

CAREER TECHNOLOGY – BASIC 9
THIRD TERM SCHEME OF LEARNING

WEEKS	STRAND	SUB STRAND	INDICATORS	RESOURCES
1	Designing and Making of Artefacts	Planning For Making Artefacts <ul style="list-style-type: none"> B9.5.3.1 Demonstrate understanding of planning for making artefacts/ products/ meals 	B9.5.3.1.1 identify basic dry methods of cooking and foods that can be prepared using the method	Charts & Pictures
2	Designing And Making of Artefacts/Products	Planning For Making Artefacts <ul style="list-style-type: none"> B9.5.3.1 Demonstrate understanding of planning for making artefacts/ products/ meals 	B9.5.3.1.2 Demonstrate Skills in menu planning	Charts & Pictures
3	Designing And Making of Artefacts/Products	Planning For Making Artefacts <ul style="list-style-type: none"> B9.5.3.1 Demonstrate understanding of planning for making artefacts/ products/ meals 	B9.5.3.1.3: Describe ways of using the natural building materials for production. Demonstrate how to clarify user requirements	Charts & Pictures
4	Designing And Making of Artefacts/Products	Making Artefacts from Food Ingredients <ul style="list-style-type: none"> B9.5.4.1 Demonstrate understanding of gathering materials, tools and equipment for making/preparing meals and articles 	B9.5.4.1.1 Demonstrate skills in preparing food using the dry methods of cooking	Charts & Pictures
5	Designing And Making of Artefacts/Products	Making Artefacts from Compliant, Resistant Materials	B9.5.4.1.2: Create advanced articles using crocheting and embroidery stitches	Charts & Pictures

Resistant Materials

6	Designing And Making of Artefacts/Products	<ul style="list-style-type: none"> B9.5.4.1 Demonstrate understanding of gathering materials, tools and equipment for making/preparing meals and articles 	B9.5.4.1.3: Demonstrate how to gather materials, tools, and equipment for making artefacts	Charts & Pictures
7	Entrepreneurial Skills	Career Pathways and Opportunities <ul style="list-style-type: none"> B9.6.1.1 Demonstrate understanding about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals 	B9.6.1.1.1: Describe how the changing nature of the workplace can bring about global competition and technology	Charts & Pictures
8	Entrepreneurial Skills	Career Pathways and Opportunities <ul style="list-style-type: none"> B9.6.1.1 Demonstrate understanding about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals 	B9.6.1.1.2: Analyse the value of work to the individual and society in general	Charts & Pictures
9	Entrepreneurial Skills		B9.6.1.1.3: Develop a career plan that would assist in the transition from school to eventual entry into a career option	Charts & Pictures
10	Entrepreneurial Skills	Establishing and Managing a Small Business Enterprise <ul style="list-style-type: none"> B9.6.2.1 Demonstrate understanding of establishing and managing a small business enterprise 	B9.6.2.1.1 Describe how to start and run a small business	Charts & Pictures
11	Entrepreneurial Skills		B9.6.2.1.2: Explain how to manage resources of small business enterprises	Charts & Pictures
12	REVISION			

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WEEKLY LESSON NOTES

WEEK I

Week Ending:	Day:	Subject: Career Technology	
Duration: 60MINS		Strand: Designing And Making of Artefacts	
Class: B9	Class Size:	Sub Strand: Planning For Making Artefacts	
Content Standard: B9.5.3.1 Demonstrate understanding of planning for making artefacts/ products/ meals		Indicator: B9.5.3.1.1: identify basic dry methods of cooking and foods that can be prepared using the method	Lesson: 1 of 1
Performance Indicator: Learners can identify and describe the basic dry methods of cooking.		Core Competencies: CP 6.5: CI 5.4: CI 5.2: CI 6.10:	
Reference: Career Technology Curriculum Pg. 110			
New words: Baking, Grilling, methods, foods			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Ask learners if they have ever cooked or helped with cooking at home.</p> <p>Discuss any experiences they have had with different cooking methods, such as frying, boiling, or baking.</p> <p>Share performance indicators with learners.</p>		
PHASE 2: NEW LEARNING	<p>Explain that dry cooking methods involve cooking food without using water or liquids. Introduce two basic dry cooking methods: baking and grilling.</p> <p>Describe baking as a method of cooking food using dry heat in an oven. Explain that baking is commonly used for bread, cakes, cookies, and pastries.</p> <p>Explain grilling as a method of cooking food over direct heat, usually on a grill or barbecue. Mention that grilling is suitable for foods like meats, fish, vegetables, and fruits.</p>	Charts and pictures	

	<p>Divide learners into small groups and provide them with a list of foods.</p> <p>Ask each group to identify which foods can be prepared using the baking method and which can be prepared using the grilling method.</p> <p>Demonstrate the baking process by preparing a simple recipe like cookies or muffins in class. Discuss the steps involved in baking.</p> <p>Distribute a worksheet where learners match food items to the appropriate dry cooking method (baking or grilling). For example, they may match "bread" to baking and "chicken" to grilling.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. What are the differences between baking and grilling in terms of cooking process and results? 2. Why is it important to use the correct cooking method for different types of foods? 3. Can you think of any other dry cooking methods besides baking and grilling? What foods are suitable for those methods? 4. How does the choice of cooking method affect the taste and texture of the food? 	
<p>PHASE 3: REFLECTION</p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	

