

THIRD TERM

WEEKLY LESSON NOTES

WEEK 1

Week Ending: 30-06-2023	Day:	Subject: Career Technology
Duration: 60MINS		Strand: Designing & Making Of Artefacts
Class: B8	Class Size:	Sub Strand: Design
Content Standard: B8.5.2.1 Demonstrate knowledge and skills of Designing	Indicator: B8.5.2.1.1: Write a design brief	Lesson: 1 of 1
Performance Indicator: Learners can write a design brief		Core Competencies: CP 6.5: CI 5.4: CI 5.2: CI 6.10:
Reference: Career Technology Curriculum Pg. 65		
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	Brainstorm learners to observe and identify problem situations in the environment. Engage them to write the problem situation. Let them state a suitable design brief to address the problem.	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. Ask learners how the lesson will benefit them in their daily lives.	

Week Ending: 30-06-2023	Day:	Subject: Career Technology	
Duration: 60MINS		Strand: Designing & Making Of Artefacts	
Class: B8	Class Size:	Sub Strand: Design	
Content Standard: B8.5.2.1 Demonstrate knowledge and skills of Designing		Indicator: B8.5.2.1.2: Research into design problems	Lesson: 2 of 2
Performance Indicator: Learners can research into design problems			Core Competencies: CP 6.5: CI 5.4: CI 5.2: CI 6.10:
Reference: Career Technology Curriculum Pg. 65			
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	Develop analysis chart of the problem. State questions to address the analysis chart. Conduct a research into the problem analysis through prepared questionnaires and interview guides. Develop observation schedules and take photos/make sketches. Analyse the research data and write a report. 6. Present report 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. Ask learners how the lesson will benefit them in their daily lives.		

THIRD TERM

WEEKLY LESSON NOTES

WEEK 2

Week Ending: 07-07-2023	Day:	Subject: Career Technology
Duration: 60MINS		Strand: Designing & Making Of Artefacts
Class: B8	Class Size:	Sub Strand: Design
Content Standard: B8.5.2.1 Demonstrate knowledge and skills of Designing	Indicator: B8.5.2.1.3: Write Design Specifications	Lesson: 1 of 1
Performance Indicator: Learners can write a design specifications		Core Competencies: CP 6.5: CI 5.4: CI 5.2: CI 6.10:
Reference: Career Technology Curriculum Pg. 65		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Begin the lesson by engaging the students in a discussion about artifacts. Ask questions such as: What is an artifact? • Can you give examples of different types of artifacts? • Why are artifacts important in our culture and history? Explain that in this lesson, students will explore the process of designing and making their own artifacts.	
PHASE 2: NEW LEARNING	Introduce the concept of design and its role in creating artifacts. Discuss the elements of design, such as shape, color, texture, and pattern. Show examples of different artifacts, highlighting their unique designs and the materials used. Assign each student or group of students a specific artifact type (e.g., jewelry, sculpture, functional object). Instruct students to research and collect visual references of artifacts within their assigned category, focusing on design elements and techniques used. Brainstorm learners to observe and identify problem situations in the environment. Engage them to write the problem situation Example: • Excessive plastic waste generated at a local park due to lack of recycling facilities. • Inefficient public transportation system causing long waiting times and overcrowding during peak hours. • Limited accessibility for individuals with disabilities in public spaces such as sidewalks and parks. Brainstorm learners to explain design brief.	Pictures and charts of food

