

CAREER TECHNOLOGY ANNUAL SCHEME OF LEARNING-BASIC 7

WEEKS	TERM 1	TERM 2	TERM 3
1	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
1	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 illustrations
9	Materials for Production	Resistant Materials	B7.2.2.1	B7.2.2.1.3	
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 and illustrations
9	Tools, Equipment & Processes	Finishes And Finishing	B7.3.5.1	B7.3.5.1.1	
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
1	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 and illustrations
9	Entrepreneurial Skills	Career Pathways & Career Opportunities	B7.6.1.1	B7.6.1.1.1	
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 th SEPT, 2022	Period:	Subject: Career Technology
Duration: 60MINS		Strand: Designing & Making of Artefacts
Class: B7	Class Size:	Sub Strand: Communicating Designs
Content Standard: B7.5.1.1 Demonstrate knowledge and skills of drawing materials, instruments/equipment, lines and their applications, and freehand sketching	Indicator: B7.5.1.1.1: Identify drawing materials, instruments and equipment used for Graphic Communication	Lesson: 1 of 2
Performance Indicator: <ul style="list-style-type: none"> Learners can identify drawing materials, instruments and equipment Learners can demonstrate the uses of drawing materials, instruments and equipment Learners can demonstrate how to care for drawing materials, instruments and equipment 		Core Competencies: CP 6.5: CI 5.4: CI 5.2: CI 6.10:
Reference: Career Technology Curriculum Pg. 29		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Paste a chart on the board showing pictures of draw materials and equipment.</p> <p>Have learners observe and identify the names of the materials and equipment on the chart.</p> <ul style="list-style-type: none"> What common equipment and materials do you use in drawing? Have you considered using a different equipment in drawing? What tool can you use in place of pencil to draw? <p>Share performance indicators with learners and introduce the lesson.</p>	
PHASE 2: NEW LEARNING	<p>Brainstorm learners to mention materials, instruments and equipment used for drawing.</p> <p>Learners in groups, brainstorm the uses of the materials, instruments and equipment identified above.</p> <p>Groups present their findings to the whole class.</p> <p>Guide learners to identify drawing materials, instruments and equipment.</p> <p>Display the available drawing materials, instruments and equipment on the table.</p> <p>Example: <i>drawing paper, drawing board, tee square, pencils, a pair of compasses, a pair of dividers, rule, etc.</i></p>	Pictures and Charts drawing materials, instruments and equipment

	<p>Using the Pick and Say technique, learners must shout the name of the material when you pick them up.</p> <ul style="list-style-type: none"> • What is the name of this material? • What is the name of this equipment? • What is this instrument used for? <p>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</p> <p>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.</p> <p><u>Assessment</u> 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</p>	
<p>PHASE 3: REFLECTION</p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p> <p><u>Home work</u> Learners are to research for other drawing materials, instruments and equipment and state their uses.</p>	

Date: 16 th SEPT, 2022	Period:	Subject: Career Technology
Duration: 60MINS		Strand: Designing & Making of Artefacts
Class: B7	Class Size:	Sub Strand: Communicating Designs
Content Standard: B7.5.1.1 Demonstrate knowledge and skills of drawing materials, instruments/equipment, lines and their applications, and freehand sketching		Indicator: B7.5.1.1.2: Discuss the types of lines used in graphic communication
Performance Indicator: <ul style="list-style-type: none"> Learners can identify types of lines used in graphic communication Learners can describe the uses types of lines used in graphic communication 		Lesson: 1 of 2
Core Competencies: CP 6.5: CI 5.4: CI 5.2: CI 6.10:		
Reference: Career Technology Curriculum Pg. 29		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>This activity should be done in groups. Let learners come up with the types of lines used in drawing. They are free to use the internet for this activity.</p> <ul style="list-style-type: none"> What are the common lines you use in drawing? What type of lines is used for outlines? What type of lines is used to show details? <p>Share performance indicators with learners and introduce the lesson.</p>	
PHASE 2: NEW LEARNING	<p>Paste a chart on the board showing pictures of different type of lines used in graphic communication.</p> <p>Brainstorm learners to explain the term graphic communication.</p> <p>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.</p> <p>Go round the class to supervise and make sure all are involved. Help those who finds difficulty in drawing.</p> <p>Let learners present the drawings to the whole class for appreciation.</p> <ul style="list-style-type: none"> What is the name of your drawing? What type of lines did you use for your drawing? How will you improve on your drawing to give it a nice touch? <p>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,</p> <p>In a group discussion, have learners describe the features and uses of the lines.</p>	Pictures and Charts

	<p>E.g. - Continuous thick lines —for drawing outlines - Continuous thin lines —for drawing construction lines</p> <p>Illustrate the applications of lines in drawn objects. E.g., indicate dimension lines showing the dimension of an object</p> <p><u>Assessment</u> Make a chart on how the lines are applied in drawing. Present the chart for appraisal.</p>										
<p>PHASE 3: REFLECTION</p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p> <p>Home work. Make a chart on the types of lines and their uses.</p> <table border="1"> <thead> <tr> <th>Name</th><th>Line</th><th>Uses</th></tr> </thead> <tbody> <tr> <td></td><td></td><td></td></tr> <tr> <td></td><td></td><td></td></tr> </tbody> </table>	Name	Line	Uses							
Name	Line	Uses									

