

# THIRD TERM

## WEEKLY LESSON NOTES

### WEEK 1

<b>Week Ending:</b> 30-06-2023	<b>Period:</b>	<b>Subject:</b> Career Technology
<b>Duration:</b>		<b>Strand:</b> Tools, Equipment & Processes
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Finishes And Finishing
<b>Content Standard:</b> B8.3.5.1 Demonstrate knowledge of finishes and finishing	<b>Indicator:</b> B8.3.5.1.1: Identify finishes and finishing applied to products/ artefacts	<b>Lesson:</b> 1 of 2
<b>Performance Indicator:</b> Learners can Identify finishes and finishing applied to products		<b>Core Competencies:</b> CP6.5: Ability to select alternatives that adequately meet selected criteria
<b>Reference:</b> Career Technology Curriculum Pg. 60		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	<p>Review to find out what learners already know about finishes and finishing.</p> <p>Share performance indicators with learners and introduce the lesson.</p>	
<b>PHASE 2: NEW LEARNING</b>	<p>Brainstorm learners to explain what is meant by finishes and finishing. E.g., <i>Finishes are the substances applied on the surfaces of products/artefacts.</i></p> <p><i>Finishing is the final surface treatment given to products/artefacts to improve their beauty, attractiveness and protection.</i></p> <p>Revise with learners to explain what is meant by garnishes. E.g., Garnishes are small, colorful, bits of food that are used to enhance the appearance and texture of dishes. Garnishes provide food with something that adds flavor and decorative color.</p> <p>Discuss ways of applying finishing to food products.</p> <p>1. <b>Glazing:</b> <i>Glazing is a finishing technique where a glossy or translucent coating is applied to food products. It is commonly used on baked goods, such as pastries, donuts, or fruit tarts, to give them an attractive shine.</i></p> <p>2. <b>Icing:</b> <i>Icing is a sweet frosting or glaze that is spread or drizzled over baked goods, such as cakes, cookies, or cinnamon rolls. It adds sweetness, flavor, and a decorative element to the product.</i></p> <p>3. <b>Fondant:</b> <i>Fondant is a smooth and pliable icing made from sugar, water, and other flavorings. It is often rolled out and used to cover cakes</i></p>	Pictures and Charts

	<p>or create intricate designs. Fondant provides a polished and professional look to confectionery products.</p> <p>4. <b>Coating:</b> Coatings are applied to various food products to create a protective and appealing outer layer. For example, chocolate coatings are commonly used on candies, truffles, or cookies to provide a smooth and indulgent finish.</p> <p>5. <b>Glazes:</b> Glazes are typically liquid mixtures applied to foods to add flavor, moisture, and a shiny appearance. They can be savory or sweet and are used on dishes like roasted meats, vegetables, or fruit tarts.</p> <p>6. <b>Crumb or Nut Coatings:</b> Crumb or nut coatings are used to add texture and flavor to foods. This technique involves coating food items, such as chicken nuggets or fish fillets, with a layer of breadcrumbs or crushed nuts before frying or baking.</p> <p>7. <b>Smoking:</b> Smoking is a technique used to add flavor and aroma to foods, especially meats, fish, and cheese. It involves exposing the food to smoke from burning wood chips or sawdust, imparting a distinctive smoky finish.</p> <p>8. <b>Sprinkles and Decorations:</b> Sprinkles, colored sugar, or edible decorations are commonly used to add visual appeal to baked goods, such as cupcakes, cookies, or donuts. They come in various shapes, sizes, and colors, providing an attractive finishing touch.</p> <p>9. <b>Garnishes:</b> Garnishes are decorative elements added to enhance the presentation of a dish. They can include fresh herbs, edible flowers, citrus zest, or finely chopped vegetables, and are often used in salads, entrees, or desserts.</p> <p>Guide learners to choose garnishes of color and flavors that complement the food to be garnished. E.g., Use carrots, green pepper, lettuce and tomatoes to garnish pale foods.</p> <p>Guide learners to identify the types of garnishes</p> <ul style="list-style-type: none"> <li>- Savory garnishes: salad, radish, carrots, cucumber, herbs boiled egg, and tomatoes.</li> <li>- Sweet garnishes lemon, lime, oranges, berries, grapes, icing, and currants.</li> </ul> <p><u>Assessment</u> What is meant by garnishing? Identify and explain four finishes and finishing techniques used in the food industry.</p>	
<b>PHASE 3: REFLECTION</b>	<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>	

<b>Week Ending:</b> 30-06-2023		<b>Day:</b>	<b>Subject:</b> Career Technology
<b>Duration:</b> 60MINS		<b>Strand:</b> Tools, Equipment & Processes	
<b>Class:</b> B8	<b>Class Size:</b>		<b>Sub Strand:</b> Finishes & Finishing
<b>Content Standard:</b> B8.3.5.1 Demonstrate understanding of application of finishes		<b>Indicator:</b> B8.3.5.1.2 Demonstrate skills of finishing edges of sewing articles and food products	<b>Lesson:</b> 1 of 2
<b>Performance Indicator:</b> Learners can demonstrate skills of finishing edges of sewing articles and food products.			<b>Core Competencies:</b> CP 6.5: CI 5.4: CI 5.2: CI 6.10:
<b>Reference:</b> Career Technology Curriculum Pg. 60			
Phase/Duration	Learners Activities		Resources
<b>PHASE 1: STARTER</b>	Revise with learners to review their understanding in the previous lesson.  Share performance indicators with learners.		
<b>PHASE 2: NEW LEARNING</b>	<p>Discuss items that can be used as garnishes in the food laboratory E.g., green pepper, tomatoes, carrot, herbs (parsley), icing, cherry fruit</p> <p>Demonstrate with learners how to prepare a finishing technique in food industry.</p> <p><u>Ingredients:</u></p> <ul style="list-style-type: none"> <li>- 1 cup powdered sugar (confectioners' sugar)</li> <li>- 1-2 tablespoons milk or water</li> <li>- 1/2 teaspoon vanilla extract (optional)</li> </ul> <p><u>Steps:</u></p> <ol style="list-style-type: none"> <li>1. Sift the powdered sugar into a mixing bowl to remove any lumps and ensure a smooth icing consistency.</li> <li>2. Gradually add 1 tablespoon of milk or water to the powdered sugar, and whisk until the mixture is smooth. Add more liquid as needed, a little at a time, until you reach your desired consistency. For a thicker icing, use less liquid; for a thinner glaze, add more liquid.</li> <li>3. If desired, add vanilla extract to the icing for extra flavor. You can also experiment with other flavorings or extracts to suit your preference.</li> <li>4. Once the icing is ready, you can use it immediately to drizzle over your baked goods or dip them to create a glaze. Alternatively, you can divide the icing into separate bowls and add food coloring to create different colored icings for decorating.</li> <li>5. To decorate, use a spoon, whisk, or piping bag to apply the icing onto your cakes, cookies, or pastries. You can drizzle it over the top, spread it with a spatula, or create intricate designs by using a piping bag with a fine tip.</li> </ol>		Pictures and charts of food

	<p>6. Allow the icing to set and harden at room temperature before serving or storing the baked goods.</p> <p>Discuss reasons why edges of sewing articles are finished. E.g. - to prevent edges from fraying - to neaten raw edges - to decorate raw edges</p> <p>Demonstrate skills of working the following edge finishes. E.g., binding, hemming, fringing, and pinking.</p> <p><u>Assessment</u> Use skills in chopping, dicing, slicing to garnish boiled, yam and rice</p> <p>Display specimens/food products for appraisal.</p>	
<p><b>PHASE 3:</b> <b>REFLECTION</b></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>Ask learners how the lesson will benefit them in their daily lives.</p>	

