

CAREER AND TECHNICAL EDUCATION (CTE)

Grade 7

Teacher's Guide



FEDERAL DEMOCRATIC REPUBLIC OF ETHIOPIA
MINISTRY OF EDUCATION

Teacher's Guide

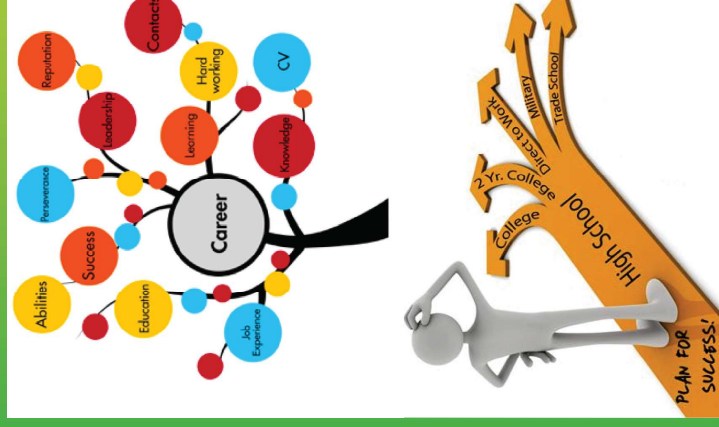
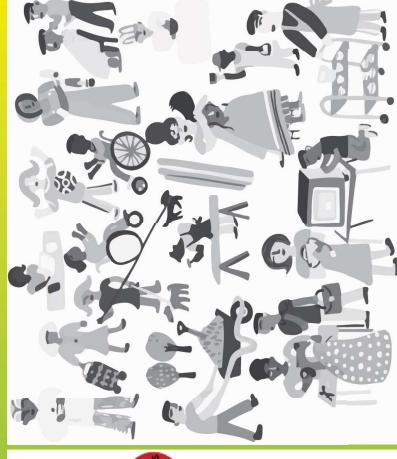
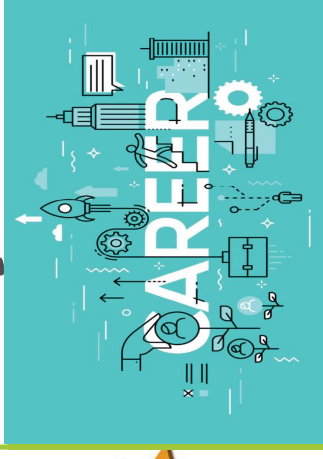
Grade 7

CTE



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Teacher's Guide Grade 7



FEDERAL DEMOCRATIC REPUBLIC OF ETHIOPIA
MINISTRY OF EDUCATION

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FEDERAL DEMOCRATIC REPUBLIC OF ETHIOPIA
MINISTRY OF EDUCATION

**IN COLLABORATION WITH
HAWASSA UNIVERSITY**

**CAREER & TECHNICAL
EDUCATION (CTE)
TEACHER'S GUIDE
GRADE 7**

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INTRODUCTION

This Teacher's Guide book is prepared to assist teachers of Grade 7 Career and Technical Education in planning, organizing, delivering of the contents and activities, and assessing students. It guides the teachers to develop student competencies through providing:

- Relevant and basic concepts and skills of Career and Technical Education
- Understanding and appreciation of work
- Approaches to enhance the students' career development in the future
- Information to develop soft skills/employability skills
- Information to develop creative and problem solving abilities
- Information to acquaint students with areas of employment opportunities

Within these general objectives, this Teacher's Guide aims at assisting teachers in the design and application of various teaching-learning methods, strategies, and learning support materials that teachers may alternatively use in the teaching-learning activity. This teacher's guide also support teachers' effort to guide students through the activities and assessment schemes to develop the competencies indicated in each unit to the level required.

GENERAL INFORMATION FOR THE TEACHER

The General Education Curriculum Framework requires the employment of participatory teaching and learning approaches in which learners are at the centre of the process. Accordingly, the students' textbook and this teacher's guide are based on student-centred learning approach following active teaching-learning methodology as a strategy. You are required to use student-centred approach and active leaning strategies to facilitate student-empowered learning **through active participation expressed in terms of students' performing activities, answering questions, observing and reflecting, presenting, experience sharing, group working, etc.** It encourages students to have more responsibility for their learning. The student-

Teachers Guide

centred approach and active learning strategies also stimulate and motivate teachers as they foster interest and enjoyment, and enhance professional development.