THIRD TERM

WEEKLY LESSON NOTES

WEEK 2

Date: 23 rd SEPT, 2022	Period:	Subject: Career Technology
Duration: 60MINS		Strand: Designing & Making of Artefacts
Class: B7	Class Size:	Sub Strand: Designing
Content Standard: B7.5.2.1 Demonstrate understanding of Designing	Indicator: B7.5.2.1.1: work with a given design brief	Lesson: 1 of 2
Performance Indicator: • Learners can work with a given design brief		Core Competencies: CP 6.5: CI 5.4: CI 5.2: CI 6.10:
Reference: Career Technology Curriculum Pg. 32		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Introduce the lesson by asking learners to mention some of the problems they see/find in their school and home.</p> <ul style="list-style-type: none"> • Mention any three social issues that needs immediate solutions. • What can you design to solve such problems? • What informed your choose of the design? 	
PHASE 2: NEW LEARNING	<p>Put learners into groups to discuss ways of identifying problems in their school and home.</p> <p>Learners in groups identify problems that can be solved in the school, home or community.</p> <ul style="list-style-type: none"> • What can you design to solve such problems? • What informed your choose of the design? <p>Guide learners to move out of class to identify some problems in the school environment.</p> <p>Put learners into groups and assist them to discuss/analyse the problems identified in their school environment and state specifications for their designs.</p> <p>Assist learners to generate three possible ideas with annotated/descriptive notes for solving the identified problems.</p> <p><u>Assessment</u> What is a design brief. Maame Adwoa finds it difficult to squat and cook in her kitchen due to her waist pains. Design and make an artefact to help Maame Adwoa. Write a design brief for the scenario.</p>	<p>harts, pictures, pencils, crayons, 'A4 sheets, ICT tools and internet facilities</p> <p>Consult the Career Technology Curriculum for further referencing</p>

<p>PHASE 3: REFLECTION</p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p> <p><u>Home work</u> Learners investigate of the problems in the community and find possible solutions to it</p>	
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Date: 23 rd SEPT, 2022	Period:	Subject: Career Technology
Duration: 60MINS	Strand: Designing & Making of Artefacts	
Class: B7	Class Size:	Sub Strand: Designing
Content Standard: B7.5.2.1 Demonstrate understanding of Designing	Indicator: B7.5.2.1.2: Generate ideas	Lesson: 1 of 2
Performance Indicator: • Learners can work with a given design brief		Core Competencies: CP 6.5: CI 5.4: CI 5.2: CI 6.10:
Reference: Career Technology Curriculum Pg. 32		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>The rate of HIV/AIDS transmission between mother and child has been one of the major problem of the MOH. Design and make poster to reduce its impact.</p> <ul style="list-style-type: none"> • write a design brief for the scenario • present their posters to the class for appreciation. <p>Share performance indicators with learners and introduce the lesson.</p>	
PHASE 2: NEW LEARNING	<p>Learners in pairs investigate of the problems in the community and find possible solutions to it.</p> <p>Guide learners to use freehand sketch to generate three possible ideas for solving the identified problem and write descriptive notes.</p> <p>Verify if the generated ideas satisfy the solution for the problem identified.</p> <p>Select the best design and draw it in a pictorial form.</p> <p>Provide suitable dimensions to the selected design.</p> <p>Prepare a simple working drawing of the selected design for the working drawing prepared in communication design such as front elevation, plan and end view.</p> <p><u>Assessment</u> Learners in pairs investigate of the problems in the community and find possible solutions to it</p>	Pictures and Charts drawing materials, instruments and equipment
PHASE 3: REFLECTION	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p> <p><u>Home work</u> Learners investigate of the problems in the community and find possible solutions to it</p>	

THIRD TERM

WEEKLY LESSON NOTES

WEEK 3

Week Ending: 30 th SEPT, 2022	Day:	Subject: Career Technology
Duration: 60MINS		Strand: Designing & Making of Artefacts
Class: B7	Class Size:	Sub Strand: Planning For Making Artefacts
Content Standard: B7.5.3.1 Demonstrate understanding of planning for making artefacts/products	Indicator: B7.5.3.1.1: Discuss the factors to consider when planning a meal	Lesson: 1 of 2
Performance Indicator: • Learners can discuss the factors to consider when planning a meal		Core Competencies: CP 6.5: CI 5.4: CI 5.2: CI 6.10:
Reference: Career Technology Curriculum Pg. 33		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Engage learners in a conversation and find out what they eat in the morning, afternoon and evening. <ul style="list-style-type: none"> • What do you normally eat for breakfast? • Do you eat lunch? • what is your preferred food for supper? Share learning indicators and introduce the lesson	
PHASE 2: NEW LEARNING	Brainstorm learners for the meaning of Meal planning. Put learners in groups for them to discuss the importance of meal planning. Each group present to the whole class. Drill learners on the correct pronunciation and meanings of the terms used in meal planning. <ul style="list-style-type: none"> • A dish : it is prepared item of food which can be served as an accompaniment to other dishes or eaten alone • A meal: it is a collection of prepared dishes that are eaten together at a sitting. Give out terms written on flashcards and break learners into their small groups to discuss and explain their meanings. Teacher goes round to offer help where needed. Example: Balanced diet, Main dish, Accompaniment, One pot dish, Main meal and Side dish. Guide learners to discuss the factors to consider when planning meals. Example: <ul style="list-style-type: none"> • Nutritional needs of the family • Money available • Cooking facilities available, etc. Put learners into their small groups to discuss the types of meals.	Realia charts pictures samplers ICT tools internet

