate tools and equipment.Pictures and charts of foodCheck the various parts and dimensions to ensure an accurate surface development of the artefact.Fold the parts of the surface developed to obtain the required					
PHASE 3: REFLECTION	Use peer learners	discussion a what they ha	ave learnt durir	uestioning to fin			

			VVEEK	7			
Week Ending: IIth I	NOV, 2022	2 <b>Day:</b>		Subject: Career Technology			
Duration: 60MINS	Duration: 60MINS				Strand: Entrepreneurial Skills		
Class: B7	Class Size: Sub Strand: Career Pathways & Opportunities					Career	
Content Standard: B7.6.1.1 Demonstrate awareness of own learning styles, interests, biases, beliefs and reasons for pursuing Career Technology						ts and	Lesson: 1 of 2
<ul> <li>Performance Indicate</li> <li>Learners can evalue</li> <li>pursuing Career T</li> </ul>	Iluate own learning styles, interests and reasons for						
Reference: Career Te	chnology	Curriculum	Pg. 37				
Keywords: Career par	thways, ca	reer opport	unities, learning	g styles, interest	, pursuing a career	, stereot	yping
		<b>A</b>					
Phase/Duration PHASE I:		Activities	to noviou thoir	un de veten din a	in the province	Resou	rces
STARTER	lesson.	ith learners	to review their	understanding	in the previous		
	Share pe	rformance ir	ndicators with I	earners.			
PHASE 2: NEW				• ,	les, interests and	Picture	
LEARNING	Guide lea about so • How • Women Mechanic • Men arc Nutrition • How Show pic men doir Lead a cl woman e Discuss h stereotyp affect lea aspiration <u>Assessme</u>	arners to ex me vocation would this n are not to cal Engineeri e not suppos n, Sewing, He will this self tures or slid ng female do ass discussion ngineer or a now stereoty bes about so rners getting n of doing ce	is in career tech affect your futu offer courses s ng, Carpentry, sed to study co ome Manageme f-evaluation hel les on women o minated jobs. on on the pictur a male chef to t yping can affect ome jobs being f g careers of the ertain jobs.	ses and beliefs a nology. re? Plumbing etc. urses such as F ent, Hair Dressi p your future ca	ood and ng etc. areer? hinated jobs and e model of a e careers. E.g. or females may I limit their		of food

	<ul> <li>the various jobs being done by both females and males,</li> <li>jobs done solely by males and those solely by females</li> </ul>
	Explain why some jobs are done by only males and others by only females
PHASE 3: REFLECTION	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.

Week Ending:   th	NOV, 2022	Day:		Subject: Career Technology			
Duration: 60MINS				Strand: Entre	preneurial Skills		
Class: B7	CI	ass Size	:	Sub Strand: Opportunities	Career Pathways & s	Career	
Content Standard: B7.6.1.1 Demonstrate	e awareness o	of own	Indicator:			مہ میں م	Lesson:
learning styles, interes reasons for pursuing				ursuing Career	rning styles, interes Technology	ts and	I of 2
<ul> <li>Performance Indicator:</li> <li>Learners can evaluate own learning styles, interests and reasons for pursuing Career Technology.</li> <li>Core Competen CP 6.5: CI 5.4: C</li></ul>							0:
Reference: Career Te		riculum	Pg. 37				
Keywords: Career pa	0,		•	styles, interest	t, pursuing a career	, stereot	yping
	-						
Phase/Duration	Learners Ac				-	Resou	rces
PHASE I: STARTER		learners	to review their	understanding	in the previous		
SIARIER	lesson.						
	Share perfor	mance i	ndicators with I	earners.			
PHASE 2: NEW				U ,	les, interests and	Picture	es and
LEARNING	reasons for	pursuing	Career Techno	ology.		charts	of food
					s male or female		
			s in career tech affect your futu				
			offer courses s		Construction		
			ng, Carpentry,		Construction,		
			sed to study co		ood and		
			ome Manageme				
	How will	ll this sel	f-evaluation hel	p your future c	areer?		
			les on women o minated jobs.	doing male dom	ninated jobs and		
	Lead a class discussion on the pictures. Invite a role model of a woman engineer or a male chef to talk to learners.						
	stereotypes	about sc rs getting	yping can affect ome jobs being f g careers of the ertain jobs.	for only males o	or females may		
	following: • the vario	ous jobs	from the comm being done by t by males and th	ooth females an	d males,		

	Explain why some jobs are done by only males and others by only females	
PHASE 3: REFLECTION	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.	