Student-centred learning does not side-line or diminishes the role of teachers. Instead, it seeks to use teacher's expertise in different ways to increase student engagement. Teachers serve as facilitators and guiders for students decision-making and skills building. As a facilitator, your goal is to help students develop abilities to independently acquire knowledge and skills and to absorb the subject matter. This teacher's guide is to support teachers, not to stifle their creativity and innovation in using various teaching strategies. This guide must be used flexibly depending on the *level of understanding and composition of learners, teaching-learning circumstances in the locality, school and classroom setting.*

This teacher's guide is structured unit by unit in line with the textbook. For each unit, the competencies to be developed are indicated as a focal point to the entire teaching-learning process. Each unit in the teacher's guide follows the following structure.

Unit Overview- summarizes the contents of the unit.

The Teaching Learning Process - Presents the lesson's core activities, including instructions for setting up and presenting each lesson topic and every activity, in sequence. It includes sub-sections such as:

- **Suggested Teaching Methods** - For each topic, particular teaching methods which reflect the nature of the topic and the student-centred approach are suggested. You can use question and answer, group work, discussion, presentation as methods of delivery. Teaching methods may vary depending on the nature of students, the topic's subject and activities. Thus, you have to use the appropriate teaching-learning support materials based on the nature of the lesson (appropriateness or relevance) and understanding capability and composition of students.
- **Suggested Learning Support Materials** - suggests the learning support materials you may prepare or obtain before class time. The learning support materials vary from lesson to lesson and composition of students. Thus, you have

to prepare or select the appropriate teaching-learning support materials based on the nature of the lesson (appropriateness or relevance) and understanding capability and composition of students. You can use pictures, drawings, samples, hand outs, textbooks, and etc.

Lesson Preparation: Please know that teaching is a three-phase activity: preparation, delivery and assessment. Lesson preparation is the first phase in which you get ready for teaching before coming to the classroom. It involves preparing lesson plans, selecting content and appropriate methods, materials, classroom activities, and assessments and organization in advance.

Lesson presentation: In this activity, the lesson is presented to the class as a whole. Usually this task is performed by the teacher, but can be performed by a guest speaker or assigned students.

Evaluation and follow-up: This activity consists of continuous assessment during class time, supplemented with further evaluations before and/or after class. Direct observation, question and answer, quizzes, tests, homework, mid-semester examinations and final examinations could be used as assessment tools. You can arrange a discussion session on assignments and tests to provide feedback to the students to identify their performance and to boost their understanding.

You have to provide immediate feedback after the evaluation as a learning tool for the students. Based on the result, you can arrange other mechanisms to address those who performed less such as providing additional exercises to each student to raise them to the level required.

You remember that student centred learning considers learning as taking place in a constructive interaction between the students, subject matter (text book), support materials, and teachers. As a teacher that facilitates student learning, your role in the process is immense. When you use the suggested teaching methods, strategies and learning support materials, do not consider the suggestions stated above as mandatory instructions that you must adhere to. Thus, please consider this teacher's guide as a support material, assisting you and expanding your perspective, not as substitute to your creative and innovative teaching strategies you may develop in the process.

UNIT

1

INTRODUCTION TO CAREER AND TECHNICAL EDUCATION (CTE)

I.I. Unit Introduction

The primary objective of this unit is to familiarize students with the basic concepts of Career and Technical Education. As Grade 7 students, they do not have background knowledge in Career and Technical Education, the unit begins with brainstorming question followed by defining the concepts career, job, and technical education to familiarize the students.

The unit starts by a brainstorming question with the aim of making students to reflect their prior knowledge on the topics of the unit. Before presenting lessons, you have to first make students reflect on the brainstorming question which helps you identify whether the students are familiar or unfamiliar to the topics. This helps you to determine how you can approach the units in your presentation to the understanding level of your students.

The unit also includes activities; some to be done individually, some in group, either in the classroom or outside the classroom. You can use the activities as they are, or with modification, or adding your own activities depending on the students' composition, school, and local conditions. Remember that you have to use activities or adjust the suggested activities in the textbook in line with the local conditions as the local conditions may not have possibilities to use of the activities as they are. The suggested methods and support materials should also be aligned with the composition of the students, local and school conditions.

At the end of each unit, there are review questions to help students reflect on what they have learned in the classroom and outside the classroom whose possible answers are given at the end of the units in this teacher's guide. You can add your own review (assessment) questions if necessary.