	<p>Call groups to present their solutions to the tasks. Encourage peer assessment and comments on other issues.</p> <p><u>Types of meals</u></p> <ul style="list-style-type: none"> • 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) • 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- 11 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. <p><u>Assessment</u> Give 3 reasons for taking snacks Mention 5 groups of people who need snack</p>	
<p>PHASE 3: REFLECTION</p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p> <p><u>Home work</u> Give 3 reasons for taking snacks Mention 5 groups of people who need snack</p>	

Week Ending: 30 th SEPT, 2022		Day:	Subject: Career Technology																			
Duration: 60MINS			Strand: Designing & Making of Artefacts																			
Class: B7		Class Size:	Sub Strand: Planning For Making Artefacts																			
Content Standard: B7.5.3.1 Demonstrate understanding of planning for making artefacts/products		Indicator: B7.5.3.1.1: Discuss the factors to consider when planning a meal		Lesson: 2 of 2																		
Performance Indicator: • Learners can discuss the factors to consider when planning a meal			Core Competencies: CP 6.5: CI 5.4: CI 5.2: CI 6.10:																			
Reference: Career Technology Curriculum Pg. 33																						
Phase/Duration	Learners Activities			Resources																		
PHASE 1: STARTER	Engage learners in a conversation and find out what they eat in the morning, afternoon and evening. <ul style="list-style-type: none">What do you normally eat for breakfast?Do you eat lunch?what is your preferred food for supper? Share learning indicators and introduce the lesson																					
PHASE 2: NEW LEARNING	Paste a chart on the board showing a suggested menu for breakfast. Let learners observe and talk about it. Guide learners to plan and prepare meals for the 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. <table border="1"><thead><tr><th>Example 1</th><th>Example 2</th><th>Example 3</th></tr></thead><tbody><tr><td>Pineapple juice</td><td>Orange juice</td><td>Watermelon juice</td></tr><tr><td>Groundnuts in <i>ekuegbemli</i></td><td>Milk in <i>Oblayoo</i></td><td></td></tr><tr><td>Omolette on toasted bread</td><td>Meat pie</td><td>Soyabean milk in semolina</td></tr><tr><td>Tea or chocolate drink</td><td></td><td>Poached egg on sliced bread</td></tr><tr><td></td><td></td><td>Tea or Horlicks</td></tr></tbody></table> Put learners into their small groups to plan meals for lunch and supper. Call groups to present their solutions to the tasks. Encourage peer assessment and comments on other issues.			Example 1	Example 2	Example 3	Pineapple juice	Orange juice	Watermelon juice	Groundnuts in <i>ekuegbemli</i>	Milk in <i>Oblayoo</i>		Omolette on toasted bread	Meat pie	Soyabean milk in semolina	Tea or chocolate drink		Poached egg on sliced bread			Tea or Horlicks	Realia charts pictures samplers ICT tools internet
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	<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: 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> 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.	

THIRD TERM

WEEKLY LESSON NOTES

WEEK 4

Week Ending: 7 th OCT, 2022	Day:	Subject: Career Technology
Duration: 60MINS		Strand: Designing & Making of Artefacts
Class: B7	Class Size:	Sub Strand: Planning For Making Artefacts
Content Standard: B7.5.3.1 Demonstrate understanding of planning for making artefacts/products	Indicator: B7.5.3.1.2: Demonstrate skills in planning for preparing food using moist methods of cooking	Lesson: 1 of 2
Performance Indicator: <ul style="list-style-type: none"> Learners can give reasons of cooking food. Learners can describe boiling as a moist method of cooking food. 		Core Competencies: CP 6.5: CI 5.4: CI 5.2: CI 6.10:
Reference: Career Technology Curriculum Pg. 33-34		
Keywords: boiling, stewing, poaching		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Engage learners in a conversation and find out the food they like best. <ul style="list-style-type: none"> What is your favorite dish? Tell us how it is been prepared? Share learning indicators and introduce the lesson	
PHASE 2: NEW LEARNING	Guide learners to discuss reasons for cooking food, in groups. Example: <ul style="list-style-type: none"> - make food edible, - improve flavor of food, kill germs. Learners in groups identify the different moist methods of cooking. E.g.: boiling, stewing, poaching Through a class discussion, guide learners to discuss the moist methods of cooking food. Have learners discuss the three types of boiling. E.g.: <ul style="list-style-type: none"> Boiling where the food absorbs the water. E.g. rice Boiling where the water forms part of the food. E.g. porridge, soup Boiling where the water is thrown away. E.g. yam, cassava Learners discuss the advantages and disadvantages of boiling food. E.g. <ul style="list-style-type: none"> Advantages – is a safe and simple method of cooking. Disadvantages - water soluble nutrients are lost if the water in which food is boiled is discarded. <u>Assessment</u>	Pictures and charts of food

