THIRD TERM
WEEKLY LESSON NOTES
WEEK 10

Week Ending: 18th NOV, 2022		Day:		Subject: Career Technology	
Duration: 60MINS				Strand: Entrepreneurial Skills	
Class: B7		Class Size:		Sub Strand: Career Pathways & Career Opportunities	
Content Standard: B7.6.1.1 Demonstrate awareness of own learning styles, interests, biases, beliefs and reasons for pursuing Career Technology		Indicator: B7. 6.1:1.1: Evaluate own learning styles, interests and reasons for pursuing Career Technology			Lesson: 1 of 2
Performance Indicator: • Learners can evaluate own learning styles, interests and reasons for pursuing Career Technology.				Core Competencies: CP 6.5: CI 5.4: CI 5.2: CI 6.10:	
Reference: Career Technology Curriculum Pg. 37					
Keywords: Career pathways, career opportunities, learning styles, interest, pursuing a career, stereotyping					

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**	Think, pair, share with whole class own learning styles, interests and reasons for pursuing Career Technology. Guide learners to examine own biases and beliefs as male or female about some vocations in career technology. • How would this affect your future? - Women are not to offer courses such as Building Construction, Mechanical Engineering, Carpentry, Plumbing etc. - Men are not supposed to study courses such as Food and Nutrition, Sewing, Home Management, Hair Dressing etc. • How will this self-evaluation help your future career? Show pictures or slides on women doing male dominated jobs and men doing female dominated jobs. Lead a class discussion on the pictures. Invite a role model of a woman engineer or a male chef to talk to learners. Discuss how stereotyping can affect learners' future careers. E.g. stereotypes about some jobs being for only males or females may affect learners getting careers of their choice. It will limit their aspiration of doing certain jobs. Assessment Learners to find out from the community and other sources the following:	Pictures and charts of food

	• the various jobs being done by both females and males, • jobs done solely by males and those solely by females Explain why some jobs are done by only males and others by only females	
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: 18th NOV, 2022		Day:		Subject: Career Technology	
Duration: 60MINS				Strand: Entrepreneurial Skills	
Class: B7		Class Size:		Sub Strand: Career Pathways & Career Opportunities	
Content Standard: B7.6.1.1 Demonstrate awareness of own learning styles, interests, biases, beliefs and reasons for pursuing Career Technology		Indicator: B7. 6.1:1.1: Evaluate own learning styles, interests and reasons for pursuing Career Technology			Lesson: 1 of 2
Performance Indicator: • Learners can evaluate own learning styles, interests and reasons for pursuing Career Technology.				Core Competencies: CP 6.5: CI 5.4: CI 5.2: CI 6.10:	
Reference: Career Technology Curriculum Pg. 37					
Keywords: Career pathways, career opportunities, learning styles, interest, pursuing a career, stereotyping					

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**	Think, pair, share with whole class own learning styles, interests and reasons for pursuing Career Technology. Guide learners to examine own biases and beliefs as male or female about some vocations in career technology. • How would this affect your future? - Women are not to offer courses such as Building Construction, Mechanical Engineering, Carpentry, Plumbing etc. - Men are not supposed to study courses such as Food and Nutrition, Sewing, Home Management, Hair Dressing etc. • How will this self-evaluation help your future career? Show pictures or slides on women doing male dominated jobs and men doing female dominated jobs. Lead a class discussion on the pictures. Invite a role model of a woman engineer or a male chef to talk to learners. Discuss how stereotyping can affect learners' future careers. E.g. stereotypes about some jobs being for only males or females may affect learners getting careers of their choice. It will limit their aspiration of doing certain jobs. Assessment Learners to find out from the community and other sources the following: • the various jobs being done by both females and males, • jobs done solely by males and those solely by females	Pictures and charts of food

	Explain why some jobs are done by only males and others by only females	
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.	