# THIRD TERM

## WEEKLY LESSON NOTES

### WEEK 2

<b>Week Ending:</b> 07-07-2023	<b>Day:</b>	<b>Subject:</b> Career Technology	
<b>Duration:</b> 60MINS		<b>Strand:</b> Tools, Equipment & Processes	
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Finishes & Finishing	
<b>Content Standard:</b> B8.3.5.1 Demonstrate understanding of application of finishes		<b>Indicator:</b> B8.3.5.1.2 Demonstrate skills of finishing edges of sewing articles and food products	<b>Lesson:</b> 1 of 2
<b>Performance Indicator:</b> Learners can demonstrate skills of finishing edges of sewing articles and food products			<b>Core Competencies:</b> CP 6.5: CI 5.4: CI 5.2: CI 6.10:
<b>Reference:</b> Career Technology Curriculum Pg. 60			
<b>Phase/Duration</b>	<b>Learners Activities</b>		<b>Resources</b>
<b>PHASE 1: STARTER</b>	Revise with learners to review their understanding in the previous lesson.  Share performance indicators with learners.		
<b>PHASE 2: NEW LEARNING</b>	<p>Discuss reasons why edges of sewing articles are finished.</p> <p><i>1. Preventing fraying: Fabrics, especially woven ones, tend to fray or unravel along their cut edges. Finishing the edges helps to prevent fraying, ensuring that the fabric remains intact and doesn't unravel over time. This is particularly important for fabrics such as silk, chiffon, and linen, which have a tendency to fray easily.</i></p> <p><i>2. Enhancing durability: By finishing the edges, you can reinforce the fabric and improve its durability. The finished edge acts as a barrier against wear and tear, reducing the risk of the fabric becoming damaged or weakened over time. This is especially relevant for frequently used items or areas that undergo stress, like seams and hems.</i></p> <p><i>3. Improving appearance: Finished edges provide a neat and professional look to a sewing project. They give the item a polished and refined appearance by hiding raw edges and any loose threads. This is important for garments, home decor items, and accessories where the visual appeal is a key factor.</i></p> <p><i>4. Increasing comfort: Unfinished edges can be scratchy or irritating against the skin, especially when dealing with rough or coarse fabrics. By finishing the edges, you create a smoother and more comfortable surface, preventing any discomfort or irritation when the item is in use.</i></p> <p><i>5. Allowing for easier construction: Finished edges make it easier to construct and assemble sewing articles. They provide a clean edge for sewing seams, attaching trims, or adding additional components to the project. Finished edges reduce bulk and make the sewing process smoother and more manageable.</i></p>		Pictures and charts of food

	<p>6. <i>Facilitating washing and care: Finishing the edges of sewing articles ensures that the fabric maintains its shape and structure during washing and care. It helps to prevent distortion, unraveling, or excessive fraying that may occur when the item is exposed to water, detergents, or other cleaning agents.</i></p> <p>Demonstrate skills of working the following edge finishes.</p> <p>1. <i>Binding: Binding is a method used to encase and finish the raw edges of fabric. It involves attaching a strip of fabric, known as binding, along the edge of the fabric to create a clean and durable finish. Binding can be applied by machine or hand, and it adds a decorative element to the edge.</i></p> <p>2. <i>Hemming: Hemming is a common technique used to finish the raw edge of fabric, typically on garments or household textiles. It involves folding the raw edge over and stitching it in place to prevent fraying. Hems can be single-fold or double-fold, depending on the desired finish and fabric weight.</i></p> <p>3. <i>Fringing: Fringing is a decorative edge finish that involves creating small, intentional frayed threads along the fabric's edge. It can be achieved by pulling out some of the threads parallel to the edge or by using specialized tools like a fringe-cutting scissors. Fringing adds texture and visual interest to garments, accessories, or home decor items.</i></p> <p>4. <i>Pinking: Pinking is a technique used to finish fabric edges with a zigzag pattern using pinking shears, which have serrated blades. When the fabric is cut with pinking shears, it creates a zigzag or sawtooth edge that helps prevent fraying. Pinking is commonly used on lightweight fabrics or seams that don't undergo heavy stress.</i></p> <p><u>Assessment</u></p> <ul style="list-style-type: none"> <li>• Why is it important to finish the edges of sewing articles?</li> <li>• What is the purpose of preventing fraying in fabric edges?</li> <li>• How does finishing the edges enhance the durability of sewing projects?</li> <li>• What is one benefit of finished edges in terms of appearance?</li> <li>• How can finishing the edges of sewing articles improve comfort?</li> </ul>	
PHASE 3: <b>REFLECTION</b>	<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>Ask learners how the lesson will benefit them in their daily lives.</p>	

# THIRD TERM

## WEEKLY LESSON NOTES

### WEEK 3

<b>Week Ending:</b> 14-07-2023	<b>Day:</b>	<b>Subject:</b> Career Technology
<b>Duration:</b> 60MINS		<b>Strand:</b> Designing & Making Of Artefacts
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Cutting Out Designs
<b>Content Standard:</b> B8.5.2.2 Demonstrate knowledge and skills of Designing	<b>Indicator:</b> B8. 5.2.1.7: Demonstrate basic skills in cutting out designs without patterns in SEWING	<b>Lesson:</b> 1 of 2
<b>Performance Indicator:</b> Learners can demonstrate basic skills in cutting out designs without patterns		<b>Core Competencies:</b> CP 6.5: CI 5.4: CI 5.2: CI 6.10:
<b>Reference:</b> Career Technology Curriculum Pg. 67		
Phase/Duration	Learners Activities	Resources
<b>PHASE 1: STARTER</b>	Revise with learners to review their understanding in the previous lesson.  Share performance indicators with learners.	
<b>PHASE 2: NEW LEARNING</b>	<p>Begin the lesson by discussing the concept of freehand cutting in sewing. E.g., <i>freehand cutting involves cutting fabric without the use of templates or guides, allowing for more creativity and flexibility or a technique of using an individual's body measurements to cut garments/articles directly on fabric without patterns.</i></p> <p>Learners in three groups discuss the advantages and disadvantages of free-hand cutting learners' expectations for the lesson.</p> <p><u>Advantages</u></p> <ol style="list-style-type: none"> <li>1. It is a quicker method than drafting a basic pattern.</li> <li>2. It saves time because one does not need to draft patterns before cutting out designs.</li> <li>3. It saves money as there will be no need to purchase commercial patterns.</li> </ol> <p><u>Disadvantages</u></p> <ol style="list-style-type: none"> <li>1. It is not economical as excess fabric is left for allowance</li> <li>2. It is not easy for beginners because they do not have the skills of accuracy and precision which are needed for freehand cutting</li> <li>3. Mistakes made during cutting out cannot be easily corrected and may result in waste of fabric or sometimes a loss of a whole article</li> </ol> <p>Emphasize the importance of practicing good safety habits during cutting, such as holding scissors properly and being mindful of fingers.</p> <p>Demonstrate safe cutting techniques and remind learners to be cautious throughout the activity.</p>	<p>Fabric (preferably lightweight and inexpensive)</p> <p>Scissors</p> <p>Measuring tape</p> <p>Chalk or fabric marker</p>