	<ul style="list-style-type: none"> • 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: REFLECTION	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p> <p><u>Home work</u> What is stewing? Identify two foods that are cooked by stewing. Write two advantages and disadvantages each of stewing.</p>	

Week Ending: 7 th OCT, 2022		Day:	Subject: Career Technology
Duration: 60MINS		Strand: Designing & Making of Artefacts	
Class: B7	Class Size:		Sub Strand: Planning For Making Artefacts
Content Standard: B7.5.3.1 Demonstrate understanding of planning for making artefacts/products		Indicator: B7.5.3.1.2: Demonstrate skills in planning for preparing food using moist methods of cooking	Lesson: 2 of 2
Performance Indicator: • Learners can describe stewing as a moist method of cooking food			Core Competencies: CP 6.5: CI 5.4: CI 5.2: CI 6.10:
Reference: Career Technology Curriculum Pg. 33-34			
Keywords: boiling, stewing, poaching			
Phase/Duration	Learners Activities		Resources
PHASE 1: STARTER	Engage learners in a conversation and find out the food they like best. <ul style="list-style-type: none"> What is your favorite dish? Tell us how it is been prepared? Share learning indicators and introduce the lesson		
PHASE 2: NEW LEARNING	Revise with learners on the moist methods of cooking food. Through a class discussion, guide learners to discuss the moist methods of cooking food. Brainstorm learners to explain what is meant by stewing. E.g., It is a slow, long method of cooking food in a small amount of liquid over a gentle heat. Call on learners to identify foods that can be stewed. E.g., mushrooms, carrots, yam, onions, beans, peppers and tomatoes. In a group discussion, guide learners to discuss the principles of/guidelines for stewing. E.g. <ul style="list-style-type: none"> A tight-fitting lid is important to retain steam Temperature must be well controlled Have learners discuss the advantages and disadvantages of stewing foods. Example: <ul style="list-style-type: none"> Advantage - economic on fuel Disadvantage- takes a very long time to cook. <u>Assessment</u> What is stewing? Identify two foods that are cooked by stewing. Write two advantages and disadvantages each of stewing.		Pictures and charts of food

<p>PHASE 3: REFLECTION</p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p> <p><u>Home work</u> What is Poaching? Identify two foods that are cooked by poaching. Write two advantages and disadvantages each of poaching.</p>	
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THIRD TERM

WEEKLY LESSON NOTES

WEEK 5

Week Ending: 14 th OCT, 2022	Day:	Subject: Career Technology
Duration: 60MINS		Strand: Designing & Making of Artefacts
Class: B7	Class Size:	Sub Strand: Planning For Making Artefacts
Content Standard: B7.5.3.1 Demonstrate understanding of planning for making artefacts/products	Indicator: B7.5.3.1.2: Demonstrate skills in planning for preparing food using moist methods of cooking	Lesson: 1 of 2
Performance Indicator: • Learners can cook food using the boiling method of cooking food.		Core Competencies: CP 6.5: CI 5.4: CI 5.2: CI 6.10:
Reference: Career Technology Curriculum Pg. 33-34		
Keywords: boiling, stewing, poaching		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Engage learners in a conversation and find out the food they like best. <ul style="list-style-type: none"> What is your favorite dish? Tell us how it is been prepared? Share learning indicators and introduce the lesson	
PHASE 2: NEW LEARNING	Get learners ready to demonstrate through practical the boiling method of cooking food. <p>Put learners into groups to discuss the type of food to cook. Ensure that each of the group pick atleast one food within the three types of boiling food. That is;</p> <ul style="list-style-type: none"> Boiling in which the stock is thrown away. E.g. boiled yam Boiling in which the food absorbs the liquid. E.g. boiled rice Boiling in which the water forms part of food. E.g. Mpotompoto. <p>Brainstorm learners for the recipe and methods used in cooking each of the food identified above. Example: Method of boiling Yam</p> <p><i>Method</i></p> <ol style="list-style-type: none"> 1. Wash peel cut and rewash the yam. 2. Place in a pan with water and add salt. 3. Cover and boil until food is tender 4. Strain off the stock and serve hot with any stew <p>Have learners set the place up for the practical ensuring that all safety protocols are observed.</p> <p>Time learners to finish up the task within the given duration.</p>	Pictures and charts of food

	Do a table setting displaying all the cooked foods for appreciation and appraisal.	
PHASE 3: REFLECTION	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p> <p><u>Home work</u> Learners to prepare a named food using the boiling method of cooking food.</p>	