1.2. Unit Outcomes

At the end of this unit, learners will be able to:

-  Define the concepts of career and job.
-  Describe Career and Technical Education.
-  List the importance of Career and Technical Education.

1.3. Main Contents

- ➔ Lesson 1: Meaning of Career and Job
- ➔ Lesson 2: Importance of Career and Technical Education

1.3.1. Lesson 1: Meaning of Career and Job

1.3.1.1 Competencies

At the end of the lesson, students will be able to demonstrate:

- Describing the concepts career, job and technical education.
- Identifying the differences and relations between career and job.

1.3.1.2 Lesson Overview

In this lesson, students learn the meaning of career, job and the differences and relationships between career and job. To start with, a brainstorming question is given which you should ask students to reflect their prior knowledge on the lesson. Make students answer the brainstorming question so that you can identify the students'

background knowledge as a starting point for your presentation. Building upon the students' reflection, you can present the contents in the text. A brief definition of career is given at the beginning of the lesson. You are expected to provide the students with different working definitions of the term to build the students' perspectives. Do not limit yourself to the definitions provided in the textbook. You can also start your explanation of the concepts by posing questions to the students. You can also develop your own strategy of starting the lesson.

Regarding the learning activities, you can use the student activities in the textbook as they are, or you can modify or develop additional activities you believe are relevant and applicable to the school and local situations.

For example, some activities may not be applicable in urban or rural areas; some practical activities may not be performed by students with disabilities. In these situations, you have to adjust the activities to fit the nature of the situation and students.

1.3.1.3 Teaching-learning process

It is the arrangement of the environment within which the students can interact with the teacher, to each other and learning materials and activities. It constitutes the following.

1. **Suggested Teaching Methods:** Decide the active learning methods you want to use considering the nature of the lesson, composition of students – fast, medium, and slow learners, and students with special needs (physical, visual, and hearing impairment) when to use each before, while, and after presenting the lesson. We suggest the following methods for this lesson:
 - **Brainstorming:** Asking the brainstorming questions before your presentation to know the prior knowledge of students on the topic. Check that each student attempts the brainstorming questions.

- **Explanation (lecture):** You elaborate concepts with examples, orally, or in writing, or showing pictures, etc., or in combination.
- **Pair/small-group work:** To share understandings between students and to build different perspectives. You can use this method when you want to actively involve students in the activities before, while and at the end of the lesson.
- **Question and answer:** check students' understandings and whether the students are following the presentation and for summarizing the lesson. Adjust your questions based on different types of learners in the classroom.
- **Guest speaker:** You can invite experienced person from the locality with career success for initiating students to think of their future career. You can use this during the beginning, presentation or after the lesson.

2. Suggested Support Materials - any material you may use that support students to clearly understand concepts, skills and understandings of the lesson. Decide the support materials and activities you want to use considering the nature of the lesson, composition of students - fast, medium, slow learners, and students with special needs (physical, visual, and hearing impairment) when to use each before, while, and after presenting the lesson. We suggest the following support materials for this lesson:

- Use pictures, photographs, drawings, etc. that reflect the culture of local communities.
- Use sign language interpreters (if available) for hearing impaired students, and appropriate materials for visually impaired students.
- Chalkboards or bulletin boards where you can post pictures related to career for students' viewing.
- Videos, recording devices, etc.

3. Lesson Preparation

- Read the textbook and other resources on career and technical education. Select your teaching methods, strategies, support materials and assessment tools before class.
- Prepare a lesson plan following the school's lesson plan format for each lesson as a guide to your presentation of the contents.

4. Lesson Presentation - the delivery phase of teaching. It involves:

- Introducing the Lesson:** Make the objectives of the lesson clear to the students - what is expected from them after completing the lesson. For example, you can ask students, questions on the lesson to air their understandings from their prior knowledge on the lesson. As they respond, note the level of their understanding on the concept.
- Presentation of the Lesson:** Use the teaching methods you already decided in the lesson plan. You can ask students open-ended questions at different points during your explanation to encourage them to participate.
- Summarize the lesson:** After finishing the presentation, review the key ideas and concepts of the lesson. You can also use pictures for summarizing the lesson.

5. Assessment and follow up: Check your students' understanding of the concepts, for example, by asking questions and giving them class activity. Based on the feedback, check that the objectives of the lesson are achieved. If not, determine what is not clear and plan for a remedial activity. You need to provide additional activities that fit the different composition of the students.