	<p>Show learners a sample fabric piece and discuss the design they will be creating using freehand cutting.</p> <p>Demonstrate how to use the measuring tape and chalk or fabric marker to mark reference points on the fabric. Explain how these marks will guide them during cutting.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> <li>1. What meant by the term 'freehand cutting'?</li> <li>2. State 4 advantages of freehand cutting</li> <li>3. Mention 3 disadvantages of freehand cutting</li> <li>4. List 4 points to bear in mind when cutting out garments in freehand cutting</li> </ol>	
<p><b>PHASE 3:</b> <b>REFLECTION</b></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>Ask learners how the lesson will benefit them in their daily lives.</p>	



<b>Week Ending:</b> 14-07-2023		<b>Day:</b>	<b>Subject:</b> Career Technology
<b>Duration:</b> 60MINS		<b>Strand:</b> Designing & Making Of Artefacts	
<b>Class:</b> B8	<b>Class Size:</b>		<b>Sub Strand:</b> Cutting Out Designs
<b>Content Standard:</b> B8.5.2.2 Demonstrate knowledge and skills of Designing		<b>Indicator:</b> B8. 5.2.1.7: Demonstrate basic skills in cutting out designs without patterns in SEWING	<b>Lesson:</b> 2 of 2
<b>Performance Indicator:</b> Learners can apply skills in freehand cutting to make a skirt or blouse			<b>Core Competencies:</b> CP 6.5: CI 5.4: CI 5.2: CI 6.10:
<b>Reference:</b> Career Technology Curriculum Pg. 67			
Phase/Duration	Learners Activities		Resources
PHASE 1: <b>STARTER</b>	Revise with learners to review their understanding in the previous lesson.  Share performance indicators with learners.		
PHASE 2: <b>NEW LEARNING</b>	<p>Show different cutting techniques, such as curved cuts, straight cuts, and angular cuts, using fluid motions and maintaining a steady hand. Encourage learners to observe the hand movements closely.</p> <p>Discuss with learners how to make freehand cutting. To make freehand cutting, you will have to:</p> <ol style="list-style-type: none"> <li>1. Visualize the kind of garment you intend to sew e.g. shirt or blouse.</li> <li>2. Make a sketch of a specific style of the garment on paper.</li> <li>3. Make reference to the body measurements of the wearer of the garment.</li> <li>4. Estimate the quantity of fabric required for the garment based on the measurements.</li> <li>5. Use the appropriate tools to cut out the design on fabric according to specific style and measurements given.</li> </ol> <p>Distribute fabric pieces to each student, ensuring they have enough for experimentation.</p> <p>Learners discuss the guidelines for freehand cutting. e.g.,</p> <ol style="list-style-type: none"> <li>1. Iron out all creases from the fabric to enable it to lie flat when folded.</li> <li>2. Take note of faults on the fabric and mark them so that they can be avoided when cutting out.</li> <li>3. Grain the fabric to make sure that the warp and weft threads are right angles to each other.</li> <li>4. Mark total length on the fabric with a piece of chalk and some allowance of about 10cm to the finished length of the dress for a hem and seam allowance.</li> </ol> <p>Instruct learners to select a design or pattern of their choice and begin marking the fabric using the measuring tape and chalk or fabric marker. Encourage them to be creative and experiment with different shapes and curves.</p>		Pictures and charts of food

	<p>Once the fabric is marked, guide the learners as they begin cutting along the lines they have drawn. Provide assistance and feedback as needed.</p> <p>After cutting, allow learners to compare their designs and discuss the outcomes. Encourage them to reflect on the advantages and challenges they experienced during the process.</p> <p><u>Assessment</u> Learners in their groups to sew their cut fabric pieces together using a sewing machine or hand sewing techniques to create a finished product, such as a small bag or a decorative piece.</p> <p>Display cut out papers (shirt/blouse) for appraisal. Note: Boys to measure boys, and girls to measure girls.</p>	
PHASE 3: <b>REFLECTION</b>	<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>Ask learners how the lesson will benefit them in their daily lives.</p>	

# THIRD TERM

## WEEKLY LESSON NOTES

### WEEK 4

<b>Week Ending:</b> 21-07-2023		<b>Day:</b>		<b>Subject:</b> Career Technology	
<b>Duration:</b> 60MINS				<b>Strand:</b> Designing & Making Of Artefacts	
<b>Class:</b> B8		<b>Class Size:</b>		<b>Sub Strand:</b> Planning To Make Sewing Artefacts	
<b>Content Standard:</b> B8.5.3.1 Demonstrate understanding of planning for making artefacts/products and table setting			<b>Indicator:</b> B8.5.3.1.3: Planning to make sewing artefacts/products		<b>Lesson:</b> 1 of 2
<b>Performance Indicator:</b> Learners can plan to make sewing artefacts/products				<b>Core Competencies:</b> CP 6.5: CI 5.4: CI 5.2: CI 6.10:	
<b>Reference:</b> Career Technology Curriculum Pg. 68					
Phase/Duration	Learners Activities				Resources
PHASE 1: <b>STARTER</b>	Begin the lesson by asking learners if they have ever noticed the lines or stitches that hold fabric pieces together in clothing or other sewn items.  Introduce the concept of seams and explain that they are the lines of stitching that join two or more fabric pieces together in sewing.				
PHASE 2: <b>NEW LEARNING</b>	Write the word "seams" on the board or chart paper and ask learners if they have any ideas or prior knowledge about what seams are.  Facilitate a class discussion to develop a shared definition of seams. Guide learners to understand that seams are the lines of stitching that secure fabric pieces together in sewing.  Present samples or illustrations of different types of seams, such as plain seams, French seams, zigzag seams, and flat-felled seams.  Describe each type of seam and explain its characteristics and typical applications. For example: <ul style="list-style-type: none"><li>• <i>Plain seam: The most basic type of seam where two fabric edges are stitched together with a straight stitch.</i></li><li>• <i>French seam: A type of seam that encloses the raw edges of fabric within the seam for a clean finish.</i></li><li>• <i>Zigzag seam: A seam created using a zigzag stitch, often used to prevent fabric fraying.</i></li><li>• <i>Flat-felled seam: A strong and durable seam commonly used in denim or heavy fabrics, where the raw edges are enclosed and stitched flat.</i></li></ul> In groups, distribute sewing needles, thread, and fabric scraps to the learners.				Pictures and charts of food

	<p>They practice sewing different types of seams on the fabric scraps, following your demonstration and guidance.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> <li>1. Name three types of commonly used seams and describe their characteristics.</li> <li>2. What is the purpose of a French seam? Provide an example of when you might use it.</li> <li>3. How is a zigzag seam different from a plain seam? When would you use a zigzag seam?</li> <li>4. Describe a flat-felled seam and its advantages in sewing heavier fabrics.</li> <li>5. Can you think of any other types of seams used in sewing? Describe one of them.</li> <li>6. How would you finish the raw edges of a plain seam to prevent fraying?</li> <li>7. Imagine you are sewing a pair of jeans. Which type of seam would you use for the inseam, and why?</li> </ol>	
<p><b>PHASE 3:</b> <b>REFLECTION</b></p>	<p>Recap the main points discussed in the lesson, emphasizing the definition of seams and the different types of commonly used seams in sewing.</p> <p>Ask learners to reflect on the importance of understanding and using appropriate seams in sewing projects to ensure durability and a neat appearance.</p>	

