

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

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

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Content Standard: B8.5.2.2 Demonstrate knowledge and skills of Designing	Indicator: B8. 5.2.1.7: Demonstrate basic skills in cutting out designs without patterns in SEWING	Lesson: 2 of 2
Performance Indicator: Learners can apply skills in freehand cutting to make a skirt or blouse		Core Competencies: CP 6.5: CI 5.4: CI 5.2: CI 6.10:
Reference: Career Technology Curriculum Pg. 67		
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	Show different cutting techniques, such as curved cuts, straight cuts, and angular cuts, using fluid motions and maintaining a steady hand. Encourage learners to observe the hand movements closely. Discuss with learners how to make freehand cutting. To make freehand cutting, you will have to: <i>1. Visualize the kind of garment you intend to sew e.g. shirt or blouse.</i> <i>2. Make a sketch of a specific style of the garment on paper.</i> <i>3. Make reference to the body measurements of the wearer of the garment.</i> <i>4. Estimate the quantity of fabric required for the garment based on the measurements.</i> <i>5. Use the appropriate tools to cut out the design on fabric according to specific style and measurements given.</i> Distribute fabric pieces to each student, ensuring they have enough for experimentation. Learners discuss the guidelines for freehand cutting. e.g., <i>1. Iron out all creases from the fabric to enable it to lie flat when folded.</i> <i>2. Take note of faults on the fabric and mark them so that they can be avoided when cutting out.</i> <i>3. Grain the fabric to make sure that the warp and weft threads are right angles to each other.</i> <i>4. Mark total length on the fabric with a piece of chalk and some allowance of about 10cm to the finished length of the dress for a hem and seam allowance.</i> Instruct learners to select a design or pattern of their choice and begin marking the fabric using the measuring tape and chalk or fabric marker. Encourage them to be creative and experiment with different shapes and curves.	Pictures and charts of food

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