Week Ending:	Day:	Subject: Career Technology	
Duration: 60MINS		Strand: Designing And Making of Artefacts	
Class: B9	Class Size:	Sub Strand: Planning For Making Artefacts	
Content Standard: B9.5.3.1 Demonstrate understanding of planning for making artefacts/ products/ meals		Indicator: B9.5.3.1.1: identify basic dry methods of cooking and foods that can be prepared using the method	Lesson: 1 of 1
Performance Indicator: Learners can discuss advantages and disadvantages of baking and grilling methods of cooking		Core Competencies: Communication and Collaboration (CC), Critical Thinking and Problem Solving (CP), Creativity and Innovation (CI)	
Reference: Career Technology Curriculum Pg. 110			
New words: Baking, Grilling, methods, foods			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Ask learners if they have ever baked or grilled food at home or if they have eaten baked or grilled dishes.</p> <p>Discuss their experiences and what they know about these cooking methods.</p> <p>Share performance indicators with learners.</p>		
PHASE 2: NEW LEARNING	<p>Explain that baking and grilling are two popular cooking methods used in households and restaurants.</p> <p>Discuss advantages such as even cooking, preservation of nutrients, and ease of preparation for large quantities.</p> <p>Mention disadvantages like longer cooking times, potential for dryness in certain foods, and the need for an oven.</p> <p>Highlight advantages such as enhanced flavor, quick cooking times, and minimal use of added fats.</p> <p>Discuss disadvantages such as potential for overcooking, limited capacity for certain foods, and dependence on outdoor or specialized equipment.</p>	Charts and pictures	

	<p>Explain the principle of baking as cooking food using dry heat in an enclosed environment, typically an oven.</p> <p>Emphasize temperature control, use of leavening agents, and the</p> <p>Describe the principle of grilling as cooking food over direct heat, either on a grill or barbecue.</p> <p>Discuss the importance of temperature control, marination for flavor, and flipping foods for even cooking.</p> <p>Divide learners into small groups and assign each group either baking or grilling.</p> <p>Have them brainstorm and discuss additional advantages and disadvantages of their assigned cooking method.</p> <p>Demonstrate the baking process by preparing a simple baked dish and the grilling process by grilling a food item in class. Explain the key principles as you demonstrate.</p> <p>Provide learners with a chart where they can compare and contrast the advantages, disadvantages, and principles of baking and grilling.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. What are some other advantages and disadvantages of baking and grilling that you can think of? 2. How do the principles of baking and grilling affect the cooking process and the final results? 3. In what situations would you choose baking over grilling, and vice versa? 4. How can you adapt recipes to use either baking or grilling based on your preferences or available equipment? 	
<p>PHASE 3: REFLECTION</p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	

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WEEKLY LESSON NOTES

WEEK 2

Week Ending:	Day:	Subject: Career Technology	
Duration: 60MINS		Strand: Designing And Making of Artefacts	
Class: B9	Class Size:	Sub Strand: Planning For Making Artefacts	
Content Standard: B9.5.3.1 Demonstrate understanding of planning for making artefacts/ products/ meals		Indicator: B9.5.3.1.2: Demonstrate Skills in menu planning	Lesson: 1 of 1
Performance Indicator: Learners can demonstrate Skills in menu planning		Core Competencies: Communication and Collaboration (CC), Critical Thinking and Problem Solving (CP), Creativity and Innovation (CI)	
Reference: Career Technology Curriculum Pg. 111			
New words: Menu, Adaptability, Customer-Centric, A' la Carte, Table d'hôte, Prix Fixe, Buffet			
Phase/Duration	Learners Activities		Resources
PHASE 1: STARTER	<p>Ask learners if they have ever looked at a restaurant menu or if they know what a menu is.</p> <p>Discuss their experiences and understanding of menus.</p> <p>Share performance indicators with learners.</p>		
PHASE 2: NEW LEARNING	<p>Explain that a menu is a list of dishes or kinds of food served at a meal.</p> <p>Emphasize that menus can vary based on the type of establishment, such as restaurants, cafes, or canteens.</p> <p>Discuss how menus help customers become aware of the dishes available in a restaurant or food establishment.</p> <p>Mention that menus often include descriptions of dishes and their prices.</p> <p>Explain that menus assist customers in making decisions about what they want to eat based on their preferences, dietary restrictions, and budget.</p>		Charts and pictures

	<p>Mention that menus can also promote special dishes, seasonal offerings, or discounts, encouraging customers to try new items or limited-time offers.</p> <p>Provide learners with a sample restaurant menu or create a mock menu for analysis. Ask learners to identify the different sections of the menu (e.g., appetizers, main courses, desserts) and discuss how the menu is organized to facilitate decision making.</p> <p>Divide learners into small groups and assign each group a theme or type of restaurant (e.g., Italian cuisine, fast food, vegetarian).</p> <p>Have each group create a sample menu for their assigned theme, considering factors like variety, pricing, and appeal to customers.</p> <p>Conduct a role-play activity where learners take on the roles of customers and servers.</p> <p>Learners can practice ordering from a menu, asking questions about dishes, and making recommendations based on customer preferences.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. Why is it important for a menu to be well-organized and easy to read? 2. How can menus be designed to cater to different customer preferences, such as dietary restrictions or preferences for certain cuisines? 3. What role does pricing play in menu planning, and how can menus influence customers' perceptions of value? 4. How can restaurants use menus as a marketing tool to promote specials, seasonal dishes, or unique offerings? 	
<p>PHASE 3: REFLECTION</p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	