<b>Week Ending:</b> 21-07-2023	<b>Day:</b>	<b>Subject:</b> Career Technology	
<b>Duration:</b> 60MINS		<b>Strand:</b> Designing & Making Of Artefacts	
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Planning To Make Sewing Artefacts	
<b>Content Standard:</b> B8.5.3.1 Demonstrate understanding of planning for making artefacts/products and table setting		<b>Indicator:</b> B8.5.3.1.3: Planning to make sewing artefacts/products	<b>Lesson:</b> 2 of 2
<b>Performance Indicator:</b> Learners can plan to make sewing artefacts/products			<b>Core Competencies:</b> CP 6.5: CI 5.4: CI 5.2: CI 6.10:
<b>Reference:</b> Career Technology Curriculum Pg. 68			
<b>Phase/Duration</b>	<b>Learners Activities</b>		<b>Resources</b>
<b>PHASE 1: STARTER</b>	<p>Revise with learners to review their understanding in the previous lesson.</p> <p>Share performance indicators with learners.</p>		
<b>PHASE 2: NEW LEARNING</b>	<p>Begin the lesson by asking learners if they have noticed different types of seams in their clothing or other sewn items.</p> <p>Explain that seams are an essential part of sewing and play a crucial role in joining fabric pieces together.</p> <p>Present samples or illustrations of different types of seams, such as plain seams, French seams, lapped seams, and bound seams.</p> <p>Discuss each type of seam and ask learners to identify and classify them into two groups: conspicuous and inconspicuous seams.</p> <ul style="list-style-type: none"> <li><i>Conspicuous seams are noticeable on the outside of the garment and often serve a decorative purpose.</i></li> <li><i>Inconspicuous seams, on the other hand, are hidden or less noticeable on the outside of the garment.</i></li> </ul> <p>Discuss the basic rules for making seams, focusing on factors such as stitch length, seam allowances, and finishing techniques.</p> <p>Explain that the choice of stitch length depends on the fabric type and desired strength of the seam. For example, lighter fabrics may require shorter stitches, while heavier fabrics may need longer stitches.</p> <p>Emphasize the importance of maintaining consistent seam allowances, which are the distances between the fabric edge and the line of stitching. Show examples of different seam allowances and their common widths (e.g., 1/4 inch, 5/8 inch).</p>		Sewing needles and thread, Fabric scraps

	<p>Discuss various finishing techniques for seams, such as serging, zigzag stitching, or pinking, to prevent fraying and enhance the seam's durability and appearance.</p> <p>Distribute sewing needles, thread, and fabric scraps to the learners.</p> <p>Learners practice making different types of seams using the basic rules discussed in the previous step.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> <li>1. What are seams in sewing?</li> <li>2. Name two examples of conspicuous seams.</li> <li>3. Give an example of an inconspicuous seam.</li> <li>4. How would you classify a plain seam? Is it conspicuous or inconspicuous?</li> <li>5. What factors should be considered when choosing the stitch length for a seam?</li> <li>6. Define seam allowance and give an example of a common seam allowance measurement.</li> <li>7. Why is it important to maintain consistent seam allowances in sewing?</li> <li>8. Explain why finishing techniques, such as serging or zigzag stitching, are used on seams.</li> <li>9. What are some methods used to prevent fabric fraying in seams?</li> <li>10. How can understanding and following the basic rules for making seams improve the overall appearance and durability of a sewing project?</li> </ol>	
<b>PHASE 3: REFLECTION</b>	<p>Recap the main points discussed in the lesson, including the classification of seams into conspicuous and inconspicuous categories and the basic rules for making seams.</p> <p>Encourage learners to apply their knowledge of seam classification and the basic rules when working on sewing projects to achieve desired results.</p> <p><u>Homework</u></p> <p>Have learners examine garments or fabric items at home or online and identify and analyze different seams, classifying them as conspicuous or inconspicuous. They can create a collage or presentation to showcase their findings.</p>	

# THIRD TERM

## WEEKLY LESSON NOTES

### WEEK 5

<b>Week Ending:</b> 28-07-2023	<b>Day:</b>	<b>Subject:</b> Career Technology
<b>Duration:</b> 60MINS		<b>Strand:</b> Designing & Making Of Artefacts
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Table Setting
<b>Content Standard:</b> B8.5.3.1 Demonstrate understanding of planning for making artefacts/products and table setting	<b>Indicator:</b> B8.5.3.1.4: Planning to set a table	<b>Lesson:</b> 1 of 2
<b>Performance Indicator:</b> Learners can demonstrate skills of finishing edges of sewing articles and food products		<b>Core Competencies:</b> CP 6.5: CI 5.4: CI 5.2: CI 6.10:
<b>Reference:</b> Career Technology Curriculum Pg. 69-70		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	Engage learners to discuss the importance of table manners and etiquette in various settings, such as restaurants, formal events, and even at home.  Introduce the concept of table setting and explain that it involves arranging and organizing the table for a meal.	
<b>PHASE 2: NEW LEARNING</b>	Ask learners if they have heard the term "table setting" before and invite a few responses.  Explain that table setting refers to the arrangement of tableware, cutlery, and other items on a dining table for a specific meal.  Show visual aids or use a diagram to illustrate a basic table setting, including plates, glasses, cutlery, napkins, and any additional items commonly used in a formal or casual setting.  Discuss the various tools and equipment used in table setting, such as: <ul style="list-style-type: none"> <li>• Plates: Dinner plates, salad plates, and dessert plates</li> <li>• Cutlery: Forks, knives, spoons, and specialized utensils</li> <li>• Glassware: Water glasses, wine glasses, and other drinkware</li> <li>• Napkins: Different folding techniques and placement options</li> <li>• Additional items: Salt and pepper shakers, bread plates, butter dishes, etc.</li> </ul> Show examples of each item and explain their specific purposes and placements on the table.  <u>Assessment</u>	Pictures and charts of food

	<ol style="list-style-type: none"> <li>1. What is table setting?</li> <li>2. Name three tools or equipment used in table setting.</li> <li>3. Why is table setting important?</li> <li>4. Define a cover in table setting.</li> <li>5. What is the purpose of a cover in formal dining settings?</li> <li>6. Can you explain the significance of proper table setting in creating a positive dining experience?</li> </ol>	
<b>PHASE 3:</b> <b>REFLECTION</b>	<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>Ask learners how the lesson will benefit them in their daily lives.</p>	



<b>Week Ending:</b> 28-07-2023		<b>Day:</b>		<b>Subject:</b> Career Technology	
<b>Duration:</b> 60MINS				<b>Strand:</b> Designing & Making Of Artefacts	
<b>Class:</b> B8		<b>Class Size:</b>		<b>Sub Strand:</b> Table Setting	
<b>Content Standard:</b> B8.5.3.1 Demonstrate understanding of planning for making artefacts/products and table setting			<b>Indicator:</b> B8.5.3.1.4: Planning to set a table		<b>Lesson:</b> 1 of 2
<b>Performance Indicator:</b> Learners can demonstrate skills of finishing edges of sewing articles and food products				<b>Core Competencies:</b> CP 6.5: CI 5.4: CI 5.2: CI 6.10:	
<b>Reference:</b> Career Technology Curriculum Pg. 69-70					
Phase/Duration		Learners Activities			Resources
PHASE 1: <b>STARTER</b>		Engage learners to discuss the importance of table manners and etiquette in various settings, such as restaurants, formal events, and even at home.  Introduce the concept of table setting and explain that it involves arranging and organizing the table for a meal.			
PHASE 2: <b>NEW LEARNING</b>		Explain that table setting refers to the arrangement of tableware, cutlery, and other items on a dining ta  Engage the learners in a discussion about the importance of table setting.  Prompt them to consider how table setting contributes to the overall dining experience, including aesthetics, organization, and functionality.  Discuss how proper table setting can create a positive impression, enhance the enjoyment of the meal, and demonstrate respect for guests or hosts.  Introduce the concept of a "cover" in table setting.  Explain that a cover refers to an individual's place setting at the table, including all the utensils, plates, and glassware required for their meal.  Discuss the significance of covers in formal dining settings, where each guest is assigned a specific cover with carefully arranged utensils and items.  Emphasize the importance of understanding and respecting one's assigned cover during a formal dining occasion.  <u>Assessment</u> 1. Describe one item commonly found in a table setting that is not directly used for eating.			Pictures and charts of food