Week Ending: 14 th OCT, 2022		Day:	Subject: Career Technology
Duration: 60MINS		Strand: Designing & Making of Artefacts	
Class: B7	Class Size:		Sub Strand: Planning For Making Artefacts
Content Standard: B7.5.3.1 Demonstrate understanding of planning for making artefacts/products		Indicator: B7.5.3.1.2: Demonstrate skills in planning for preparing food using moist methods of cooking	Lesson: 2 of 2
Performance Indicator: <ul style="list-style-type: none"> Learners can cook food using the stewing and poached method of cooking food 			Core Competencies: CP 6.5: CI 5.4: CI 5.2: CI 6.10:
Reference: Career Technology Curriculum Pg. 33-34			
Keywords: boiling, stewing, poaching			
Phase/Duration	Learners Activities		Resources
PHASE 1: STARTER	Engage learners in a conversation and find out the food they like best. <ul style="list-style-type: none"> What is your favorite dish? Tell us how it is been prepared? Share learning indicators and introduce the lesson		
PHASE 2: NEW LEARNING	Get learners ready to demonstrate through practical the stewing and poaching methods of cooking food. <p>Put learners into groups to discuss the type of food to cook. Ensure that each of the group pick atleast two foods that can be cooked by poaching or stewing.</p> <p>Brainstorm learners for the recipe and methods used in cooking each of the food identified above.</p> <p>Example:</p> <ul style="list-style-type: none"> Poached Eggs <p>Ingredients – 2 eggs, 1 table spoon, margarine, salt to taste</p> <p><i>Method</i></p> <ol style="list-style-type: none"> Break eggs into greased individual shallow metal pans. Place poachers over boiling water, cover and cook as done in steaming. Remove into plate and coat with margarine to prevent the surface from drying up and garnish with tomatoes. Serve it hot sliced bread <ul style="list-style-type: none"> Palava sauce <p>Ingredients – 2 bundles of edible leafy vegetables, 4 tomatoes, 1 large smoked fish, 1 large onion, half cup ground melon seed (agushie), salt and pepper to taste, ¾ pint palm oil, water or meat stock and pieces of salted fish.</p> <p><u>Method</u></p> <ol style="list-style-type: none"> Cut onions and tomatoes separately. Grind pepper. 		Pictures and charts of food

	<ol style="list-style-type: none"> 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. 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. <p>Have learners set the place up for the practical ensuring that all safety protocols are observed.</p> <p>Time learners to finish up the task within the given duration. Do a table setting displaying all the cooked foods for appreciation and appraisal.</p>	
PHASE 3: REFLECTION	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p> <p><u>Home work</u> Learners to prepare a named food using the stewing and poaching methods of cooking food.</p>	

THIRD TERM

WEEKLY LESSON NOTES

WEEK 6

Week Ending: 21 st OCT, 2022	Day:	Subject: Career Technology
Duration: 60MINS		Strand: Designing & Making of Artefacts
Class: B7	Class Size:	Sub Strand: Making Artefacts
Content Standard: B7.5.4.1 Demonstrate skills of making artefacts/ products	Indicator: B7.5.4.1.1: Demonstrate skills in preparing food using moist methods of cooking	Lesson: 1 of 2
Performance Indicator: • Learners can cook food using the boiling method of cooking food.		Core Competencies: CP 6.5: CI 5.4: CI 5.2: CI 6.10:
Reference: Career Technology Curriculum Pg. 35		
Keywords: boiling, stewing, poaching		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Engage learners in a conversation and find out the food they like best. <ul style="list-style-type: none"> What is your favorite dish? Tell us how it is been prepared? Share learning indicators and introduce the lesson	
PHASE 2: NEW LEARNING	Get learners ready to demonstrate through practical the boiling method of cooking food. Put learners into groups to discuss the type of food to cook. Ensure that each of the group pick atleast one food within the three types of boiling food. That is; <ul style="list-style-type: none"> Boiling in which the stock is thrown away. E.g. boiled meat Boiling in which the food absorbs the liquid. E.g. Apapransa Boiling in which the water forms part of food. E.g. Rice poriage. Brainstorm learners for the recipe and methods used in cooking each of the food identified above. Example: Jollof Rice with beef or Chicken Ingredients: <ul style="list-style-type: none"> 1 kg meat or chicken 6 tomatoes 1 large onion cooking oil 2 cups of rice salt and pepper to taste 5 cups of water Method 1. Wash meat or chicken and cut into pieces.	Pictures and charts of food

	<ol style="list-style-type: none"> 2. Put into saucepan, add water and salt, cover and place on fire on fire to boil. 3. Fry meat in hot oil 4. Slice onions, grind the tomatoes and pepper. Fry and add the meat. 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 <p>Have learners set the place up for the practical ensuring that all safety protocols are observed.</p> <p>Time learners to finish up the task within the given duration. Do a table setting displaying all the cooked foods.</p> <p>Guide learners to appreciate, appraise and critique their works and use the feedback to make modifications or undertake new practical</p>	
PHASE 3: REFLECTION	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p> <p><u>Home work</u> Learners to prepare a named food using the boiling method of cooking food.</p>	