Week Ending:	Day:	Subject: Career Technology	
Duration: 60MINS		Strand: Designing And Making of Artefacts	
Class: B9	Class Size:	Sub Strand: Planning For Making Artefacts	
Content Standard: B9.5.3.1 Demonstrate understanding of planning for making artefacts/ products/ meals		Indicator: B9.5.3.1.2: Demonstrate Skills in menu planning	Lesson: 1 of 1
Performance Indicator: Learners can demonstrate Skills in menu planning		Core Competencies: Communication and Collaboration (CC), Critical Thinking and Problem Solving (CP), Creativity and Innovation (CI)	
Reference: Career Technology Curriculum Pg. 111			
New words: Menu, Adaptability, Customer-Centric, A' la Carte, Table d'hôte, Prix Fixe, Buffet			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Asking learners if they have ever been involved in planning a menu or if they have seen different types of menus in restaurants.</p> <p>Discuss their experiences and what they know about menu planning.</p> <p>Share performance indicators with learners.</p>		
PHASE 2: NEW LEARNING	<p>Discuss the importance of having the necessary tools, equipment, and skilled personnel to prepare the dishes listed on the menu.</p> <p>Mention that menus should be practical based on available resources.</p> <p>Explain that menus should consider the availability of foods and prioritize seasonal ingredients for freshness and cost-effectiveness.</p> <p>Emphasize the importance of adapting menus based on seasonal changes.</p> <p>Discuss how menus should cater to customer preferences, including dietary restrictions, cultural preferences, and health considerations.</p>	Charts and pictures	

	<p>Mention the importance of offering diverse options, including vegetarian, vegan, and gluten-free dishes.</p> <p>Explain that menus should be designed with consideration for cost and pricing strategies.</p> <p>Discuss how pricing affects customer choices and profitability for the establishment.</p> <p>Divide learners into small groups and assign each group one factor to discuss in-depth (tools/equipment, food availability, customer preferences, cost/pricing).</p> <p>Have groups brainstorm specific considerations and challenges related to their assigned factor.</p> <p>Provide an overview of common types of menus such as A' la Carte, Table d'hôte, Prix Fixe, and Buffet.</p> <p>Divide learners into groups and assign each group a type of menu to research and discuss its characteristics, advantages, and disadvantages.</p> <p>Learners in their groups plan a sample menu for a themed restaurant or food establishment based on the given factors (tools/equipment, food availability, customer preferences, cost/pricing).</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. How do the factors discussed in menu planning impact the success of a restaurant or food establishment? 2. What are the main differences between A' la Carte and Table d'hôte menus, and how do these differences affect customer choices? 3. How can restaurants effectively balance offering diverse menu options while considering cost and pricing strategies? 4. What are some creative ways to incorporate seasonal ingredients and customer preferences into menu planning? 	
<p>PHASE 3: REFLECTION</p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	

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WEEKLY LESSON NOTES

WEEK 3

Week Ending:	Day:	Subject: Career Technology	
Duration: 60MINS		Strand: Designing And Making of Artefacts	
Class: B9	Class Size:	Sub Strand: Planning For Making Artefacts	
Content Standard: B9.5.3.1 Demonstrate understanding of planning for making artefacts/ products/ meals		Indicator: B9.5.3.1.3: Describe ways of using the natural building materials for production	Lesson: 1 of 1
Performance Indicator: Learners can discuss how clay/laterite is used for producing bricks/blocks		Core Competencies: Communication and Collaboration (CC), Critical Thinking and Problem Solving (CP), Creativity and Innovation (CI)	
Reference: Career Technology Curriculum Pg. 111			
New words: Clay Bricks, Blocks, Laterite, Extruded Method, Molded Method			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Show learners images or samples of clay and laterite bricks/blocks.</p> <p>Ask them if they know what these materials are used for and if they have seen them in construction.</p> <p>Discuss their prior knowledge about bricks and blocks.</p> <p>Share performance indicators with learners.</p>		
PHASE 2: NEW LEARNING	<p>Explain the difference between clay and laterite bricks/blocks.</p> <p>Discuss the characteristics of each type, such as durability, color, and suitability for different construction purposes.</p> <p>Explain how clay/laterite is extruded through a machine to form long bricks/blocks of uniform shape and size.</p> <p>Describe the process of molding clay/laterite into bricks/blocks using molds, which can vary in shape and size.</p>	Charts and pictures	

	<p>Discuss the dry-pressing technique, where clay/laterite is compressed under high pressure to form dense and sturdy bricks/blocks.</p> <p>Provide samples of clay and laterite bricks/blocks for learners to examine.</p> <p>Ask them to identify the type of brick/block and discuss its properties and potential uses in construction.</p> <p>Show videos or animations demonstrating the extruded, molded, and dry-pressed methods of manufacturing clay/laterite bricks/blocks.</p> <p>Discuss the advantages and disadvantages of each method.</p> <p>Divide learners into groups and assign each group a manufacturing method (extruded, molded, dry-pressed).</p> <p>Have groups discuss the technical aspects of their assigned method, including equipment used, materials required, and quality of the final product.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. Describe each manufacturing method (extruded, molded, dry-pressed) in detail. 2. Discuss the advantages and disadvantages of each method and provide examples of projects where each method would be suitable. 	
<p>PHASE 3: REFLECTION</p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	

Week Ending:	Day:	Subject: Career Technology	
Duration: 60MINS		Strand: Designing And Making of Artefacts	
Class: B9	Class Size:	Sub Strand: Planning For Making Artefacts	
Content Standard: B9.5.3.1 Demonstrate understanding of planning for making artefacts/ products/ meals		Indicator: B9.5.3.1.4: Demonstrate how to clarify user requirements	Lesson: 1 of 1
Performance Indicator: Learners can demonstrate how to clarify user requirements		Core Competencies: Communication and Collaboration (CC), Critical Thinking and Problem Solving (CP), Creativity and Innovation (CI)	
Reference: Career Technology Curriculum Pg. 111			
New words: Clay Bricks, Blocks, Laterite, Extruded Method, Molded Method			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	Revise with learners on the previous lesson. Share performance indicators with learners.		
PHASE 2: NEW LEARNING	Study the working drawings and cutting list obtained from the communication design. Observe the workshop environment to identify the health and safety needs of the work. Study workshop rules and regulations for better familiarization before the actual work. Study about the needed materials, tools and processes to be employed for better understanding. Write down a summary of your study and observations and discuss in class. Experiment with similar materials, tools and processes to gain confidence prior to the making of artefact	Charts and pictures	
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.		