	<p>2. How does table setting contribute to the overall aesthetics of a meal?</p> <p>3. Have you ever practiced table setting at home or during a special occasion? Share your experience.</p> <p>4. Why is it important to respect and understand your assigned cover in formal dining occasions?</p> <p>5. Learners work in pairs or small groups to create their own table settings. They can design a table layout, select appropriate tools and equipment, and explain the rationale behind their choices.</p>	
<p><b>PHASE 3:</b> <b>REFLECTION</b></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>Ask learners how the lesson will benefit them in their daily lives.</p>	

# THIRD TERM

## WEEKLY LESSON NOTES

### WEEK 6

<b>Week Ending:</b> 04-08-2023		<b>Day:</b>	<b>Subject:</b> Career Technology	
<b>Duration:</b> 60MINS			<b>Strand:</b> Designing & Making Of Artefacts	
<b>Class:</b> B8		<b>Class Size:</b>	<b>Sub Strand:</b> Skills In Table Setting	
<b>Content Standard:</b> B8.5.4.1 Demonstrate understanding of designing artefacts/ products, and models and table setting		<b>Indicator:</b> B8.5.4.1.1: Demonstrate Skills in table setting		<b>Lesson:</b> 1 of 2
<b>Performance Indicator:</b> Learners can demonstrate skills in table setting by understanding the proper placement of tableware and other elements.			<b>Core Competencies:</b> CI 5.2: Ability to merge simple/complex ideas to create novel situations or things.	
<b>Reference:</b> Career Technology Curriculum Pg. 57				
Phase/Duration	Learners Activities			Resources
PHASE 1: <b>STARTER</b>	Begin the lesson by asking learners if they have ever set a table before and what they think is important when it comes to table setting.  Explain that table setting involves arranging tableware and other items in a precise and organized manner.  Discuss the importance of table setting in different contexts, such as formal dinners, casual gatherings, or restaurants.			
PHASE 2: <b>NEW LEARNING</b>	Introduce the essential elements of a table setting, including plates, glasses, cutlery, and napkins.  Display and discuss each item, explaining its purpose and the correct placement on the table.  Emphasize the importance of symmetry and balance in table setting and how it contributes to a visually appealing presentation.  Provide a step-by-step demonstration of setting a table for one person, explaining the placement of each item along the way.  Model proper techniques for folding napkins, positioning plates, arranging cutlery, and setting glasses.  Proper Techniques for Table Setting:  1. Folding Napkins: - Begin with a clean and pressed napkin. - Lay the napkin flat on a clean surface. - Fold the napkin in half diagonally to form a triangle.			Tablecloths or placemats Plates, bowls, and glasses Cutlery (forks, knives, spoons) Napkins

	<ul style="list-style-type: none"> <li>- Fold the bottom corner of the triangle up to meet the top corner, creating a smaller triangle.</li> <li>- Starting from the long side of the triangle, fold the napkin into thirds, bringing one side over the other.</li> <li>- Stand the napkin upright and adjust the folds as necessary to create a neat and symmetrical look.</li> </ul> <p>2. Positioning Plates:</p> <ul style="list-style-type: none"> <li>- Place the dinner plate in the center of the individual setting, aligned with the edge of the table.</li> <li>- Ensure that the plate is centered and straight, with an equal distance from the edge of the table on all sides.</li> <li>- If using salad or dessert plates, position them above the dinner plate, slightly to the left.</li> </ul> <p>3. Arranging Cutlery:</p> <ul style="list-style-type: none"> <li>- Place the dinner fork on the left side of the plate, approximately one inch from the plate's edge.</li> <li>- Place the dinner knife on the right side of the plate, with the cutting edge facing inward.</li> <li>- Position the soup spoon (if applicable) to the right of the knife.</li> <li>- Place the dessert spoon or fork horizontally above the plate, with the handle facing right.</li> </ul> <p>4. Setting Glasses:</p> <ul style="list-style-type: none"> <li>- Place the water glass directly above the knife, about one inch from the top of the plate.</li> <li>- If serving wine, place the wine glass to the right of the water glass, slightly below and to the right of the water glass.</li> </ul> <p>Encourage learners to ask questions and take notes during the demonstration.</p> <p>Divide the class into pairs or small groups and provide each learners with the necessary tableware and materials.</p> <p>Instruct learners to set a table for one person individually, following the demonstrated techniques and guidelines.</p> <p>Ask learners to form groups of 3-4 members each.</p> <p>Let each group to collaborate and set a table for one person, paying attention to details and aiming for an aesthetically pleasing arrangement.</p> <p>After the tables are set, have groups rotate and appraise the tables set by other groups based on criteria such as symmetry, cleanliness, and overall presentation.</p>	
<b>PHASE 3: REFLECTION</b>	<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>	

<b>Week Ending:</b> 04-08-2023		<b>Day:</b>	<b>Subject:</b> Career Technology
<b>Duration:</b> 60MINS			<b>Strand:</b> Designing & Making Of Artefacts
<b>Class:</b> B8	<b>Class Size:</b>		<b>Sub Strand:</b> Skills In Table Setting
<b>Content Standard:</b> B8.5.4.1 Demonstrate understanding of designing artefacts/ products, and models and table setting		<b>Indicator:</b> B8.5.4.1.1: Demonstrate Skills in table setting	<b>Lesson:</b> 2 of 2
<b>Performance Indicator:</b> Learners can set a table for one person (cover) for appraisal, individually and in groups, showcasing attention to detail and organization			<b>Core Competencies:</b> CI 5.2: Ability to merge simple/complex ideas to create novel situations or things.
<b>Reference:</b> Career Technology Curriculum Pg. 57			
Phase/Duration	Learners Activities		Resources
<b>PHASE 1: STARTER</b>	Revise with learners on the previous lesson.  Share performance indicators with learners and introduce the lesson.		
<b>PHASE 2: NEW LEARNING</b>	Divide the class into pairs or small groups and provide each learners with the necessary tableware and materials.  Instruct learners to set a table for one person individually, following the demonstrated techniques and guidelines.  Ask learners to form groups of 3-4 members each.  Let each group to collaborate and set a table for one person, paying attention to details and aiming for an aesthetically pleasing arrangement.  After the tables are set, have groups rotate and appraise the tables set by other groups based on criteria such as symmetry, cleanliness, and overall presentation.  <u>Assessment</u> Challenge them to set a formal table setting with additional elements such as centerpieces, place cards, and multiple courses.		Tablecloths or placemats Plates, bowls, and glasses Cutlery (forks, knives, spoons) Napkins
<b>PHASE 3: REFLECTION</b>	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.  Ask learners how the lesson will benefit them in their daily lives.		