1.3.2. Lesson 2: Importance of Career and Technical Education

1.3.2.1 Competencies

At the end of the lesson, students will be able to demonstrate:

- Describing Career and Technical Education.
- Analyzing the importance of Career and Technical Education.

1.3.2.2 Lesson Overview

In this lesson, students learn about the nature of career and technical education and its importance to individuals and society. To start with, a brief definition of career and technical education is given at the beginning of the lesson. Following that, the importance of career and technical education is presented. You are expected to provide the students with different description of CTE to expand the students' perspectives. Do not limit yourself to the description provided in the textbook. You can start by asking students to describe CTE based on what they learned before. You can also develop your own strategy of starting the lesson. You can use the student activities in the textbook, or you can develop additional activities you believe that are relevant and applicable to the school and local situations.

1.3.2.3 Teaching-learning process

It incorporates students' interaction with the teacher, to each other, learning materials, and activities. It constitutes the following.

1. **Suggested Teaching Methods:** Decide the active learning methods you want to use considering the nature of the lesson, composition of students – fast, medium, slow learners, and students with special needs (physical, visual, and hearing impairment) when to use each before, while, and after presenting the lesson. We suggest the following methods for this lesson:

- **Explanation (lecture):** You elaborate what CTE is and its importance, orally or in writing, with examples, etc., or in combination.
 - **Pair/small-group work:** To share understandings between students and to build different perspectives.
 - **Question and answer:** check students' understandings and whether the students are following the presentation and summary.
 - **Guest speaker:** You can invite a person with a certain technical skill to talk to the class how he/she benefited from it.
2. **Suggested Support Materials** - any material you may use that support students to clearly understand concepts, skills, and understandings of the lesson. Decide the support materials you want to use considering the nature of the lesson, composition of students - fast, medium, slow learners, and students with special needs (physical, visual, and hearing impairment) when to use each before, while, and after presenting the lesson. We suggest the following support materials for this lesson:
- Chalkboard/whiteboard for writing notes,
 - Videos, recording devices, and internet websites (if available)

3. Lesson Preparation

- Read the textbook and other resources on career and technical education and its importance. Select your teaching methods, strategies, supporting materials, and assessment tools before class.
- Prepare a lesson plan following the school's lesson plan format as a guide to your presentation of the contents.

4. Lesson Presentation

It is the delivery phase of teaching. It involves:

- a. **Introducing the Lesson:** Make the objectives of the lesson clear to the students - what is expected from them after completing the lesson. As

they respond, note the level of their understanding on the concept.

- b. **Presentation of the lesson:** Use the teaching methods such as lecture, question and answer, discussion, group discussion using the textbook. You can also ask students open-ended questions at different points during your explanation to encourage them to participate.
- c. **Summarize the lesson:** After finishing the presentation, review the key ideas of the lesson.

5. Assessment and follow-up: Check your students' understanding of the concepts by asking questions and giving them class activity. Based on the feedback, check that the objectives of the lesson are achieved. You can use tests, classroom quizzes, etc., as assessment techniques. If not, determine what is not clear, and plan for a remedial activity. You can arrange discussion session with the students on their results as a follow-up of their performance. You need to provide additional activities that fit the different composition of the students.

Answers for the Unit 1 Review Questions

I. True or False Part

- a. False
- b. False
- c. False
- d. False
- e. False

II. Fill in the blanks with appropriate concepts.

- a) Career.....Job
- b) Career
- c) Career and Technical Education.

III. Answer the following question in writing.

- Job builds ones career, and career leads to job selection, and advancing in the job.

UNIT

2

**PERSONAL CAREER
SELECTION****2.1. Unit Introduction**

The primary objective of this unit is to familiarize students with the eight areas of CTE in Ethiopia to enable them identify their interests, abilities, and skills in their personal career selection through developing soft skills and personal profile.

The unit consists of three lessons. At the beginning of the unit, a brief introduction of the structure of CTE program in Ethiopia is highlighted. Before the description of the CTE areas, a brainstorming question is provided to involve students from the beginning. You can start the lesson with this brainstorming question. You can also develop your own way of starting the lesson.

The eight areas of Career and Technical Education program in Ethiopia are briefly described in the textbook. Brief descriptions are given for each of the eight areas, not for the sub-areas in each of them. Thus, you have to give brief descriptions of each sub-area on what they focus on with clear examples to make the students appreciate the sub-area's contribution to society.