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WEEKLY LESSON NOTES

WEEK 4

Week Ending:	Day:	Subject: Career Technology
Duration: 60MINS		Strand: Designing And Making of Artefacts
Class: B9	Class Size:	Sub Strand: Making Artefacts from Food Ingredients
Content Standard: B9.5.4.1 Demonstrate understanding of gathering materials, tools and equipment for making/preparing meals and articles	Indicator: B9.5.4.1.1: Demonstrate skills in preparing food using the dry methods of cooking	Lesson: 1 of 1
Performance Indicator: Learners can prepare a dish each using baking and grilling methods of cooking		Core Competencies: Communication and Collaboration (CC), Critical Thinking and Problem Solving (CP), Creativity and Innovation (CI)
Reference: Career Technology Curriculum Pg. 113		
New words: Marinade, cake, Grilled Chicken, bread		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Introduce the lesson by discussing the differences between baking and grilling as cooking methods.</p> <p>Ask learners if they have any experience with baking or grilling and what types of foods they have cooked using these methods.</p> <p>Share performance indicators with learners.</p>	
PHASE 2: NEW LEARNING	<p>Discuss the ingredients and equipment needed for baking bread (flour, yeast, water, mixing bowl, oven).</p> <p>Explain the steps for baking bread:</p> <ul style="list-style-type: none"> • Activate yeast by dissolving it in warm water with sugar. • Mix flour and salt in a bowl, then add the yeast mixture. • Knead the dough until smooth and elastic, then let it rise until doubled in size. • Shape the dough into a loaf, place it in a greased pan, and let it rise again. • Preheat the oven, then bake the bread until golden brown and hollow-sounding when tapped. <p>Discuss the ingredients and marinade for grilled chicken (chicken pieces, marinade of choice, grill).</p> <p>Explain the steps for grilling chicken:</p> <ul style="list-style-type: none"> • Marinate chicken pieces in a mixture of spices, oil, and herbs for flavor. • Preheat the grill to medium-high heat and grease the grates. 	Charts and pictures

	<ul style="list-style-type: none"> • Place marinated chicken pieces on the grill and cook until golden and cooked through, turning occasionally. • Serve hot with sides or as desired. <p>Demonstrate the baking of bread and grilling of chicken in class, explaining each step and technique as you cook.</p> <p>Divide learners into pairs or small groups. Provide them with ingredients and equipment to practice baking bread and grilling chicken under supervision.</p> <p>After cooking, have learners taste their dishes and evaluate them based on flavor, texture, and appearance.</p> <p>Discuss any challenges faced during cooking and how they were overcome.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. What are the advantages and disadvantages of baking bread compared to grilling chicken? 2. How does marinating affect the flavor and tenderness of grilled chicken? 3. Can you think of other foods that are commonly baked or grilled, and what makes them suitable for these cooking methods? 	
<p>PHASE 3: REFLECTION</p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	

Week Ending:	Day:	Subject: Career Technology
Duration: 60MINS		Strand: Designing And Making of Artefacts
Class: B9	Class Size:	Sub Strand: Making Artefacts from Food Ingredients
Content Standard: B9.5.4.1 Demonstrate understanding of gathering materials, tools and equipment for making/preparing meals and articles		Indicator: B9.5.4.1.1: Demonstrate skills in preparing food using the dry methods of cooking
		Lesson: 1 of 1
Performance Indicator: Learners can prepare a dish each using baking and grilling methods of cooking		Core Competencies: Communication and Collaboration (CC), Critical Thinking and Problem Solving (CP), Creativity and Innovation (CI)
Reference: Career Technology Curriculum Pg. 113		
New words: Marinade, Baked Fish, Grilled Chicken, Preheat		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Review the differences between baking and grilling as cooking methods discussed in the previous lesson.</p> <p>Ask learners to recall the types of foods that are commonly baked and grilled.</p> <p>Share performance indicators with learners.</p>	
PHASE 2: NEW LEARNING	<p>Discuss the ingredients and seasonings for baked fish (fish fillets, lemon, herbs, salt, pepper, baking dish).</p> <p>Explain the steps for baking fish:</p> <ul style="list-style-type: none"> • Preheat the oven and prepare a baking dish by greasing it lightly. • Season the fish fillets with salt, pepper, lemon juice, and herbs of choice. • Place the seasoned fish fillets in the baking dish and cover with foil. • Bake in the preheated oven until the fish is cooked through and flakes easily with a fork. <p>Discuss the ingredients and marinade for grilled chicken (chicken pieces, marinade of choice, grill).</p> <p>Explain the steps for grilling chicken</p> <ul style="list-style-type: none"> • Marinate chicken pieces in a mixture of spices, oil, and herbs for flavor. • Preheat the grill to medium-high heat and grease the grates. • Place marinated chicken pieces on the grill and cook until golden and cooked through, turning occasionally. • Serve hot with sides or as desired 	Charts and pictures

	<p>Demonstrate the baking of fish and grilling of chicken in class, following the steps and techniques explained.</p> <p>Allow learners to practice baking fish and grilling chicken in pairs or small groups, providing them with the necessary ingredients and equipment.</p> <p>After cooking, have learners taste their dishes and evaluate them based on flavor, texture, and cooking success.</p> <p>Encourage them to compare the results of baking and grilling.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. How does baking fish differ from grilling chicken in terms of cooking time and texture? 2. What are the advantages of marinating meat or fish before grilling or baking? 3. Which cooking method (baking or grilling) do you think is healthier and why? 4. Can you suggest other foods that are suitable for baking or grilling, and explain your choices? 	
<p>PHASE 3: REFLECTION</p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	