	<i>A design brief is a document that outlines the objectives, requirements, and constraints of a design project.</i> Guide learners to write a suitable design brief to address the problems identified above. Examples: • <i>Design and make comprehensive recycling system for the park that encourages visitors to properly dispose of their plastic waste and promotes sustainable practices.</i> • <i>Develop an innovative solution to optimize the public transportation system, reducing wait times, improving passenger flow, and enhancing the overall user experience.</i> • <i>Design and inclusive and accessible infrastructure for public spaces, ensuring that individuals with disabilities can navigate freely and safely, incorporating features such as ramps, tactile indicators, and appropriate signage</i> Brainstorm and guide learners to discuss the meaning of design specification. <i>A design specification is a detailed document that outlines the specific requirements, characteristics, and features of a product, system, or design solution.</i> Guide learners to develop and write the design specifications based on the areas analyzed, to serve as a guide for idea generation. Example: Design Specification I: Waste Management System ➤ <i>The waste management system should be able to handle different types of waste, including recyclables, organic waste, and non-recyclable waste.</i> ➤ <i>It should promote proper segregation of waste at the source to facilitate recycling and reduce landfill waste.</i> ➤ <i>The system should be scalable and adaptable to different community sizes and waste generation rates.</i> Give reasons for the specifications developed. <u>Assessment</u> 1. What is the purpose of design specifications in the design process? 2. What are functional requirements, and why are they important in design specifications? 3. How do performance requirements contribute to the overall quality of a design solution? 4. Why is it essential to include user requirements in design specifications? 5. What role do compliance and standards play in design specifications?	
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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. Ask learners how the lesson will benefit them in their daily lives.	
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Week Ending: 07-07-2023	Day:	Subject: Career Technology	
Duration: 60MINS		Strand: Designing & Making Of Artefacts	
Class: B8	Class Size:	Sub Strand: Design	
Content Standard: B8.5.2.1 Demonstrate knowledge and skills of Designing		Indicator: B8.5.2.1.4: Generate Ideas/possible solutions	Lesson: 2 of 2
Performance Indicator: Learners can generate Ideas/possible solutions			Core Competencies: CP 6.5: CI 5.4: CI 5.2: CI 6.10:
Reference: Career Technology Curriculum Pg. 65			
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 their groups develop and write the design specifications based on the areas analyzed, to serve as a guide for idea generation. Design Specification 2: Transportation Solution ➤ <i>The transportation solution should provide reliable and affordable transportation options to connect underserved areas with major destinations, such as schools, workplaces, and commercial centers.</i> ➤ <i>It should prioritize accessibility for individuals with mobility challenges, including wheelchair users, by ensuring vehicles and infrastructure are designed to accommodate their needs.</i> ➤ <i>The transportation solution should consider sustainability by incorporating eco-friendly technologies, such as electric or hybrid vehicles, and promoting the use of public transportation to reduce traffic congestion and carbon emissions.</i> Use freehand to sketch at least three possible ideas/solutions. Write descriptive/annotated notes on each of the generated ideas Compare and select the best idea or design Develop the selected idea and prepare the working drawings and folios.		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.		

	Ask learners how the lesson will benefit them in their daily lives.	
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THIRD TERM

WEEKLY LESSON NOTES

WEEK 3

Week Ending: 14-07-2023	Day:	Subject: Career Technology	
Duration: 60MINS		Strand: Designing & Making Of Artefacts	
Class: B8	Class Size:	Sub Strand: Design	
Content Standard: B8.5.2.1 Demonstrate knowledge and skills of Designing		Indicator: B8.5.2.1.5: Make artefact using resistant materials	Lesson: 1 of 1
Performance Indicator: Learners can make artefact using resistant materials			Core Competencies: CP 6.5: CI 5.4: CI 5.2: CI 6.10:
Reference: Career Technology Curriculum Pg. 66			
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	Study the design folios with reference to the design, working drawings and cutting list developed in communication design. Identify the materials, tools and manufacturing processes involved, and check the conditions suitable for working. Organize the working environment to ensure health and safety during the making of the artefact. Undertake in sequence the making of the artefact using the appropriate materials, tools and processes suitable for the design. Select the appropriate finishing materials and apply on artefact		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. Ask learners how the lesson will benefit them in their daily lives.		

