

THIRD TERM

WEEKLY LESSON NOTES

WEEK 7

Week Ending: 11-08-2023	Day:	Subject: Career Technology
Duration: 60MINS		Strand: Designing & Making Of Artefacts
Class: B8	Class Size:	Sub Strand: Making Sewing Artefacts
Content Standard: B8.5.4.1 Demonstrate understanding of designing artefacts/ products, and models and table setting.	Indicator: B8.5.4.1.2: Demonstrate skills in making sewing artefacts/products using seams and arrangement of fullness	Lesson: 1 of 2
Performance Indicator: Learners can demonstrate skills in making sewing artefacts/products using seams and arrangement of fullness		Core Competencies: CC 8.2: Explain ideas in a clear order with relevant details:
Reference: Career Technology Curriculum Pg. 71-72		
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>Introduce different types of basic seams, such as open/plain, French, run and fell/machine fell.</p> <p>Provide fabric samples and demonstrate each seam technique.</p> <p>In pairs or individually, ask students to create specimen samples of the basic seams using the provided fabric samples.</p> <p>Provide students with a blouse or shirt pattern and fabric.</p> <p>Guide students through the process of putting the parts together and sewing, starting with joining the shoulders and then the sides.</p> <p>Assist students as needed and encourage them to pay attention to the accuracy of their seams.</p> <p>Allow students to display their sewn articles, showcasing the different types of seams used.</p> <p>Conduct a class appraisal session where students can examine and provide constructive feedback on each other's work.</p> <p><u>Assessment</u></p> <p>1. What are some examples of basic seams used in sewing?</p>	Fabrics, pictures and charts

	<p>2. Can you explain the process of creating an open/plain seam?</p> <p>3. What is the purpose of a French seam, and when is it commonly used?</p> <p>4. In pairs or individually, create specimen samples of the basic seams using the provided fabric samples.</p> <p>5. How did you ensure the accuracy of your seams while sewing the blouse or shirt?</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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Performance Indicator: Learners can demonstrate skills in making sewing artefacts/products using seams and arrangement of fullness		Core Competencies: CC 8.2: Explain ideas in a clear order with relevant details:
Reference: Career Technology Curriculum Pg. 71-72		
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	<p>Introduce basic methods of arranging fullness in sewing, such as gathering, darts, ruching, shirring, ruffles, smocking, and pleats.</p> <p>Discuss the purpose of each method and factors to consider when choosing them, such as the purpose of the article and fabric type.</p> <p>Provide fabric samples and demonstrate techniques such as darts and gathering for arranging fullness.</p> <p>In pairs or individually, ask students to create specimen samples of arrangement of fullness using the provided fabric samples.</p> <p>Allow students to display their specimens or samples of arrangement of fullness.</p> <p>Conduct a class appraisal session where students can examine and provide constructive feedback on each other's work.</p> <p>Encourage students to discuss the effectiveness of the chosen methods and their suitability for different fabric types and purposes.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. Name some methods used to arrange fullness in sewing. 2. What factors should be considered when choosing a method for arranging fullness in sewing? 3. Demonstrate how to create a dart and explain its purpose in garment construction. 	Fabrics, pictures and charts

	4. In pairs or individually, create specimen samples of arrangement of fullness using the provided fabric samples.	
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.	