# THIRD TERM

## WEEKLY LESSON NOTES

### WEEK 7

<b>Week Ending:</b> 11-08-2023	<b>Day:</b>	<b>Subject:</b> Career Technology
<b>Duration:</b> 60MINS		<b>Strand:</b> Designing & Making Of Artefacts
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Making Sewing Artefacts
<b>Content Standard:</b> B8.5.4.1 Demonstrate understanding of designing artefacts/ products, and models and table setting.	<b>Indicator:</b> B8.5.4.1.2: Demonstrate skills in making sewing artefacts/products using seams and arrangement of fullness	<b>Lesson:</b> 1 of 2
<b>Performance Indicator:</b> Learners can demonstrate skills in making sewing artefacts/products using seams and arrangement of fullness		<b>Core Competencies:</b> CC 8.2: Explain ideas in a clear order with relevant details:
<b>Reference:</b> Career Technology Curriculum Pg. 71-72		
Phase/Duration	Learners Activities	Resources
<b>PHASE 1: STARTER</b>	Revise with learners to review their understanding in the previous lesson.  Share performance indicators with learners.	
<b>PHASE 2: NEW LEARNING</b>	Introduce different types of basic seams, such as open/plain, French, run and fell/machine fell.  Provide fabric samples and demonstrate each seam technique.  In pairs or individually, ask students to create specimen samples of the basic seams using the provided fabric samples.  Provide students with a blouse or shirt pattern and fabric.  Guide students through the process of putting the parts together and sewing, starting with joining the shoulders and then the sides.  Assist students as needed and encourage them to pay attention to the accuracy of their seams.  Allow students to display their sewn articles, showcasing the different types of seams used.  Conduct a class appraisal session where students can examine and provide constructive feedback on each other's work.  <u>Assessment</u>  1. What are some examples of basic seams used in sewing?	Fabrics, pictures and charts

	<p>2. Can you explain the process of creating an open/plain seam?</p> <p>3. What is the purpose of a French seam, and when is it commonly used?</p> <p>4. In pairs or individually, create specimen samples of the basic seams using the provided fabric samples.</p> <p>5. How did you ensure the accuracy of your seams while sewing the blouse or shirt?</p>	
<p><b>PHASE 3:</b> <b>REFLECTION</b></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>Ask learners how the lesson will benefit them in their daily lives.</p>	

<b>Week Ending:</b> 11-08-2023		<b>Day:</b>	<b>Subject:</b> Career Technology	
<b>Duration:</b> 60MINS			<b>Strand:</b> Designing & Making Of Artefacts	
<b>Class:</b> B8		<b>Class Size:</b>	<b>Sub Strand:</b> Making Sewing Artefacts	
<b>Content Standard:</b> B8.5.4.1 Demonstrate understanding of designing artefacts/ products, and models and table setting.		<b>Indicator:</b> B8.5.4.1.2: Demonstrate skills in making sewing artefacts/products using seams and arrangement of fullness		<b>Lesson:</b> 2 of 2
<b>Performance Indicator:</b> Learners can demonstrate skills in making sewing artefacts/products using seams and arrangement of fullness			<b>Core Competencies:</b> CC 8.2: Explain ideas in a clear order with relevant details:	
<b>Reference:</b> Career Technology Curriculum Pg. 71-72				
Phase/Duration	Learners Activities			Resources
PHASE 1: <b>STARTER</b>	Revise with learners to review their understanding in the previous lesson.  Share performance indicators with learners.			
PHASE 2: <b>NEW LEARNING</b>	Introduce basic methods of arranging fullness in sewing, such as gathering, darts, ruching, shirring, ruffles, smocking, and pleats.  Discuss the purpose of each method and factors to consider when choosing them, such as the purpose of the article and fabric type.  Provide fabric samples and demonstrate techniques such as darts and gathering for arranging fullness.  In pairs or individually, ask students to create specimen samples of arrangement of fullness using the provided fabric samples.  Allow students to display their specimens or samples of arrangement of fullness.  Conduct a class appraisal session where students can examine and provide constructive feedback on each other's work.  Encourage students to discuss the effectiveness of the chosen methods and their suitability for different fabric types and purposes.  <u>Assessment</u>  1. Name some methods used to arrange fullness in sewing. 2. What factors should be considered when choosing a method for arranging fullness in sewing? 3. Demonstrate how to create a dart and explain its purpose in garment construction.			Fabrics, pictures and charts



	4. In pairs or individually, create specimen samples of arrangement of fullness using the provided fabric samples.	
PHASE 3: <b>REFLECTION</b>	<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>Ask learners how the lesson will benefit them in their daily lives.</p>	

# THIRD TERM

## WEEKLY LESSON NOTES

### WEEK 8

<b>Week Ending:</b> 18-08-2023	<b>Day:</b>	<b>Subject:</b> Career Technology
<b>Duration:</b> 60MINS		<b>Strand:</b> Designing & Making Of Artefacts
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Making Sewing Artefacts
<b>Content Standard:</b> B8.5.4.1 Demonstrate understanding of designing artefacts/ products, and models and table setting.	<b>Indicator:</b> B8.5.4.1.2: Demonstrate skills in making sewing artefacts/products using seams and arrangement of fullness	<b>Lesson:</b> 1 of 2
<b>Performance Indicator:</b> Learners can demonstrate skills in making sewing artefacts/products using seams and arrangement of fullness		<b>Core Competencies:</b> CC 8.2: Explain ideas in a clear order with relevant details:
<b>Reference:</b> Career Technology Curriculum Pg. 71-72		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	<p>Revise with learners to review their understanding in the previous lesson.</p> <p>Share performance indicators with learners.</p>	
<b>PHASE 2: NEW LEARNING</b>	<p>Introduce different types of basic seams, such as open/plain, French, run and fell/machine fell.</p> <p>Provide fabric samples and demonstrate each seam technique.</p> <p>In pairs or individually, ask students to create specimen samples of the basic seams using the provided fabric samples.</p> <p>Provide students with a blouse or shirt pattern and fabric.</p> <p>Guide students through the process of putting the parts together and sewing, starting with joining the shoulders and then the sides.</p> <p>Assist students as needed and encourage them to pay attention to the accuracy of their seams.</p> <p>Allow students to display their sewn articles, showcasing the different types of seams used.</p> <p>Conduct a class appraisal session where students can examine and provide constructive feedback on each other's work.</p> <p><u>Assessment</u></p> <p>I. What are some examples of basic seams used in sewing?</p>	Fabrics, pictures and charts

	<p>2. Can you explain the process of creating an open/plain seam?</p> <p>3. What is the purpose of a French seam, and when is it commonly used?</p> <p>4. In pairs or individually, create specimen samples of the basic seams using the provided fabric samples.</p> <p>5. How did you ensure the accuracy of your seams while sewing the blouse or shirt?</p>	
<p><b>PHASE 3:</b> <b>REFLECTION</b></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>Ask learners how the lesson will benefit them in their daily lives.</p>	