Week Ending: 14-07-2023	Day:	Subject: Career Technology
Duration: 60MINS	Strand: Designing & Making Of Artefacts	
Class: B8	Class Size:	Sub Strand: Design
Content Standard: B8.5.2.1 Demonstrate knowledge and skills of Designing	Indicator: B8.5.2.1.6: Test and evaluate made products/artefacts	Lesson: 2 of 2
Performance Indicator: Learners can test and evaluate made products/artefacts		Core Competencies: CP 6.5: CI 5.4: CI 5.2: CI 6.10:
Reference: Career Technology Curriculum Pg. 66		
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	Test the artefact using the design specifications as a guide. E.g., check shape, function, finish, material State the strengths and weaknesses of the artefact and verify. State the proposed suggestions for modifications on the artefact. Rate the quality of the artefact as excellent, very good, good, fair or poor.	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. Ask learners how the lesson will benefit them in their daily lives.	

THIRD TERM

WEEKLY LESSON NOTES

WEEK 4

Week Ending: 21-07-2023	Day:	Subject: Career Technology
Duration: 60MINS		Strand: Designing & Making Of Artefacts
Class: B8	Class Size:	Sub Strand: Planning For Making Artefacts
Content Standard: B8.5.3.1 Demonstrate understanding of planning for making artefacts/products and table setting	Indicator: B8.5.3.1.1: Plan and make wooden, metal/plastic artefacts	Lesson: 1 of 2
Performance Indicator: Learners can plan and make wooden, metal/plastic artefacts		Core Competencies: CP 6.5: CI 5.4: CI 5.2: CI 6.10:
Reference: Career Technology Curriculum Pg. 66		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Begin the lesson by introducing the project to the learners. Explain that they will be planning and creating a named wooden artefact using basic design skills. Share the objective of the lesson and explain the importance of planning and measurement in design and woodworking.	
PHASE 2: NEW LEARNING	Engage learners in a discussion to generate ideas for the wooden artefacts learners would like to create. Encourage creativity and remind them to consider their skill level and available materials. Emphasize that the artefact should have their name or initials incorporated into the design. Let learners sketch their design ideas on paper, considering the size, shape, and placement of their name or initials. Remind learners to include measurements and notes about the materials they will need. Have learners share their design sketches with the class, explaining their ideas and reasoning behind their design choices. Provide wood blocks or pieces of various sizes and types. Instruct learners to select the appropriate piece of wood for their project, considering the size, shape, and desired finish of the artefact. Teach learners how to measure and mark the dimensions of their artefact on the selected wood using rulers and pencils. Emphasize the importance of accuracy and encourage learners to double-check their measurements before proceeding.	Sketching paper Pencils, Rulers Woodworking tools

	Demonstrate basic woodworking techniques such as sawing, sanding, and chiseling, based on the design requirements of the artefacts.	
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. Ask learners how the lesson will benefit them in their daily lives.	

Week Ending: 21-07-2023		Day:	Subject: Career Technology
Duration: 60MINS		Strand: Designing & Making Of Artefacts	
Class: B8	Class Size:		Sub Strand: Planning For Making Artefacts
Content Standard: B8.5.3.1 Demonstrate understanding of planning for making artefacts/products and table setting		Indicator: B8.5.3.1.1: Plan and make wooden, metal/plastic artefacts	Lesson: 1 of 1
Performance Indicator: Learners can plan and make wooden, metal/plastic artefacts			Core Competencies: CP 6.5: CI 5.4: CI 5.2: CI 6.10:
Reference: Career Technology Curriculum Pg. 66			
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	Provide guidance and support as learners work on cutting and shaping their wooden pieces. Guide learners to glue and secure the various components of their artefact together, paying attention to the placement of their name or initials. Encourage learners to add personal touches, such as decorative carvings or engravings, if time allows. Support learners in completing their wooden artefacts, ensuring all components are securely attached and any desired finishing touches are applied. Lead a class discussion where learners can reflect on their design choices, the challenges they encountered, and the skills they developed during the project. Encourage learners to share their completed artefacts and explain the significance of their design. Provide an opportunity for learners to present their named wooden artefacts to the class, showcasing their creativity and craftsmanship. <u>Assessment</u> Display the completed artefacts in the school, such as a showcase or exhibition, for other learners and staff to appreciate.		Sketching paper Pencils, Rulers Woodworking tools
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. Ask learners how the lesson will benefit them in their daily lives.		