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WEEKLY LESSON NOTES

WEEK 5

Week Ending:	Day:	Subject: Career Technology
Duration: 60MINS		Strand: Designing And Making of Artefacts
Class: B9	Class Size:	Sub Strand: Making Artefacts from Compliant, Resistant Materials
Content Standard: B9.5.4.1 Demonstrate understanding of gathering materials, tools and equipment for making/preparing meals and articles	Indicator: B9.5.4.1.2: Create advanced articles using crocheting and embroidery stitches	Lesson: 1 of 1
Performance Indicator: Learners can discuss some crocheted and embroidered articles and their uses		Core Competencies: Communication and Collaboration (CC), Critical Thinking and Problem Solving (CP), Creativity and Innovation (CI)
Reference: Career Technology Curriculum Pg. 113		
New words: Crocheting, Embroidery Patterns, Shell Stitch, satin		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Begin by reviewing the tools, equipment, and stitches used in sewing and crocheting.</p> <p>Ask learners to name the tools and equipment needed for each activity and describe the purpose of common stitches.</p> <p>Share performance indicators with learners.</p>	
PHASE 2: NEW LEARNING	<p>Discuss the types of sewing stitches previously learned (tacking, running stitches, back stitches, overcasting).</p> <p>Demonstrate each stitch on a sample fabric and explain when and how they are used in sewing projects.</p> <p>Discuss the basic crocheting stitches previously learned (chain, slip stitches, double crochet, treble).</p> <p>Demonstrate each crochet stitch using yarn and a crochet hook, explaining their uses in crocheting projects.</p> <p>Provide learners with fabric, needles, thread, yarn, and crochet hooks.</p> <p>Let them practice the sewing stitches (tacking, running stitches, back stitches, overcasting) on fabric pieces.</p> <p>Allow them to practice crocheting stitches (chain, slip stitches, double crochet, treble) to create small crochet samples.</p> <p>Show examples of crocheted and embroidered articles such</p>	Charts and pictures

	<p>as shoes, hats, bags, and tablecloths.</p> <p>Discuss the uses of these articles (e.g., shoes for protection, hats for warmth, bags for carrying items, tablecloths for decoration and protection).</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. Why is it important to master basic sewing and crocheting skills? 2. What are the differences between tacking and running stitches in sewing? 3. How do you determine which crochet stitch to use for a specific crocheting project? 4. Can you think of other crocheted or embroidered articles not mentioned in class, and describe their uses? 	
<p>PHASE 3: REFLECTION</p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	

Week Ending:	Day:	Subject: Career Technology
Duration: 60MINS		Strand: Designing And Making of Artefacts
Class: B9	Class Size:	Sub Strand: Making Artefacts from Compliant, Resistant Materials
Content Standard: B9.5.4.1 Demonstrate understanding of gathering materials, tools and equipment for making/preparing meals and articles		Indicator: B9.5.4.1.2: Create advanced articles using crocheting and embroidery stitches
		Lesson: 1 of 1
Performance Indicator: Learners can make advanced articles using crocheting and design		Core Competencies: Communication and Collaboration (CC), Critical Thinking and Problem Solving (CP), Creativity and Innovation (CI)
Reference: Career Technology Curriculum Pg. 113		
New words: Crocheting, Embroidery Patterns, Shell Stitch, satin		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Review the basic crocheting and embroidery stitches learned in the previous lesson.</p> <p>Ask learners to demonstrate their understanding by naming and explaining the purpose of each stitch.</p> <p>Share performance indicators with learners.</p>	
PHASE 2: NEW LEARNING	<p>Introduce advanced crocheting projects such as handbags, jackets/cardigans, shoes (baby and adult), and purses.</p> <p>Discuss the patterns and designs commonly used in these projects, including stitches like shell stitch, popcorn stitch, and picot edge.</p> <p>Teach learners how to create and transfer embroidery patterns onto fabric.</p> <p>Demonstrate decorative embroidery stitches such as chain stitch, satin stitch, French knot, and feather stitch.</p> <p>Provide learners with materials like yarn, crochet hooks, embroidery hoops, needles, thread, and fabric.</p> <p>Let them choose an advanced crocheting project or an embroidery design to work on.</p> <p>Monitor and assist learners as they crochet and embroider, ensuring they follow the patterns and designs correctly.</p> <p>Divide learners into groups and assign each group a theme (e.g., handbags, jackets/cardigans, shoes, purses).</p> <p>Instruct them to plan and mount an exhibition of their</p>	Charts and pictures

	<p>completed products for appraisal by classmates and teachers.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. What challenges did you encounter while working on your advanced crocheting or embroidery project? 2. How did you decide on the patterns or designs for your project, and what influenced your choices? 3. What feedback did you receive during the exhibition, and how will you use it to improve your future crocheting or embroidery projects? 4. What skills have you developed or enhanced through the completion of these advanced projects? 	
<p>PHASE 3: REFLECTION</p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	

THIRD TERM

WEEKLY LESSON NOTES

WEEK 6

Week Ending:	Day:	Subject: Career Technology
Duration: 60MINS		Strand: Designing And Making of Artefacts
Class: B9	Class Size:	Sub Strand: Making Artefacts from Compliant, Resistant Materials
Content Standard: B9.5.4.1 Demonstrate understanding of gathering materials, tools and equipment for making/preparing meals and articles	Indicator: B9.5.4.1.3: Demonstrate how to gather materials, tools, and equipment for making artefacts	Lesson: 1 of 1
Performance Indicator: Learners can demonstrate how to gather materials, tools, and equipment for making a named artefact		Core Competencies: Communication and Collaboration (CC), Critical Thinking and Problem Solving (CP), Creativity and Innovation (CI)
Reference: Career Technology Curriculum Pg. 114		
New words: Materials, Tools, Equipment, Safety		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Revise with learners on the previous lesson. Share performance indicators with learners.	
PHASE 2: NEW LEARNING	Study and examine the design folio to understand the working drawings and the operations or processes involved. Check the dimensions of the working drawings and the cutting list to ensure accuracy of work. Apply the making operations in sequence to make the artefact. Note: Decide on the materials, measuring, marking out, cutting to the complete the work Apply the appropriate finish to the artefact ready. Test the manufactured artefact using the specification as a guide. E.g., Test the shape, structure, functions, strength etc. Prepare a check list to indicate the good and bad comments about the artefact. Rate the quality of the artefact as excellent, very good, good, fair or poor. State the suggested modifications for the artefact.	Charts and pictures

PHASE 3:
REFLECTION

Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.