The unit also includes activities; some to be done individually, some in group, either in the classroom or outside the classroom. You can use the activities as they are, or with modification, or adding your own activities depending on the students' composition, school, and local conditions. Remember that you have to use activities or adjust the suggested activities in the textbook in line with the local conditions as the local conditions may not have possibilities to use of the activities as they are. The suggested methods and support materials should also be aligned with the composition of the students, local and school conditions.

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At the end of the unit, there are review questions and assignments to help students reflect on what they have learned in and outside the classroom. You can provide additional questions and exercises as you deem it necessary.

2.2. Unit Outcomes

At the end of this unit, learners will be able to:

- ✂ Identify the eight Career and Technical Education areas.
- ✂ Describe soft skills.
- ✂ Prepare personal profile appropriately.

2.3. Main Contents

- ➔ Career and Technical Education Areas in Ethiopia
- ➔ Soft Skills
- ➔ Personal Profile Development

2.3.1. Lesson 1: Career and Technical Education Areas in Ethiopia

2.3.1.1 Competencies

- Identify the eight areas of Career and Technical Education.

2.3.1.2 Lesson Overview

In this lesson, the eight areas in Career and Technical Education program in Ethiopia are identified, with sub specializations within each area. To start with, a brief description of each of the eight areas is provided to familiarize the students with the nature of the areas and identify the sub-areas within each of the eight areas. No description is given for the sub-areas. You are expected to provide the students with the description of each sub-area referring different sources focusing on what

each sub-area deals with. For example, one of the sub-areas is automotive technology which deals with the manufacture of cars such as automobiles, trucks, rails, tractors, car engines, etc. You can follow the descriptions with asking students to name the kinds of cars they use for coming to school for appreciating the value of automotive technology. You can do the same for all the sub-areas emphasizing their usefulness to individuals and society. Use the activities included in the textbook or your own to involve the students to understand the lesson.

2.3.1.3 Teaching-learning process

Is the arrangement of the environment within which the students can interact with the teacher, to each other, and learning materials, and activities they are doing to learn. It constitutes the following.

1. **Suggested Teaching Methods:** Decide the active learning methods you want to use considering the nature of the lesson, composition of students - fast, medium, slow learners, and students with special needs (physical, visual, and hearing impairment) when to use each method before, while, and after presenting the lesson. We suggest the following methods for this lesson:
 - **Brainstorming:** Asking the brainstorming questions before your presentation to know the prior knowledge of students on the topic. Check that each student attempts the brainstorming question.
 - **Explanation (lecture):** You elaborate concepts with examples, orally, or in writing, or showing pictures, etc., or in combination.
 - **Pair/small-group work:** To share understandings between students and to build different perspectives. You can use this method when you want to actively involve students in the activities before, while and at the end of the lesson.
 - **Question and answer:** check students' understandings and whether the students are following the presentation and for summarizing the lesson. Adjust your questions based on different types of learners in the classroom.

- **Guest speaker:** You can invite experienced person from the locality with career success for initiating students to think of their future career. You can use this during the beginning, presentation and after the lesson.
2. **Suggested Support Materials** – Decide the support materials you want to use considering the nature of the lesson, composition of students – fast, medium, slow learners, and students with special needs (physical, visual and hearing impairment) when to use each before, while and after presenting the lesson. We suggest the following support materials for this lesson:
- Pictures related to the eight areas and sub-areas. Use Pictures, photographs, drawings, etc. that reflect the culture of local communities.
 - If there are students who need special attention such as visually impaired, etc., you need to use support materials that fits those students.
 - Chalkboards or bulletin boards where you can post pictures related to career and job for visual learner students are required.
3. **Lesson Preparation**
- Read the textbook and other resources on career and technical education areas and sub-areas. Select the active-learning methods, support materials, and assessments that you want to use during the lesson.
 - Prepare a Lesson Plan in accordance with the schools lesson plan format for the lesson as a guide to your presentation of the contents.
4. **Lesson Presentation** – is the delivery phase of teaching.
- a. **Introducing the Lesson**
 - Make the objectives of the lesson clear to the students – what is expected from them after completing the lesson. Make the students brainstorm about CTE areas or ask them questions on the lesson. As they respond, note the level of their understanding of the concept.
 - b. **Main Body of the Lesson**
 - Use the teaching methods you already decided in the lesson plan. Explain the different CTE areas and sub-areas with examples. You

can use methods such as question and answer, lecturing, discussion, student reflections. You can also ask students open-ended questions at different points during your explanation to encourage them to participate.