THIRD TERM

WEEKLY LESSON NOTES

WEEK 5

Week Ending: 28-07-2023	Day:	Subject: Career Technology
Duration: 60MINS		Strand: Designing & Making Of Artefacts
Class: B8	Class Size:	Sub Strand: Planning For Making Artefacts
Content Standard: B8.5.3.1 Demonstrate understanding of planning for making artefacts/products and table setting	Indicator: B8.5.3.1.2: Plan and make building artefacts	Lesson: 1 of 2
Performance Indicator: Learners can plan and make building artefacts		Core Competencies: CP 6.5: CI 5.4: CI 5.2: CI 6.10:
Reference: Career Technology Curriculum Pg. 66		
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	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. Discuss the properties of each material, such as: • Cement: Binding properties, strength, durability when hardened • Sand: Grain size, cohesiveness, stability as a base material • Stones: Hardness, shape, weight-bearing capacity Encourage learners to ask questions and provide examples of how these materials are used in construction. Divide the learners into small groups. Assign each group a specific building material (cement, sand, stones, etc.). Instruct the groups to create a chart or poster displaying the properties of their assigned material. Provide chart paper or large poster paper, markers, and other necessary materials. Allow time for the groups to research and gather information on their material's properties and create their charts.	Pictures and charts of food

	Each group should present their chart to the class, highlighting the important properties of the material. <u>Assessment</u> 1. What are the properties of cement, sand, and stones used in construction? 2. Name one property of cement that contributes to its strength and durability when hardened. 3. What are some factors to consider when choosing materials for a building project? 4. Give an example of an environmental impact that can be considered when selecting building materials. 5. Why is it important to understand the properties of building materials before starting a construction project?	
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. Ask learners how the lesson will benefit them in their daily lives.	

Week Ending: 28-07-2023		Day:		Subject: Career Technology	
Duration: 60MINS				Strand: Designing & Making Of Artefacts	
Class: B8		Class Size:		Sub Strand: Planning For Making Artefacts	
Content Standard: B8.5.3.1 Demonstrate understanding of planning for making artefacts/products and table setting			Indicator: B8.5.3.1.2: Plan and make building artefacts		Lesson: 2 of 2
Performance Indicator: Learners can plan and make building artefacts				Core Competencies: CP 6.5: CI 5.4: CI 5.2: CI 6.10:	
Reference: Career Technology Curriculum Pg. 66					
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	Discuss the factors to consider when choosing materials for a building project, such as: • Strength and durability requirements • Cost-effectiveness • Availability of materials • Environmental impact • Aesthetic considerations Engage the learners in a discussion on how these factors influence the choice of materials for different projects. Present a hypothetical building project and ask the learners to discuss and justify the materials they would choose for that project based on the given factors. Divide the learners into pairs or small groups. Assign each group a simple building project, such as a wall, or house. Instruct the groups to create a mock-up or model of their assigned project using construction paper, scissors, glue, rulers, and other materials. Encourage creativity and attention to detail in representing the chosen materials in their mock-ups. Allow time for the groups to complete their mock-ups. Provide an opportunity for each group to present their mock-up, explaining the materials they used and why they chose them. <u>Assessment</u> I. What are some examples of simple building projects that can be made as mock-ups?				Pictures and charts of food

	2. Explain the process of creating a chart on the properties of building materials. 3. How can the choice of materials affect the cost-effectiveness of a building project? 4. Discuss one reason why the weight-bearing capacity of stones is an important property in construction. 5. What skills or knowledge can be gained by making mock-ups of building projects?	
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. Ask learners how the lesson will benefit them in their daily lives.	