Week Ending: 21 st OCT, 2022		Day:	Subject: Career Technology
Duration: 60MINS		Strand: Designing & Making of Artefacts	
Class: B7	Class Size:		Sub Strand: Making Artefacts
Content Standard: B7.5.4.1 Demonstrate skills of making artefacts/ products		Indicator: B7.5.4.1.1: Demonstrate skills in preparing food using moist methods of cooking	Lesson: 1 of 2
Performance Indicator: • Learners can cook food using the boiling method of cooking food.			Core Competencies: CP 6.5: CI 5.4: CI 5.2: CI 6.10:
Reference: Career Technology Curriculum Pg. 35			
Keywords: boiling, stewing, poaching			
Phase/Duration	Learners Activities		Resources
PHASE 1: STARTER	Engage learners in a conversation and find out the food they like best. <ul style="list-style-type: none"> What is your favorite dish? Tell us how it is been prepared? Share learning indicators and introduce the lesson		
PHASE 2: NEW LEARNING	Put learners into groups to discuss the type of food to cook. Ensure that each of the group pick atleast two foods that can be cooked by poaching or stewing. <p>Brainstorm learners for the recipe and methods used in cooking each of the food identified above.</p> <p>Example:</p> <ul style="list-style-type: none"> Poached Eggs <p>Ingredients – 2 eggs, 1 table spoon, margarine, salt to taste</p> <p><u>Method</u></p> <ol style="list-style-type: none"> Break eggs into greased individual shallow metal pans. Place poachers over boiling water, cover and cook as done in steaming. Remove into plate and coat with margarine to prevent the surface from drying up and garnish with tomatoes. Serve it hot sliced bread <ul style="list-style-type: none"> Palava sauce <p>Ingredients – 2 bundles of edible leafy vegetables, 4 tomatoes, 1 large smoked fish, 1 large onion, half cup ground melon seed (agushie), salt and pepper to taste, ¾ pint palm oil, water or meat stock and pieces of salted fish.</p> <p><u>Method</u></p> <ol style="list-style-type: none"> Cut onions and tomatoes separately. Grind pepper. Remove unwanted parts of leaves, wash and shred. Heat palm oil, fry onions and later add tomatoes. Break fish and add to stew. 		Pictures and charts of food

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

THIRD TERM

WEEKLY LESSON NOTES

WEEK 7


Week Ending: 28 th OCT, 2022	Day:	Subject: Career Technology
Duration: 60MINS		Strand: Designing & Making of Artefacts
Class: B7	Class Size:	Sub Strand: Making Artefacts
Content Standard: B7.5.4.1 Demonstrate skills of making artefacts/ products	Indicator: B7.5.4.1.2: Demonstrate skills of making artefacts/products in sewing and crocheting	Lesson: 1 of 2
Performance Indicator: • Learners can cook food using the boiling method of cooking food.		Core Competencies: CP 6.5: CI 5.4: CI 5.2: CI 6.10:
Reference: Career Technology Curriculum Pg. 36		
Keywords: boiling, stewing, poaching		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Revise with learners to review their understanding in the previous lesson. Share performance indicators with learners.	
PHASE 2: NEW LEARNING	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 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: 28 th OCT, 2022	Day:	Subject: Career Technology
Duration: 60MINS	Strand: Designing & Making of Artefacts	
Class: B7	Class Size:	Sub Strand: Making Artefacts
Content Standard: B7.5.4.1 Demonstrate skills of making artefacts/ products	Indicator: B7.5.4.1.2: Demonstrate skills of making artefacts/products in sewing and crocheting	Lesson: 1 of 2
Performance Indicator: <ul style="list-style-type: none"> Learners can cook food using the boiling method of cooking food. 		Core Competencies: CP 6.5: CI 5.4: CI 5.2: CI 6.10:
Reference: Career Technology Curriculum Pg. 36		
Keywords: boiling, stewing, poaching		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Revise with learners to review their understanding in the previous lesson.</p> <p>Share performance indicators with learners.</p>	
PHASE 2: NEW LEARNING	<p>Revise with learners on the types of stitches.</p> <p>Through demonstrations, guide learners to make specimens of basic crocheting stitches. E.g., chain, slip stitches, double crochet, treble.</p> <p>Display specimens for appraisal.</p>	Pictures and charts of food
PHASE 3: REFLECTION	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	

THIRD TERM

WEEKLY LESSON NOTES

WEEK 8

Week Ending: 4 th NOV, 2022	Day:	Subject: Career Technology
Duration: 60MINS		Strand: Designing & Making of Artefacts
Class: B7	Class Size:	Sub Strand: Making Artefacts
Content Standard: B7.5.4.1 Demonstrate skills of making artefacts/ products	Indicator: B7.5.4.1.3: Make mock-ups using compliant materials	Lesson: 1 of 2
Performance Indicator: • Learners can make mock-ups using compliant materials.		Core Competencies: CP 6.5: CI 5.4: CI 5.2: CI 6.10:
Reference: Career Technology Curriculum Pg. 36		
Keywords: boiling, stewing, poaching		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Revise with learners to review their understanding in the previous lesson. Share performance indicators with learners.	
PHASE 2: NEW LEARNING	<p>Display a chart of pictures of materials on the board for learners to observe.</p> <div style="text-align: center;">  <p>Guide learners to identify and describe compliant materials such as paper/card, fabric/textiles</p> </div> <p>Guide learners to explain what is meant by compliant materials E.g., <i>Compliant materials are materials that have recognized, predictable and consistent properties such as paper/card, fabric/textiles.</i> <i>A material is a compliant material, if it conforms to a known performance criteria.</i></p>	Pictures and charts of food



The paper used is a compliant material



The fabric is a compliant material

Put learners in groups to sort out compliant materials from the variety of available materials.