Take feedback from learners and summarize the lesson.

Week Ending:	Day:	Subject: Career Technology	
Duration: 60MINS		Strand: Designing And Making of Artefacts	
Class: B9	Class Size:	Sub Strand: Making Artefacts from Compliant, Resistant Materials	
Content Standard: B9.5.4.1 Demonstrate understanding of gathering materials, tools and equipment for making/preparing meals and articles		Indicator: B9.5.4.1.3: Demonstrate how to gather materials, tools, and equipment for making artefacts	Lesson: 1 of 1
Performance Indicator: Learners can demonstrate how to gather materials, tools, and equipment for making a named artefact in woodwork		Core Competencies: Communication and Collaboration (CC), Critical Thinking and Problem Solving (CP), Creativity and Innovation (CI)	
Reference: Career Technology Curriculum Pg. 114			
New words: Materials, Tools, Equipment, Safety			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Begin by discussing with learners their understanding of blockwork and the types of artefacts that can be made using this technique.</p> <p>Introduce the concept of blockwork, including its applications in construction and crafting.</p> <p>Share performance indicators with learners.</p>		
PHASE 2: NEW LEARNING	<p>Explain the types of materials commonly used in blockwork, such as concrete blocks, mortar, cement, sand, and gravel.</p> <p>Discuss the properties of these materials, their availability, and suitability for different blockwork projects.</p> <p>Introduce basic tools used in blockwork, including trowels, masonry hammers, levels, spirit levels, and jointers.</p> <p>Demonstrate the purpose of each tool and how to use them effectively and safely.</p> <p>Explain the equipment needed for blockwork, such as wheelbarrows, mixing trays, scaffolding, and safety gear (gloves, goggles, helmets).</p> <p>Discuss the importance of proper equipment for efficiency and safety during blockwork projects.</p> <p>Discuss how to create a materials list for a specific blockwork artefact, including the quantity of blocks, cement, sand, and other materials needed.</p> <p>Explain how to identify and gather the necessary tools and equipment for the project based on the materials list.</p>	Charts and pictures	

	<p>Show examples of different types of blocks (e.g., concrete blocks, clay bricks) and discuss their characteristics, uses, and advantages/disadvantages.</p> <p>Allow learners to handle and examine the blocks to understand their properties and suitability for blockwork projects.</p> <p>Set up a workstation with various blockwork tools and demonstrate how to use each tool correctly, such as laying blocks, mixing mortar, and leveling surfaces.</p> <p>Provide opportunities for learners to practice using tools under supervision to develop their skills.</p>	
<p>PHASE 3: REFLECTION</p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	

THIRD TERM

WEEKLY LESSON NOTES

WEEK 7

Week Ending:	Day:	Subject: Career Technology	
Duration: 60MINS		Strand: Entrepreneurial Skills	
Class: B9	Class Size:	Sub Strand: Career Pathways and Opportunities	
Content Standard: B9.6.1.1 Demonstrate understanding about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals		Indicator: B9.6.1.1.1: Describe how the changing nature of the workplace can bring about global competition and technology	Lesson: 1 of 1
Performance Indicator: Learners can describe how changes at the work place can bring about global competition and technology		Core Competencies: Communication and Collaboration (CC), Critical Thinking and Problem Solving (CP), Creativity and Innovation (CI)	
Reference: Career Technology Curriculum Pg. 115			
New words: Automation, Robots, Drones, Machines			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Introduce the topic by discussing the concept of workplace changes and their impact on global competition and technology.</p> <p>Ask learners if they have heard about automation, ICT, robots, drones, or machines being used in workplaces and how they think these changes affect businesses.</p> <p>Share performance indicators with learners.</p>		
PHASE 2: NEW LEARNING	<p>Define key terms such as automation, ICT, robots, drones, and machines.</p> <p>Explain how these technologies are transforming workplaces and industries.</p> <p>Discuss how automation increases efficiency and productivity, leading to cost savings and improved quality.</p> <p>Explain the role of ICT in enabling global connectivity, communication, and data management.</p> <p>Explore how robots and drones are used in various sectors like manufacturing, logistics, healthcare, and agriculture.</p> <p>Discuss the benefits and challenges of using machines in different work environments.</p> <p>Divide learners into groups and assign each group one of the</p>	Charts and pictures	

	<p>workplace changes (automation, ICT, robots, drones, machines) to research.</p> <p>Instruct them to gather information from various sources such as articles, case studies, and industry reports.</p> <p>Have each group prepare a presentation highlighting the impact of their assigned workplace change on global competition and technology.</p> <p>After the presentations, facilitate a group discussion on the similarities and differences in the impacts of each workplace change.</p> <p>Encourage learners to share their insights, ask questions, and discuss the implications of these changes on future careers and industries.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. How do you think automation can affect job roles and employment opportunities in different industries? 2. What are some potential advantages and disadvantages of using robots and drones in workplaces? 3. How has the use of ICT influenced global communication and collaboration among businesses? 4. What skills do you think will be valuable for individuals to thrive in a technology-driven workplace? 	
<p>PHASE 3: REFLECTION</p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	