THIRD TERM

WEEKLY LESSON NOTES

WEEK 6

Week Ending: 04-08-2023	Day:	Subject: Career Technology
Duration: 60MINS		Strand: Designing & Making Of Artefacts
Class: B8	Class Size:	Sub Strand: Making Artefacts
Content Standard: B8.5.4.1 Demonstrate understanding of designing artefacts/ products, and models and table setting	Indicator: B8.5.4.1.3: Make artefacts/products using wood, metal/plastics	Lesson: 1 of 2
Performance Indicator: Learners can make artefacts/products using wood, metal/plastics		Core Competencies: CP 6.5: CI 5.4: CI 5.2: CI 6.10:
Reference: Career Technology Curriculum Pg. 60		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Revise with learners to review their understanding in the previous lesson. Have learners discuss the importance of workshop organization, emphasizing efficiency and safety. Share performance indicators with learners.	
PHASE 2: NEW LEARNING	Divide the learners into groups and assign them specific areas of the workshop to organize. Task learners to arrange tools and materials in a neat and orderly manner, ensuring easy access and safe storage. Distribute cutting lists and working drawings to each group. Explain how to read and interpret dimensions on the documents, emphasizing the importance of accuracy. Instruct the learners to check the dimensions on the cutting list and working drawings to ensure they have a clear understanding. Address any questions or difficulties the learners may have. Explain the step-by-step operation sequence for creating the chosen artifact, as mentioned in the lesson activities. Demonstrate each step, including preparing workpieces, measuring, marking out, cutting to size, cutting joints, and assembling parts.	Pictures and charts
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.	

	Ask learners how the lesson will benefit them in their daily lives.	
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Week Ending: 04-08-2023	Day:	Subject: Career Technology
Duration: 60MINS	Strand: Designing & Making Of Artefacts	
Class: B8	Class Size:	Sub Strand: Make Artefacts
Content Standard: B8.5.4.1 Demonstrate understanding of designing artefacts/ products, and models and table setting	Indicator: B8.5.4.1.3: Make artefacts/products using wood, metal/plastics	Lesson: 2 of 2
Performance Indicator: Learners can make artefacts/products using wood, metal/plastics		Core Competencies: CP 6.5: CI 5.4: CI 5.2: CI 6.10:
Reference: Career Technology Curriculum Pg. 60		
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	Introduce the essential tools used for working with wood, metal, and plastic. Demonstrate basic techniques such as cutting, drilling, filing, and sanding for each material. Discuss safety precautions and proper tool handling techniques. Divide learners into small groups and provide them with a specific material to work with. Allow learners to practice using the tools and techniques learned. Review the characteristics and properties of wood, metal, and plastic. Introduce the design process, including brainstorming, sketching, and prototyping. Encourage learners to think creatively and develop their own unique artefact ideas. Guide learners in creating initial sketches and discussing their designs with peers. Provide feedback and suggestions to help learners refine their designs.	Pictures and charts
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. Ask learners how the lesson will benefit them in their daily lives.	
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THIRD TERM

WEEKLY LESSON NOTES

WEEK 7

Week Ending: 11-08-2023	Day:	Subject: Career Technology
Duration: 60MINS		Strand: Entrepreneurial Skills
Class: B8	Class Size:	Sub Strand: Career Pathways
Content Standard: B8.6.1.1 Demonstrate knowledge of career opportunities in Career Technology	Indicator: B8.6.1.1.1: Explore the various career pathways and opportunities in Career Technology	Lesson: 1 of 2
Performance Indicator: Learners can explore the various career pathways and opportunities in Career Technology		Core Competencies: CP 6.5: CI 5.4: CI 5.2: CI 6.10:
Reference: Career Technology Curriculum Pg. 60		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Begin the lesson by asking learners to brainstorm different careers that involve working with wood, metal, or blocks. Write down their responses on the board or a chart paper. Share performance indicators with learners.	
PHASE 2: NEW LEARNING	Introduce the concept of career pathways and explain that careers in wood, metal, and block work fall under the Career Technology umbrella. Discuss the importance of these industries and how they contribute to various sectors such as construction, manufacturing, and design. Provide learners with a list of careers related to wood, metal, and block work (e.g., carpenter, welder, mason, furniture designer). In pairs or small groups, ask learners to match each career with the corresponding pathway (e.g., apprenticeship, vocational training, and college degree). Encourage learners to research and discuss the skills and qualifications needed for each pathway. Discuss the skills and values that are essential for success in wood, metal, and block work careers. Ask learners to identify and list the skills (e.g., technical skills, problem-solving, and attention to detail) and values (e.g., craftsmanship, safety, teamwork) associated with these careers.	Pictures and charts

	Allow learners to share their lists and facilitate a class discussion on the importance of these skills and values in the workplace.	
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. Ask learners how the lesson will benefit them in their daily lives.	