<b>Week Ending:</b> 11-08-2023		<b>Day:</b>	<b>Subject:</b> Career Technology	
<b>Duration:</b> 60MINS			<b>Strand:</b> Designing & Making Of Artefacts	
<b>Class:</b> B8		<b>Class Size:</b>	<b>Sub Strand:</b> Making Sewing Artefacts	
<b>Content Standard:</b> B8.5.4.1 Demonstrate understanding of designing artefacts/ products, and models and table setting.		<b>Indicator:</b> B8.5.4.1.2: Demonstrate skills in making sewing artefacts/products using seams and arrangement of fullness		<b>Lesson:</b> 2 of 2
<b>Performance Indicator:</b> Learners can demonstrate skills in making sewing artefacts/products using seams and arrangement of fullness			<b>Core Competencies:</b> CC 8.2: Explain ideas in a clear order with relevant details:	
<b>Reference:</b> Career Technology Curriculum Pg. 71-72				
Phase/Duration	Learners Activities			Resources
PHASE 1: <b>STARTER</b>	Revise with learners to review their understanding in the previous lesson.  Share performance indicators with learners.			
PHASE 2: <b>NEW LEARNING</b>	Introduce basic methods of arranging fullness in sewing, such as gathering, darts, ruching, shirring, ruffles, smocking, and pleats.  Discuss the purpose of each method and factors to consider when choosing them, such as the purpose of the article and fabric type.  Provide fabric samples and demonstrate techniques such as darts and gathering for arranging fullness.  In pairs or individually, ask students to create specimen samples of arrangement of fullness using the provided fabric samples.  Allow students to display their specimens or samples of arrangement of fullness.  Conduct a class appraisal session where students can examine and provide constructive feedback on each other's work.  Encourage students to discuss the effectiveness of the chosen methods and their suitability for different fabric types and purposes.  <u>Assessment</u>  1. Name some methods used to arrange fullness in sewing. 2. What factors should be considered when choosing a method for arranging fullness in sewing? 3. Demonstrate how to create a dart and explain its purpose in garment construction.			Fabrics, pictures and charts

	4. In pairs or individually, create specimen samples of arrangement of fullness using the provided fabric samples.	
PHASE 3: <b>REFLECTION</b>	<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>Ask learners how the lesson will benefit them in their daily lives.</p>	

# THIRD TERM

## WEEKLY LESSON NOTES

### WEEK 9

<b>Week Ending:</b> 25-08-2023	<b>Day:</b>	<b>Subject:</b> Career Technology
<b>Duration:</b> 60MINS		<b>Strand:</b> Entrepreneurial Skills
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Career Pathways
<b>Content Standard:</b> B8.6.1.1 Demonstrate knowledge of career opportunities in Career Technology	<b>Indicator:</b> B8.6.1.1.1: Explore the various career pathways and opportunities in Career Technology	<b>Lesson:</b> 1 of 2
<b>Performance Indicator:</b> Learners can explore the various career pathways and opportunities in Career Technology		<b>Core Competencies:</b> CC 8.2: Explain ideas in a clear order with relevant details:
<b>Reference:</b> Career Technology Curriculum Pg. 58		
Phase/Duration	Learners Activities	Resources
<b>PHASE 1: STARTER</b>	<p>Revise with learners to review their understanding in the previous lesson.</p> <p>Share performance indicators with learners.</p>	
<b>PHASE 2: NEW LEARNING</b>	<p>Learners in groups research in groups, the various career pathways and opportunities in catering.</p> <ul style="list-style-type: none"> <li>• <i>Chef/Caterer</i></li> <li>• <i>Sous Chef</i></li> <li>• <i>Catering Manager</i></li> <li>• <i>Event Planner</i></li> <li>• <i>Pastry Chef/Baker</i></li> <li>• <i>Sommelier</i></li> </ul> <p>Have learners Discuss each role's responsibilities, skills, and typical career trajectory.</p> <p>Divide learners into groups. Assign each group a different career role.</p> <p>Each group creates a presentation explaining the role's responsibilities and skills needed, and how one might acquire these skills.</p> <p>Discuss culinary schools, vocational training programs, apprenticeships, and on-the-job training opportunities.</p> <p>Discuss certifications relevant to the catering industry.</p> <p><u>Assessment</u> Each learner picks a specific catering career they're interested in.</p>	Pictures and charts

	<p>Research that career in depth, including job outlook, salary, and education requirements.</p> <p>Prepare a short presentation on their findings for the next class.</p>	
<p><b>PHASE 3:</b> <b>REFLECTION</b></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>Ask learners how the lesson will benefit them in their daily lives.</p>	

<b>Week Ending:</b> 25-08-2023		<b>Day:</b>	<b>Subject:</b> Career Technology	
<b>Duration:</b> 60MINS			<b>Strand:</b> Entrepreneurial Skills	
<b>Class:</b> B8		<b>Class Size:</b>	<b>Sub Strand:</b> Career Pathways	
<b>Content Standard:</b> B8.6.1.1 Demonstrate knowledge of career opportunities in Career Technology		<b>Indicator:</b> B8.6.1.1.1: Explore the various career pathways and opportunities in Career Technology		<b>Lesson:</b> 1 of 2
<b>Performance Indicator:</b> Learners can explore the various career pathways and opportunities in Career Technology			<b>Core Competencies:</b> CC 8.2: Explain ideas in a clear order with relevant details:	
<b>Reference:</b> Career Technology Curriculum Pg. 58				
Phase/Duration	Learners Activities			Resources
PHASE 1: <b>STARTER</b>	Revise with learners to review their understanding in the previous lesson.  Share performance indicators with learners.			
PHASE 2: <b>NEW LEARNING</b>	Learners in groups research in groups, the various career pathways and opportunities in catering. <ul style="list-style-type: none"><li>• <i>Fashion Designer</i></li><li>• <i>Tailor/Dressmaker</i></li><li>• <i>Costume Designer</i></li><li>• <i>Alterations Specialist</i></li><li>• <i>Upholsterer</i></li><li>• <i>Pattern Maker</i></li></ul> Have learners Discuss each role's responsibilities, skills, and typical career trajectory.  Divide learners into groups. Assign each group a different career role.  Each group creates a presentation explaining the role's responsibilities and skills needed, and how one might acquire these skills.  Discuss fashion/design schools, vocational training programs, apprenticeships, and on-the-job training opportunities.  Discuss certifications relevant to the sewing industry.  <u>Assessment</u> Each learner picks a specific sewing career they're interested in. Research that career in depth, including job outlook, salary, and education requirements.			Pictures and charts



	Prepare a short presentation on their findings for the next class.	
<b>PHASE 3: REFLECTION</b>	<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>Ask learners how the lesson will benefit them in their daily lives.</p>	

# THIRD TERM

## WEEKLY LESSON NOTES

### WEEK 10

<b>Week Ending:</b> 01-09-2023	<b>Day:</b>	<b>Subject:</b> Career Technology	
<b>Duration:</b> 60MINS		<b>Strand:</b> Entrepreneurial Skills	
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Business Enterprises	
<b>Content Standard:</b> B8.6.2.1 Demonstrate understanding of establishing and managing micro and small business enterprises.		<b>Indicator:</b> B8.6.2.1.1: Explain what is meant by Micro, Small and Medium-sized Business Enterprises	<b>Lesson:</b> 1 of 2
<b>Performance Indicator:</b> Learners can explain what is meant by Micro, Small and Medium-sized Business Enterprises			<b>Core Competencies:</b> CP 6.5: CI 5.4: CI 5.2: CI 6.10:
<b>Reference:</b> Career Technology Curriculum Pg. 75			
<b>Phase/Duration</b>	<b>Learners Activities</b>		<b>Resources</b>
<b>PHASE 1: STARTER</b>	Revise with learners to review their understanding in the previous lesson.  Share performance indicators with learners.		
<b>PHASE 2: NEW LEARNING</b>	<p>Explain what is meant by business enterprises and their importance to the economy. Here, mention Micro, Small and Medium-sized Business Enterprises (MSMEs), and their contribution to economic development and job creation.</p> <ul style="list-style-type: none"> <li>• A micro business enterprise is a business with a capital of up to 10,000 Cedis with a work force of 1 to 5 and uses simple technology.</li> <li>• Small business enterprise is a business with a capital of up to 100,000 Cedis with a work force of 6 to 29 and use appropriate technology.</li> <li>• Medium-sized business enterprise is a business with a capital of more than 100,000 Cedis with a work force of 30 plus and uses intermediate technology.</li> </ul> <p>Divide the learners into groups and have them discuss what they understand by Micro, Small and Medium-sized Business Enterprises. Provide each group with the following guiding questions:</p> <p>What might be the differences between micro, small, and medium enterprises? How might the size of these businesses affect their operations?</p> <p>Have each group present a summary of their discussion and note down the key points on the board.</p>		Pictures and charts

