

THIRD TERM

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>	

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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? 	
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