Week Ending: 11-08-2023	Day:	Subject: Career Technology
Duration: 60MINS	Strand: Entrepreneurial Skills	
Class: B8	Class Size:	Sub Strand: Career Pathways
Content Standard: B8.6.1.1 Demonstrate knowledge of career opportunities in Career Technology	Indicator: B8.6.1.1.1: Explore the various career pathways and opportunities in Career Technology	Lesson: 2 of 2
Performance Indicator: Learners can examine the skills and values needed for the career pathways identified		Core Competencies: CP 6.5: CI 5.4: CI 5.2: CI 6.10:
Reference: Career Technology Curriculum Pg. 60		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Review the careers identified in the previous lesson that involve wood, metal, and block work. Share performance indicators with learners.	
PHASE 2: NEW LEARNING	Explain the importance of acquiring specific skills and values in wood, metal, and block work careers. Discuss how these skills and values contribute to the quality of work, safety, and career advancement in these industries. Provide learners with a list of skills and values associated with wood, metal, and block work careers (e.g., craftsmanship, problem-solving, time management, attention to detail). Ask learners to reflect individually on their own strengths and areas for improvement in relation to these skills and values. Divide learners into small groups. Let them examine their interests, skills and values in the light of the career opportunities. E.g. - What are your top skills? - What interests you the most? Facilitate a discussion where learners can exchange ideas and suggestions for improving or acquiring the necessary skills and values. <u>Assessment</u> Ask learners to individually set one goal for improving a skill or value related to wood, metal, or block work. Allow learners to share their goals and strategies with the class.	Pictures and charts
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. Ask learners how the lesson will benefit them in their daily lives.	
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THIRD TERM

WEEKLY LESSON NOTES

WEEK 8

Week Ending: 18-08-2023	Day:	Subject: Career Technology	
Duration: 60MINS		Strand: Entrepreneurial Skills	
Class: B8	Class Size:	Sub Strand: Career Pathways	
Content Standard: B8.6.1.1 Demonstrate knowledge of career opportunities in Career Technology		Indicator: B8.6.1.1.1: Explore the various career pathways and opportunities in Career Technology	Lesson: 1 of 2
Performance Indicator: Learners can explore the various career pathways and opportunities in Career Technology			Core Competencies: CP 6.5: CI 5.4: CI 5.2: CI 6.10:
Reference: Career Technology Curriculum Pg. 64			
Phase/Duration	Learners Activities		Resources
PHASE 1: STARTER	Begin the lesson by asking learners to brainstorm different careers that involve working with wood, metal, or blocks. Write down their responses on the board or a chart paper. Share performance indicators with learners.		
PHASE 2: NEW LEARNING	Introduce the concept of career pathways and explain that careers in wood, metal, and block work fall under the Career Technology umbrella. Discuss the importance of these industries and how they contribute to various sectors such as construction, manufacturing, and design. Provide learners with a list of careers related to wood, metal, and block work (e.g., carpenter, welder, mason, furniture designer). In pairs or small groups, ask learners to match each career with the corresponding pathway (e.g., apprenticeship, vocational training, and college degree). Encourage learners to research and discuss the skills and qualifications needed for each pathway. Discuss the skills and values that are essential for success in wood, metal, and block work careers. Ask learners to identify and list the skills (e.g., technical skills, problem-solving, and attention to detail) and values (e.g., craftsmanship, safety, teamwork) associated with these careers.		Pictures and charts of food

	Allow learners to share their lists and facilitate a class discussion on the importance of these skills and values in the workplace.	
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. Ask learners how the lesson will benefit them in their daily lives.	