Week Ending:	Day:	Subject: Career Technology	
Duration: 60MINS		Strand: Entrepreneurial Skills	
Class: B9	Class Size:	Sub Strand: Career Pathways and Opportunities	
Content Standard: B9.6.1.1 Demonstrate understanding about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals		Indicator: B9.6.1.1.1: Describe how the changing nature of the workplace can bring about global competition and technology	Lesson: 1 of 1
Performance Indicator: Learners can describe how the changing nature of the workplace can bring about global competition and technology		Core Competencies: Communication and Collaboration (CC), Critical Thinking and Problem Solving (CP), Creativity and Innovation (CI)	
Reference: Career Technology Curriculum Pg. 115			
New words: Automation, Robots, Drones, Machines			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Introduce the topic by discussing the concept of workplace changes and their impact on global competition and technology.</p> <p>Ask learners if they have heard about automation, ICT, robots, drones, or machines being used in workplaces and how they think these changes affect businesses.</p> <p>Share performance indicators with learners.</p>		
PHASE 2: NEW LEARNING	<p>Define key terms such as automation, ICT, robots, drones, and machines.</p> <p>Explain how these technologies are transforming workplaces and industries.</p> <p>Discuss how automation increases efficiency and productivity, leading to cost savings and improved quality.</p> <p>Explain the role of ICT in enabling global connectivity, communication, and data management.</p> <p>Explore how robots and drones are used in various sectors like manufacturing, logistics, healthcare, and agriculture.</p> <p>Discuss the benefits and challenges of using machines in different work environments.</p> <p>Divide learners into groups and assign each group one of the workplace changes (automation, ICT, robots, drones, machines) to research.</p>	Charts and pictures	

	<p>Instruct them to gather information from various sources such as articles, case studies, and industry reports.</p> <p>Have each group prepare a presentation highlighting the impact of their assigned workplace change on global competition and technology.</p> <p>After the presentations, facilitate a group discussion on the similarities and differences in the impacts of each workplace change.</p> <p>Encourage learners to share their insights, ask questions, and discuss the implications of these changes on future careers and industries.</p>	
<p>PHASE 3: REFLECTION</p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	

THIRD TERM

WEEKLY LESSON NOTES

WEEK 8

Week Ending:	Day:	Subject: Career Technology	
Duration: 60MINS		Strand: Entrepreneurial Skills	
Class: B9	Class Size:	Sub Strand: Career Pathways and Opportunities	
Content Standard: B9.6.1.1 Demonstrate understanding about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals		Indicator: B9.6.1.1.2: Analyse the value of work to the individual and society in general	Lesson: 1 of 1
Performance Indicator: Learners can analyse and report the value of work to the individual and society in general,		Core Competencies: Communication and Collaboration (CC), Critical Thinking and Problem Solving (CP), Creativity and Innovation (CI)	
Reference: Career Technology Curriculum Pg. 116			
New words: Personal Development, Financial Stability, Economic Contribution, Social Value			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Begin with a brainstorming session where learners discuss their understanding of the value of work.</p> <p>Encourage them to think about how work benefits them personally and contributes to society.</p> <p>Share performance indicators with learners.</p>		
PHASE 2: NEW LEARNING	<p>Discuss the importance of work for personal development, financial stability, and self-esteem.</p> <p>Highlight how work provides opportunities for skill development, career advancement, and fulfillment of personal goals.</p> <p>Explain how work contributes to the economy by creating goods and services, generating income, and promoting innovation.</p> <p>Discuss the social value of work in terms of building communities, fostering collaboration, and addressing societal needs.</p> <p>Present case studies or real-life examples of individuals who have found meaning and fulfillment through their work.</p> <p>Facilitate a discussion on the positive impact of work on individuals' lives, such as improving mental well-being and promoting social inclusion.</p>	Charts and pictures	

	<p>Divide learners into groups and assign each group a specific aspect of the value of work (e.g., economic, social, personal).</p> <p>Instruct them to create posters or presentations highlighting key points and examples related to their assigned aspect.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. How has work contributed to your personal growth and development? 2. In what ways do you think your work or future career can benefit society? 3. What motivates you to work, and how does work fulfill your aspirations and goals? 4. How can individuals and society ensure that work remains meaningful and fulfilling for everyone? 	
<p>PHASE 3: REFLECTION</p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	

Week Ending:	Day:	Subject: Career Technology	
Duration: 60MINS		Strand: Entrepreneurial Skills	
Class: B9	Class Size:	Sub Strand: Career Pathways and Opportunities	
Content Standard: B9.6.1.1 Demonstrate understanding about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals		Indicator: B9.6.1.1.2: Analyse the value of work to the individual and society in general	Lesson: 1 of 1
Performance Indicator: Learners can discuss the advantages and disadvantages of working for self and others		Core Competencies: Communication and Collaboration (CC), Critical Thinking and Problem Solving (CP), Creativity and Innovation (CI)	
Reference: Career Technology Curriculum Pg. 116			
New words: Autonomy, Job Security, Entrepreneurship, Career Growth			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Begin with a brainstorming session where learners list the advantages and disadvantages of working for oneself (self-employment) and working for others (employment by an organization).</p> <p>Encourage them to think about personal experiences or observations related to these aspects.</p> <p>Share performance indicators with learners.</p>		
PHASE 2: NEW LEARNING	<p>Discuss autonomy and flexibility in decision-making and work schedule.</p> <p>Highlight the potential for higher income and entrepreneurship opportunities.</p> <p>Explain the sense of ownership and control over one's work and business direction.</p> <p>Discuss the challenges of financial instability, irregular income, and managing business risks.</p> <p>Highlight the responsibility of handling all aspects of the business, including marketing, finances, and operations.</p> <p>Explain the potential for longer working hours and work-life balance issues.</p> <p>Discuss the benefits of a stable income, employee benefits, and job security.</p> <p>Highlight opportunities for career growth, training, and professional development.</p>	Charts and pictures	