Engage learners to write a summary of the explanation and sorting.

Assessment

1. What is a compliant material?
2. Give three examples of a compliant material.

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: 4 th NOV, 2022		Day:	Subject: Career Technology
Duration: 60MINS		Strand: Designing & Making of Artefacts	
Class: B7	Class Size:		Sub Strand: Making Artefacts
Content Standard: B7.5.4.1 Demonstrate skills of making artefacts/ products		Indicator: B7.5.4.1.3: Make mock-ups using compliant materials	Lesson: 2 of 2
Performance Indicator: <ul style="list-style-type: none"> Learners can make mock-ups using compliant materials. 			Core Competencies: CP 6.5: CI 5.4: CI 5.2: CI 6.10:
Reference: Career Technology Curriculum Pg. 36			
Keywords: boiling, stewing, poaching			
Phase/Duration	Learners Activities		Resources
PHASE 1: STARTER	Revise with learners to review their understanding in the previous lesson. Share performance indicators with learners.		
PHASE 2: NEW LEARNING	Organize the card board or paper as the main materials in place for the work. Use 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. Check 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 artefact. Use appropriate joining materials, tools/equipment to complete the required artefact. Apply a suitable finish on the artefact Test and evaluate artefact for modifications		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.		

THIRD TERM

WEEKLY LESSON NOTES

WEEK 9

Week Ending: 11 th 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		Indicator: B7. 6.1:1.1: Evaluate own learning styles, interests and reasons for pursuing Career Technology		
		Lesson: 1 of 2		
Performance Indicator: • Learners can evaluate own learning styles, interests and reasons for pursuing Career Technology.				Core Competencies: CP 6.5: CI 5.4: CI 5.2: CI 6.10:
Reference: Career Technology Curriculum Pg. 37				
Keywords: Career pathways, career opportunities, learning styles, interest, pursuing a career, stereotyping				
Phase/Duration	Learners Activities			Resources
PHASE 1: STARTER	Revise with learners to review their understanding in the previous lesson. Share performance indicators with learners.			
PHASE 2: NEW LEARNING	Think, pair, share with whole class own learning styles, interests and reasons for pursuing Career Technology. Guide learners to examine own biases and beliefs as male or female about some vocations in career technology. • How would this affect your future? - Women are not to offer courses such as Building Construction, Mechanical Engineering, Carpentry, Plumbing etc. - Men are not supposed to study courses such as Food and Nutrition, Sewing, Home Management, Hair Dressing etc. • 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. Discuss how stereotyping can affect learners' future careers. E.g. stereotypes about some jobs being for only males or females may affect learners getting careers of their choice. It will limit their aspiration of doing certain jobs. <u>Assessment</u> Learners to find out from the community and other sources the following:			Pictures and charts of food

	<ul style="list-style-type: none"> the various jobs being done by both females and males, jobs done solely by males and those solely by females <p>Explain why some jobs are done by only males and others by only females</p>	
PHASE 3: REFLECTION	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	

Week Ending: 11 th 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		Indicator: B7. 6.1:1.1: Evaluate own learning styles, interests and reasons for pursuing Career Technology	
		Lesson: 1 of 2	
Performance Indicator: • Learners can evaluate own learning styles, interests and reasons for pursuing Career Technology.			Core Competencies: CP 6.5: CI 5.4: CI 5.2: CI 6.10:
Reference: Career Technology Curriculum Pg. 37			
Keywords: Career pathways, career opportunities, learning styles, interest, pursuing a career, stereotyping			
Phase/Duration	Learners Activities		Resources
PHASE 1: STARTER	Revise with learners to review their understanding in the previous lesson. Share performance indicators with learners.		
PHASE 2: NEW LEARNING	Think, pair, share with whole class own learning styles, interests and reasons for pursuing Career Technology. Guide learners to examine own biases and beliefs as male or female about some vocations in career technology. • How would this affect your future? - Women are not to offer courses such as Building Construction, Mechanical Engineering, Carpentry, Plumbing etc. - Men are not supposed to study courses such as Food and Nutrition, Sewing, Home Management, Hair Dressing etc. • 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. Discuss how stereotyping can affect learners' future careers. E.g. stereotypes about some jobs being for only males or females may affect learners getting careers of their choice. It will limit their aspiration of doing certain jobs. <u>Assessment</u> Learners to find out from the community and other sources the following: • the various jobs being done by both females and males, • jobs done solely by males and those solely by females		Pictures and charts of food

	Explain why some jobs are done by only males and others by only females	
PHASE 3: REFLECTION	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	