Week Ending: 18-08-2023	Day:	Subject: Career Technology
Duration: 60MINS	Strand: Entrepreneurial Skills	
Class: B8	Class Size:	Sub Strand: Career Pathways
Content Standard: B8.6.1.1 Demonstrate knowledge of career opportunities in Career Technology	Indicator: B8.6.1.1.1: Explore the various career pathways and opportunities in Career Technology	Lesson: 2 of 2
Performance Indicator: Learners can examine the skills and values needed for the career pathways identified		Core Competencies: CP 6.5: CI 5.4: CI 5.2: CI 6.10:
Reference: Career Technology Curriculum Pg. 60		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Review the careers identified in the previous lesson that involve wood, metal, and block work. Share performance indicators with learners.	
PHASE 2: NEW LEARNING	Explain the importance of acquiring specific skills and values in wood, metal, and block work careers. Discuss how these skills and values contribute to the quality of work, safety, and career advancement in these industries. Provide learners with a list of skills and values associated with wood, metal, and block work careers (e.g., craftsmanship, problem-solving, time management, attention to detail). Ask learners to reflect individually on their own strengths and areas for improvement in relation to these skills and values. Divide learners into small groups. Let them examine their interests, skills and values in the light of the career opportunities. E.g. - What are your top skills? - What interests you the most? Facilitate a discussion where learners can exchange ideas and suggestions for improving or acquiring the necessary skills and values. <u>Assessment</u> Ask learners to individually set one goal for improving a skill or value related to wood, metal, or block work. Allow learners to share their goals and strategies with the class.	Pictures and charts
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. Ask learners how the lesson will benefit them in their daily lives.	
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THIRD TERM

WEEKLY LESSON NOTES

WEEK 9

Week Ending: 25-08-2023	Day:	Subject: Career Technology	
Duration: 60MINS		Strand: Entrepreneurial Skills	
Class: B8	Class Size:	Sub Strand: Business Enterprises	
Content Standard: B8.6.2.1 Demonstrate understanding of establishing and managing micro and small business enterprises.		Indicator: B8.6.2.1.1: Explain what is meant by Micro, Small and Medium-sized Business Enterprises	Lesson: 1 of 2
Performance Indicator: Learners can explain what is meant by Micro, Small and Medium-sized Business Enterprises			Core Competencies: CP 6.5: CI 5.4: CI 5.2: CI 6.10:
Reference: Career Technology Curriculum Pg. 75			
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	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. • 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. • 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. • 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. 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: What might be the differences between micro, small, and medium enterprises? How might the size of these businesses affect their operations? Have each group present a summary of their discussion and note down the key points on the board.		Pictures and charts

	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. <u>Assessment</u> 1. What are Micro, Small, and Medium-sized Business Enterprises (MSMEs)? 2. How would you differentiate between micro, small, and medium-sized enterprises? 3. Why are MSMEs important for a country's economy? 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. 5. List and briefly explain the steps involved in setting up a micro or small business.	
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. Ask learners how the lesson will benefit them in their daily lives.	

Week Ending: 25-08-2023		Day:	Subject: Career Technology
Duration: 60MINS			Strand: Entrepreneurial Skills
Class: B8	Class Size:	Sub Strand: Business Enterprises	
Content Standard: B8.6.2.1 Demonstrate understanding of establishing and managing micro and small business enterprises.		Indicator: B8.6.2.1.1: Explain what is meant by Micro, Small and Medium-sized Business Enterprises	Lesson: 1 of 2
Performance Indicator: Learners can explain what is meant by Micro, Small and Medium-sized Business Enterprises			Core Competencies: CP 6.5: CI 5.4: CI 5.2: CI 6.10:
Reference: Career Technology Curriculum Pg. 75			
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	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. 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. 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. 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. 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. <u>Assessment</u> 1. If you were to start a small business, what type of business would it be and why? 2. What factors would you consider when planning to start a micro or small business?		Pictures and charts