#### WEEK 10

Week Ending: 18th	NOV, 2022	Day:		Subject: Career Technology					
Duration: 60MINS				Strand: Entrepreneurial Skills					
Class: B7	Class Size:			Sub Strand: Career Pathways & Career Opportunities					
Content Standard: B7.6.1.1 Demonstrate awareness of own learning styles, interests, biases, beliefs and reasons for pursuing Career Technology						ts and	Lesson: 1 of 2		
• Learners can evaluate	erformance Indicator: Learners can evaluate own learning styles, interests and reasons for pursuing Career Technology.								
Reference: Career Te	echnology C	urriculum	Pg. 37						
Keywords: Career pa	thways, care	er opport	unities, learning	g styles, interest	, pursuing a career	, stereot	typing		
Phase/Duration PHASE 1:	Learners A		to position that		in the survision	Resou	rces		
STARTER	lesson.			-	in the previous				
			ndicators with I						
PHASE 2: <b>NEW</b> <b>LEARNING</b>	<ul> <li>Think, pair, share with whole class own learning styles, interests and reasons for pursuing Career Technology.</li> <li>Guide learners to examine own biases and beliefs as male or female about some vocations in career technology.</li> <li>How would this affect your future?</li> <li>Women are not to offer courses such as Building Construction, Mechanical Engineering, Carpentry, Plumbing etc.</li> <li>Men are not supposed to study courses such as Food and Nutrition, Sewing, Home Management, Hair Dressing etc.</li> </ul>								
	• How will this self-evaluation help your future career? Show pictures or slides on women doing male dominated jobs and men doing female dominated jobs.								
	Lead a class discussion on the pictures. Invite a role model of a woman engineer or a male chef to talk to learners.								
	stereotype	s about so ers gettin	ome jobs being t g careers of the	learners' future for only males o air choice. It wil	or females may	,			
	Assessmen Learners to following:		from the comm	nunity and othe	r sources the				

	<ul> <li>the various jobs being done by both females and males,</li> <li>jobs done solely by males and those solely by females</li> </ul>
	Explain why some jobs are done by only males and others by only females
PHASE 3: REFLECTION	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.

Week Ending: 18th	NOV, 2022	Day:		Subject: Career Technology				
Duration: 60MINS				preneurial Skills	kills			
Class: B7	C	Class Size: Sub Strand: Career Pathways & Opportunities				Career		
Content Standard: B7.6.1.1 Demonstrate	e awareness c	of own	Indicator:				Lesson:	
learning styles, interes reasons for pursuing				ursuing Career	rning styles, interes Technology	ts and	I of 2	
Performance Indicate					Come Commentant			
Learners can evalu		ning style	es, interests and	l reasons for	Core Competene CP 6.5: CI 5.4: CI 5		0:	
pursuing Career 1	<b>.</b>							
Reference: Career Te	С,		0					
Keywords: Career pa	thways, caree	r opport	unities, learning	styles, interest	t, pursuing a career	, stereot	cyping	
Phase/Duration	Learners Ac	tivitios				Resou		
PHASE I:			to review their	understanding	in the previous	Resou	Ces	
STARTER	lesson.				F			
			ndicators with I		dee internets and	Distant		
PHASE 2: NEW LEARNING			Career Techno		les, interests and		Pictures and charts of food	
LLANNING	Teasons ior	pursuing	Career rechind	Jogy.		Charts		
	Guide learne	ers to ex	amine own bias	ses and beliefs a	s male or female			
	about some	vocation	is in career tech	nnology.				
			affect your futu		_			
			offer courses s		Construction,			
			ng, Carpentry, sed to study co		ood and			
			ome Manageme					
	How will this self-evaluation help your future career?							
	Show pictures or slides on women doing male dominated jobs and men doing female dominated jobs.							
	Lead a class discussion on the pictures. Invite a role model of a woman engineer or a male chef to talk to learners.							
	stereotypes	about sc ers getting	yping can affect ome jobs being f g careers of the ertain jobs.	for only males o	or females may			
	following: • the varie	ous jobs	from the comm being done by t by males and th	ooth females an	d males,			

	Explain why some jobs are done by only males and others by only females	
PHASE 3: REFLECTION	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.	