	<p>Ask each group to identify and list businesses in their community that they think fit into the categories of micro, small, and medium-sized enterprises.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> <li>1. What are Micro, Small, and Medium-sized Business Enterprises (MSMEs)?</li> <li>2. How would you differentiate between micro, small, and medium-sized enterprises?</li> <li>3. Why are MSMEs important for a country's economy?</li> <li>4. Name two businesses in your community and categorize them as either micro, small, or medium enterprises. Explain why you categorized them as you did.</li> <li>5. List and briefly explain the steps involved in setting up a micro or small business.</li> </ol>	
<p><b>PHASE 3:</b> <b>REFLECTION</b></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>Ask learners how the lesson will benefit them in their daily lives.</p>	

<b>Week Ending:</b> 01-09-2023		<b>Day:</b>	<b>Subject:</b> Career Technology
<b>Duration:</b> 60MINS			<b>Strand:</b> Entrepreneurial Skills
<b>Class:</b> B8	<b>Class Size:</b>		<b>Sub Strand:</b> Business Enterprises
<b>Content Standard:</b> B8.6.2.1 Demonstrate understanding of establishing and managing micro and small business enterprises.		<b>Indicator:</b> B8.6.2.1.1: Explain what is meant by Micro, Small and Medium-sized Business Enterprises	<b>Lesson:</b> 1 of 2
<b>Performance Indicator:</b> Learners can explain what is meant by Micro, Small and Medium-sized Business Enterprises			<b>Core Competencies:</b> CP 6.5: CI 5.4: CI 5.2: CI 6.10:
<b>Reference:</b> Career Technology Curriculum Pg. 75			
Phase/Duration	Learners Activities		Resources
<b>PHASE 1: STARTER</b>	Revise with learners to review their understanding in the previous lesson.  Share performance indicators with learners.		
<b>PHASE 2: NEW LEARNING</b>	<p>Ask each group to identify and list businesses in their community that they think fit into the categories of micro, small, and medium-sized enterprises.</p> <p>Ask learners to share their findings and explain why they categorized the businesses as they did. You should correct any misconceptions, using this as an opportunity to provide the correct categorizations based on number of employees, turnover, or any other criteria in your local context.</p> <p>Explain the steps involved in setting up a micro and small business enterprise. Make sure to cover the following points: idea generation, market research, business planning, financing, setting up operations, marketing and sales, and business management.</p> <p>Ask the groups to imagine they are starting a micro or small business. They should discuss the steps they would need to take to make their business a reality.</p> <p>Ask groups to present their hypothetical business plans, discussing the steps they've taken. Use this as an opportunity to correct any misconceptions and to highlight the key steps involved in setting up a micro or small business.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> <li>1. If you were to start a small business, what type of business would it be and why?</li> <li>2. What factors would you consider when planning to start a micro or small business?</li> </ol>		Pictures and charts

	<p>3. How can micro and small enterprises contribute to job creation?</p> <p>4. Why is market research important when planning to start a business?</p> <p>5. What are some of the challenges you might face when setting up a micro or small business?</p>	
<p><b>PHASE 3:</b> <b>REFLECTION</b></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>Ask learners how the lesson will benefit them in their daily lives.</p>	

# THIRD TERM

## WEEKLY LESSON NOTES

### WEEK 11

#### REVISION AND END OF TERM ASSESSMENT

<b>Week Ending:</b> 08-09-2023	<b>Day:</b>	<b>Subject:</b> Career Technology
<b>Duration:</b> 60MINS		<b>Strand:</b> Strands for the term
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Sub strands for the term
<b>Content Standard:</b> Demonstrate knowledge and understanding in the topics treated so far.	<b>Indicator:</b> Recall and summarize all what they have learnt within the term	<b>Lesson:</b> 1 of 2
<b>Performance Indicator:</b> Learners can recall and summarize all what they have learnt within the term		<b>Core Competencies:</b> CP 6.5: CI 5.4: CI 5.2: CI 6.10:
<b>Reference:</b> Career Technology Curriculum Pg. 75		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	Revise with learners to review their understanding in the previous lesson.  Share performance indicators with learners.	
<b>PHASE 2: NEW LEARNING</b>	Brainstorm learners to explain what is meant by finishes and finishing.  Revise with learners to explain what is meant by garnishes. E.g., Garnishes are small, colorful, bits of food that are used to enhance the appearance and texture of dishes. Garnishes provide food with something that adds flavor and decorative color.  Discuss ways of applying finishing to food products.  Guide learners to identify the types of garnishes - Savory garnishes: salad, radish, carrots, cucumber, herbs boiled egg, and tomatoes. - Sweet garnishes lemon, lime, oranges, berries, grapes, icing, and currants.  Demonstrate skills of working the following edge finishes. E.g., binding, hemming, fringing, and pinking.  Ask the learners if they have ever thought about the different materials used in construction and why certain materials are chosen for specific projects.  Show the samples of cement, sand, and stones to the learners.	Pictures and charts

	<p>Instruct the groups to create a chart or poster displaying the properties of their assigned material.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> <li>1. What are the properties of cement, sand, and stones used in construction?</li> <li>2. Name one property of cement that contributes to its strength and durability when hardened.</li> <li>3. What are some factors to consider when choosing materials for a building project?</li> <li>4. Give an example of an environmental impact that can be considered when selecting building materials.</li> <li>5. Why is it important to understand the properties of building materials before starting a construction project?</li> <li>6. What is meant by garnishing?</li> <li>7. Identify and explain four finishes and finishing techniques used in the food industry.</li> </ol>	
<p><b>PHASE 3:</b> <b>REFLECTION</b></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>Ask learners how the lesson will benefit them in their daily lives.</p>	

<b>Week Ending:</b> 14-09-2023	<b>DAY:</b>	<b>Subject:</b> Creative Arts And Design
<b>Duration:</b> 60MINS		<b>Strand:</b> Strands for the term
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Sub strands for the term
<b>Content Standard:</b> Demonstrate knowledge and understanding in the topics treated so far.	<b>Indicator:</b> Preparation towards vacation	<b>Lesson:</b> 2 of 2
<b>Performance Indicator:</b> Learners can answer all end of term assessment questions in their exercise books.		<b>Core Competencies:</b> CP 6.5: CI 5.4: CI 5.2: CI 6.10:
<b>Reference:</b> Career Technology Curriculum Pg. 75		
Phase/Duration	Learners Activities	Resources
PHASE 1: <b>STARTER</b>	Ask learners to bring and display all the materials needed for the assessment.  Educate them on the consequences of examination mal practice.	Exercise books, pen, pencils, erasers, Answer sheets.
PHASE 2: <b>NEW LEARNING</b>	Engage learners to arrange themselves properly to sit for the assessment test.  Mark learners answer sheets or exercise books.  Fill in learner's SBA books and report cards.  Distribute learners answer sheets or exercise books for feedback.	SBA, Assessment Questions and exercise books.
PHASE 3: <b>REFLECTION</b>	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.  Ask learners how the lesson will benefit them in their daily lives.	