	<p>Explain the support and resources provided by organizations, such as infrastructure and mentorship.</p> <p>Discuss limitations in decision-making and creativity due to organizational policies and hierarchy.</p> <p>Highlight potential job dissatisfaction, lack of control over work assignments, and office politics.</p> <p>Explain the risk of layoffs, restructuring, or job insecurity in certain industries.</p> <p>Divide learners into two groups: one supporting the advantages of working for self and the other supporting the advantages of working for others.</p> <p>Have each group prepare arguments and counterarguments based on the advantages and disadvantages discussed earlier.</p> <p>Conduct a debate or structured group discussion where learners present their arguments and respond to opposing viewpoints.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. What are some personal experiences or observations that influenced your understanding of self-employment and traditional employment? 2. How do you think the advantages and disadvantages of working for self and others impact individuals' career choices? 3. Can individuals combine elements of self-employment and traditional employment in their career paths? Discuss potential hybrid models. 4. What advice would you give to someone considering self-employment or traditional employment based on your reflections and learning in this lesson? 	
<p>PHASE 3: REFLECTION</p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	

THIRD TERM

WEEKLY LESSON NOTES

WEEK 9

Week Ending:	Day:	Subject: Career Technology	
Duration: 60MINS		Strand: Entrepreneurial Skills	
Class: B9	Class Size:	Sub Strand: Career Pathways and Opportunities	
Content Standard: B9.6.1.1 Demonstrate understanding about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals		Indicator: B9.6.1.1.3: Develop a career plan that would assist in the transition from school to eventual entry into a career option	Lesson: 1 of 1
Performance Indicator: Learners can discuss the need for a career plan		Core Competencies: Communication and Collaboration (CC), Critical Thinking and Problem Solving (CP), Creativity and Innovation (CI)	
Reference: Career Technology Curriculum Pg. 116			
New words: Career Planning, Goal Setting, Self-Assessment, Exploration			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Begin with a brief discussion on what a career plan is and why it might be important.</p> <p>Ask learners to share their thoughts on planning for their future careers.</p> <p>Share performance indicators with learners.</p>		
PHASE 2: NEW LEARNING	<p>Define career planning as the process of setting career goals, identifying skills and interests, and creating a roadmap for achieving professional success.</p> <p>Explain that a career plan helps individuals make informed decisions about their education, training, job choices, and long-term career path.</p> <p>Discuss how a career plan provides clarity and direction, helping individuals stay focused on their goals and aspirations.</p> <p>Highlight the role of a career plan in maximizing opportunities, making strategic career moves, and adapting to changes in the job market.</p> <p>Explain that a well-thought-out career plan can lead to job satisfaction, personal growth, and financial stability.</p> <p>Guide learners through a self-assessment exercise where they identify their strengths, interests, values, and career goals.</p>	Charts and pictures	

	<p>Encourage them to set short-term and long-term career goals based on their self-assessment.</p> <p>Provide resources or tools for learners to explore different career options, industries, and job roles that align with their interests and goals.</p> <p>Discuss the importance of researching potential careers, networking, and gaining relevant experience through internships or part-time jobs.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. Why is it important to have a clear career plan? 2. What are some benefits of setting specific career goals? 3. How can self-assessment help you make informed career decisions? 4. What steps will you take to explore and pursue your chosen career path? 	
<p>PHASE 3: REFLECTION</p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	

Week Ending:	Day:	Subject: Career Technology	
Duration: 60MINS		Strand: Entrepreneurial Skills	
Class: B9	Class Size:	Sub Strand: Career Pathways and Opportunities	
Content Standard: B9.6.1.1 Demonstrate understanding about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals		Indicator: B9.6.1.1.3: Develop a career plan that would assist in the transition from school to eventual entry into a career option	Lesson: 1 of 1
Performance Indicator: Learners can identify and discuss the steps in an effective career plan		Core Competencies: Communication and Collaboration (CC), Critical Thinking and Problem Solving (CP), Creativity and Innovation (CI)	
Reference: Career Technology Curriculum Pg. 116			
New words: Career Planning, Goal Setting, Self-Assessment, Exploration			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Begin with a brief review of the importance of having a career plan from the previous lesson.</p> <p>Ask learners to brainstorm and list potential steps they think are involved in creating an effective career plan.</p> <p>Share performance indicators with learners.</p>		
PHASE 2: NEW LEARNING	<p>Explain the importance of exploring various career options based on learners' interests, skills, and aspirations.</p> <p>Guide learners to research different industries, job roles, and career paths to broaden their understanding of available opportunities.</p> <p>Discuss the significance of prioritizing career goals based on short-term and long-term objectives.</p> <p>Encourage learners to consider factors such as personal interests, growth opportunities, work-life balance, and financial goals.</p> <p>Teach learners how to evaluate and compare different career options by considering factors like job responsibilities, salary, job outlook, and required qualifications.</p> <p>Discuss the importance of gathering information through informational interviews, job shadowing, or online research.</p> <p>Explore additional factors that may influence career decisions, such as location, company culture, opportunities</p>	Charts and pictures	

	<p>for advancement, and work environment.</p> <p>Guide learners through the process of making an informed career choice based on their research, assessments, and evaluations.</p> <p>Discuss the importance of setting SMART (Specific, Measurable, Achievable, Relevant, Time-bound) goals to guide career progress.</p> <p>Divide learners into groups and assign each group a step in the effective career planning process.</p> <p>Instruct them to create presentations or posters outlining the key elements and strategies for their assigned step.</p> <p>Allow time for groups to present their findings and facilitate discussions on each step.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. How did you prioritize your career goals during the activity? Did you encounter any challenges in decision making? 2. What strategies did you find most helpful in comparing and evaluating different career options? 3. How will you incorporate feedback and insights from today's lesson into your personal career planning process? 4. What are your next steps in implementing your action plan for developing an effective career plan? 	
<p>PHASE 3: REFLECTION</p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	