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

THIRD TERM

WEEKLY LESSON NOTES

WEEK 10

Week Ending: 01-09-2023	Day:	Subject: Career Technology
Duration: 60MINS		Strand: Entrepreneurial Skills
Class: B8	Class Size:	Sub Strand: Business Enterprises
Content Standard: B8.6.2.1 Demonstrate understanding of establishing and managing micro and small business enterprises.	Indicator: B8.6.2.1.1: Explain what is meant by Micro, Small and Medium-sized Business Enterprises	Lesson: 1 of 2
Performance Indicator: Learners can explain what is meant by Micro, Small and Medium-sized Business Enterprises		Core Competencies: CP 6.5: CI 5.4: CI 5.2: CI 6.10:
Reference: Career Technology Curriculum Pg. 75		
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	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. • 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. • 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. • 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. 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: What might be the differences between micro, small, and medium enterprises? How might the size of these businesses affect their operations? Have each group present a summary of their discussion and note down the key points on the board.	Pictures and charts

	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. <u>Assessment</u> 1. What are Micro, Small, and Medium-sized Business Enterprises (MSMEs)? 2. How would you differentiate between micro, small, and medium-sized enterprises? 3. Why are MSMEs important for a country's economy? 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. 5. List and briefly explain the steps involved in setting up a micro or small business.	
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. Ask learners how the lesson will benefit them in their daily lives.	

Week Ending: 01-09-2023		Day:	Subject: Career Technology
Duration: 60MINS			Strand: Entrepreneurial Skills
Class: B8	Class Size:		Sub Strand: Business Enterprises
Content Standard: B8.6.2.1 Demonstrate understanding of establishing and managing micro and small business enterprises.		Indicator: B8.6.2.1.1: Explain what is meant by Micro, Small and Medium-sized Business Enterprises	Lesson: 1 of 2
Performance Indicator: Learners can explain what is meant by Micro, Small and Medium-sized Business Enterprises			Core Competencies: CP 6.5: CI 5.4: CI 5.2: CI 6.10:
Reference: Career Technology Curriculum Pg. 75			
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	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. 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. 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. 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. 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. <u>Assessment</u> 1. If you were to start a small business, what type of business would it be and why? 2. What factors would you consider when planning to start a micro or small business?		Pictures and charts

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

THIRD TERM

WEEKLY LESSON NOTES

WEEK 11

REVISION AND END OF TERM ASSESSMENT

Week Ending: 08-09-2023	Day:	Subject: Career Technology
Duration: 60MINS		Strand: Strands for the term
Class: B8	Class Size:	Sub Strand: Sub strands for the term
Content Standard: Demonstrate knowledge and understanding in the topics treated so far.	Indicator: Recall and summarize all what they have learnt within the term	Lesson: 1 of 2
Performance Indicator: Learners can recall and summarize all what they have learnt within the term		Core Competencies: CP 6.5: CI 5.4: CI 5.2: CI 6.10:
Reference: Career Technology Curriculum Pg. 75		
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	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

	Instruct the groups to create a chart or poster displaying the properties of their assigned material. <u>Assessment</u> 1. What are the properties of cement, sand, and stones used in construction? 2. Name one property of cement that contributes to its strength and durability when hardened. 3. What are some factors to consider when choosing materials for a building project? 4. Give an example of an environmental impact that can be considered when selecting building materials. 5. Why is it important to understand the properties of building materials before starting a construction project? 6. What is meant by garnishing? 7. Identify and explain four finishes and finishing techniques used in the food industry.	
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. Ask learners how the lesson will benefit them in their daily lives.	

Week Ending: 14-09-2023	DAY:	Subject: Creative Arts And Design
Duration: 60MINS		Strand: Strands for the term
Class: B8	Class Size:	Sub Strand: Sub strands for the term
Content Standard: Demonstrate knowledge and understanding in the topics treated so far.	Indicator: Preparation towards vacation	Lesson: 2 of 2
Performance Indicator: Learners can answer all end of term assessment questions in their exercise books.		Core Competencies: CP 6.5: CI 5.4: CI 5.2: CI 6.10:
Reference: Career Technology Curriculum Pg. 75		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	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: NEW LEARNING	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: 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. Ask learners how the lesson will benefit them in their daily lives.	