#### WEEK II

Week Ending: 25th NOV, 2022 Day:				Subject: Career Technology			
Duration: 60MINS			Strand: Entrepreneurial Skills				
Class: B7 Class Size:			:	<b>Sub Strand:</b> Establishing & Managing A Small Business Enterprise			
<b>Content Standard:</b> B7.6.2.1 Demonstrat establishing and mana enterprise	plain what is meant by 'entrepreneurship' eneur'						
					Core Competen CP 6.5: CI 5.4: CI 5		
Reference: Career T	echnology	Curriculum	Pg. 37				
Keywords: Career pa	athways, ca	reer opport	unities, learning	g styles, interest	, pursuing a career	, stereot	yping
	1.						
Phase/Duration		Activities	· · · ·		· · ·	Resou	rces
PHASE I: <b>STARTER</b>	Revise w lesson.	Revise with learners to review their understanding in the previous lesson.					
	-		ndicators with I				
PHASE 2: <b>NEW</b> <b>LEARNING</b>	Look at pictures of various entrepreneurs and discuss what entrepreneurship means.Pictures and charts of foodEntrepreneurship is the activity of setting up a business or businesses, taking on financial risks in the hope of profit.Pictures and charts of foodAn entrepreneur is a person who sets up a business or businesses taking on financial risks in the hope of making profit.Pictures and charts of foodDiscuss the forms of business, E.g. sole proprietorship, limited liability, partnership, and cooperatives, in groups.Pictures and charts of foodAssessment • Who is a sole trader? • State 4 disadvantages of a sole trader • Define partnership? • State 4 advantages of partnership form of business.Pictures and charts of food						
PHASE 3: REFLECTION	Use peer	discussion	and effective qu	lestioning to fin			
	learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson.						

Week Ending: 25th	NOV, 2022	2 Day:		Subject: Care	er Technology			
Duration: 60MINS				Strand: Entrepreneurial Skills				
Class: B7 Class Size:			:	Sub Strand: Establishing & Managing A Small Business Enterprise				
Content Standard: B7.6.2.1 Demonstrate understanding of establishing and managing a small business enterprise				Describe the characteristics of a successful			Lesson: 2 of 2	
	Performance Indicator:       Core Competer         • Learners can describe the characteristics of a successful       Core Competer         CP 6.5: CI 5.4: CI       CP 6.5: CI 5.4: CI							
<b>Reference:</b> Career T	echnology (	Curriculum	Pg. 37					
Keywords: Entreprer	neurship, en	trepreneur,	, sole owner bu	usiness, limited l	iability, partnership	o, coopei	ratives	
Phase/Duration		Activities				Resou	rces	
PHASE I: STARTER	Revise with learners to review their understanding in the previous lesson. Share performance indicators with learners.							
PHASE 2: NEW	Learners	in groups e	xplain the char	acteristics of an	entrepreneur.	Picture	es and	
	E.g. An entrepreneur is a person who sets up a business or businesses taking on financial risks in the hope of making profit.charts of fCharacteristics of an entrepreneur: creative, passionate, motivated, optimistic, future oriented, persuasive, flexible, resourcefulHave learners discuss the characteristics that lead to successful entrepreneurship. E.g., Opportunity seeking, goal setting, risk taking, perseverance and persistence, selfconfidence, commitment to work, hardworking, planning, information seeking, and problem-solving skills.Use peer discussion and effective questioning to find out from				of food			
PHASE 3: REFLECTION	learners	what they h	ave learnt durin	•				