THIRD TERM

WEEKLY LESSON NOTES

WEEK 10

Week Ending: 18 th 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		Indicator: B7. 6.1:1.1: Evaluate own learning styles, interests and reasons for pursuing Career Technology		
		Lesson: 1 of 2		
Performance Indicator: • Learners can evaluate own learning styles, interests and reasons for pursuing Career Technology.				Core Competencies: CP 6.5: CI 5.4: CI 5.2: CI 6.10:
Reference: Career Technology Curriculum Pg. 37				
Keywords: Career pathways, career opportunities, learning styles, interest, pursuing a career, stereotyping				
Phase/Duration	Learners Activities			Resources
PHASE 1: STARTER	Revise with learners to review their understanding in the previous lesson. Share performance indicators with learners.			
PHASE 2: NEW LEARNING	Think, pair, share with whole class own learning styles, interests and reasons for pursuing Career Technology. Guide learners to examine own biases and beliefs as male or female about some vocations in career technology. • How would this affect your future? - Women are not to offer courses such as Building Construction, Mechanical Engineering, Carpentry, Plumbing etc. - Men are not supposed to study courses such as Food and Nutrition, Sewing, Home Management, Hair Dressing etc. • 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. Discuss how stereotyping can affect learners' future careers. E.g. stereotypes about some jobs being for only males or females may affect learners getting careers of their choice. It will limit their aspiration of doing certain jobs. <u>Assessment</u> Learners to find out from the community and other sources the following:			Pictures and charts of food

	<ul style="list-style-type: none"> the various jobs being done by both females and males, jobs done solely by males and those solely by females <p>Explain why some jobs are done by only males and others by only females</p>	
PHASE 3: REFLECTION	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	

Week Ending: 18 th 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		Indicator: B7. 6.1:1.1: Evaluate own learning styles, interests and reasons for pursuing Career Technology		Lesson: 1 of 2
Performance Indicator: <ul style="list-style-type: none">Learners can evaluate own learning styles, interests and reasons for pursuing Career Technology.			Core Competencies: CP 6.5: CI 5.4: CI 5.2: CI 6.10:	
Reference: Career Technology Curriculum Pg. 37				
Keywords: Career pathways, career opportunities, learning styles, interest, pursuing a career, stereotyping				
Phase/Duration	Learners Activities			Resources
PHASE 1: STARTER	Revise with learners to review their understanding in the previous lesson. Share performance indicators with learners.			
PHASE 2: NEW LEARNING	Think, pair, share with whole class own learning styles, interests and reasons for pursuing Career Technology. Guide learners to examine own biases and beliefs as male or female about some vocations in career technology. <ul style="list-style-type: none">How would this affect your future?<ul style="list-style-type: none">Women are not to offer courses such as Building Construction, Mechanical Engineering, Carpentry, Plumbing etc.Men are not supposed to study courses such as Food and Nutrition, Sewing, Home Management, Hair Dressing etc.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. Discuss how stereotyping can affect learners' future careers. E.g. stereotypes about some jobs being for only males or females may affect learners getting careers of their choice. It will limit their aspiration of doing certain jobs. <u>Assessment</u> Learners to find out from the community and other sources the following: <ul style="list-style-type: none">the various jobs being done by both females and males,jobs done solely by males and those solely by females			Pictures and charts of food

	Explain why some jobs are done by only males and others by only females	
PHASE 3: REFLECTION	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	

THIRD TERM

WEEKLY LESSON NOTES

WEEK 11

Week Ending: 25 th NOV, 2022		Day:	Subject: Career 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		Indicator: B7.6.2.1.1 Explain what is meant by 'entrepreneurship' and 'entrepreneur'	Lesson: 1 of 2
Performance Indicator: <ul style="list-style-type: none"> Learners can explain what is meant by 'entrepreneurship' and 'entrepreneur' 			Core Competencies: CP 6.5: CI 5.4: CI 5.2: CI 6.10:
Reference: Career Technology Curriculum Pg. 37			
Keywords: Career pathways, career opportunities, learning styles, interest, pursuing a career, stereotyping			
Phase/Duration	Learners Activities		Resources
PHASE 1: STARTER	Revise with learners to review their understanding in the previous lesson. Share performance indicators with learners.		
PHASE 2: NEW LEARNING	<p>Look at pictures of various entrepreneurs and discuss what entrepreneurship means. Entrepreneurship is the activity of setting up a business or businesses, taking on financial risks in the hope of profit.</p> <p>An entrepreneur is a person who sets up a business or businesses taking on financial risks in the hope of making profit.</p> <p>Discuss the forms of business, E.g. sole proprietorship, limited liability, partnership, and cooperatives, in groups.</p> <p><u>Assessment</u></p> <ul style="list-style-type: none"> Who is a sole trader? State 4 advantages of 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	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>		

Week Ending: 25 th NOV, 2022		Day:	Subject: Career 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		Indicator: B7.6.2.1.2: Describe the characteristics of a successful entrepreneur		
		Lesson: 2 of 2		
Performance Indicator: <ul style="list-style-type: none">Learners can describe the characteristics of a successful entrepreneur				Core Competencies: CP 6.5: CI 5.4: CI 5.2: CI 6.10:
Reference: Career Technology Curriculum Pg. 37				
Keywords: Entrepreneurship, entrepreneur, sole owner business, limited liability, partnership, cooperatives				
Phase/Duration	Learners Activities			Resources
PHASE 1: STARTER	Revise with learners to review their understanding in the previous lesson. Share performance indicators with learners.			
PHASE 2: NEW LEARNING	Learners in groups explain the characteristics of an entrepreneur. E.g. An entrepreneur is a person who sets up a business or businesses taking on financial risks in the hope of making profit. Characteristics of an entrepreneur: creative, passionate, motivated, optimistic, future oriented, persuasive, flexible, resourceful Have 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.			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.			