

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: 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: CC 8.2: Explain ideas in a clear order with relevant details:
Reference: Career Technology Curriculum Pg. 58		
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>Learners in groups research in groups, the various career pathways and opportunities in catering.</p> <ul style="list-style-type: none"> • <i>Chef/Caterer</i> • <i>Sous Chef</i> • <i>Catering Manager</i> • <i>Event Planner</i> • <i>Pastry Chef/Baker</i> • <i>Sommelier</i> <p>Have learners Discuss each role's responsibilities, skills, and typical career trajectory.</p> <p>Divide learners into groups. Assign each group a different career role.</p> <p>Each group creates a presentation explaining the role's responsibilities and skills needed, and how one might acquire these skills.</p> <p>Discuss culinary schools, vocational training programs, apprenticeships, and on-the-job training opportunities.</p> <p>Discuss certifications relevant to the catering industry.</p> <p><u>Assessment</u> Each learner picks a specific catering career they're interested in.</p>	Pictures and charts

	<p>Research that career in depth, including job outlook, salary, and education requirements.</p> <p>Prepare a short presentation on their findings for the next class.</p>	
<p>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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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>Learners in groups research in groups, the various career pathways and opportunities in catering.</p> <ul style="list-style-type: none"> • <i>Fashion Designer</i> • <i>Tailor/Dressmaker</i> • <i>Costume Designer</i> • <i>Alterations Specialist</i> • <i>Upholsterer</i> • <i>Pattern Maker</i> <p>Have learners Discuss each role's responsibilities, skills, and typical career trajectory.</p> <p>Divide learners into groups. Assign each group a different career role.</p> <p>Each group creates a presentation explaining the role's responsibilities and skills needed, and how one might acquire these skills.</p> <p>Discuss fashion/design schools, vocational training programs, apprenticeships, and on-the-job training opportunities.</p> <p>Discuss certifications relevant to the sewing industry.</p> <p><u>Assessment</u> Each learner picks a specific sewing career they're interested in. Research that career in depth, including job outlook, salary, and education requirements.</p>	Pictures and charts	

	Prepare a short presentation on their findings for the next class.	
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.	