- c. **Summarize the lesson:** Review the key ideas and concepts at the end of the lesson. You can also use pictures for summarizing the lesson.

5. **Assessment and follow up:** Check your students' understanding of the content of the lesson by asking oral or written questions (tests and quizzes), and giving them classwork. Based on the feedback, check that the objectives of the lesson are met. If not, determine what is not clear and plan for a remedial activity. You need to provide additional activities that fit the different composition of the students.

2.3.2. Lesson 2. Soft Sills

2.3.2.1 Competencies

- Describe soft skills.
- Describe creative thinking and problem solving skills.

2.3.2.2 Lesson Overview

In this lesson, students familiarize themselves with concept of soft skills. The purpose of familiarizing soft skills is to make students understand that developing soft skills is crucial to build productive relationships among people in their everyday life interaction. The lesson starts by describing soft skills. Types of soft skills are also highlighted emphasizing on two important soft skills - creative thinking and problem solving skills.

Student activities to be done in or outside the classroom are provided in the lesson for involving students to better understand the contents of the lesson. Use the activities as they are or with modification or develop your own activities considering school and local conditions. You are expected to provide brief descriptions for soft skills

such as self-awareness, time management, etc., and examples for each of the types of soft skills mentioned in the textbook.

You need to elaborate the two important soft skills - creative thinking and problem solving with examples and practical activities that stimulate students understanding of the two skills. You can use Activity 6 in the textbook to make the students realize the importance of the two soft skills. Give examples to show the relationship between creative thinking and problem solving.

2.3.2.3 Teaching-learning process

It is the arrangement of the environment within which the students can interact with the teacher, to each other, and learning materials and activities they are doing to learn. It constitutes the following.

1. **Suggested Teaching Methods:** use a variety of active-learning methods such as group work discussion, student reflection, brainstorming to encourage students' involvement in the teaching-learning process. You need to decide the active learning methods you want to use considering the nature of the lesson and student composition and time to use them. We suggest the following methods for this lesson:
 - **Brainstorming question:** you can develop a brainstorming question to make students air their view before going to the lesson. You can adjust your presentation based on the response you obtained.
 - **Explanation (lecture)** - you elaborate the nature of soft skills, their importance and relationships. Use practical example of hard and soft skills, creative thinking, and problem solving.
 - **Pair/small-group discussion:** It is to share understandings between students and to build different perspectives. Activities requiring students to work in pairs or groups are provided in the textbook.

- **Question and answer:** check students' understandings and whether the students are following the presentation. You can also use this method to summarize the lesson at the end of your presentation.
2. **Suggested Learning Support Materials** – are any material you may use that support students to familiarize with soft skills. We suggest the following support materials for this lesson:
- Pictures (photos) of some soft skills can be useful such as the following for teamwork soft skill.



- Chalkboards or bulletin boards where you can post pictures, elaboration materials for student observation.
 - **Videos:** You can also show videos on some soft skills in the classroom from the internet (if possible).
3. **Lesson preparation**
- Read the textbook and other resources on soft skills, creative thinking, and problem solving. Decide the active-learning methods, materials, and evaluation techniques that you want to use during the lesson before coming to class.
 - Prepare a lesson Plan.
4. **Lesson Presentation- is the delivery phase of teaching.**
- a. **Introducing the Lesson**
 - Make the objectives of the lesson clear to the students - what is expected from them after completing the lesson.
 - Make the students brainstorm about soft skills. As they respond, note the level of their understanding on soft skills.
 - b. **Main Body of the Lesson:** Use the teaching methods you already decided

in the lesson plan, for example,

- Explanation on the nature of soft skills with examples. You can ask students open-ended questions at different points during your explanation to encourage them to participate.
- c. **Summarize** the lesson after finishing the presentation. Review the key ideas and concepts of the lesson.
- d. **Assessment and follow-up:** Check your students' understanding of the lesson content by asking oral or written questions (test, and quizzes) and giving them classwork and reading assignments. Based on the feedback, check that the objectives of the lesson are met. If not, determine what is not clear and plan for a remedial activity considering the students condition.

2.3.3. Lesson 3: Personal Profile Development

2.3.3.1 Competencies

- Students will be able to prepare personal profile.

2.3.3.2 Lesson Overview

In this lesson, students learn what personal profile means and how to prepare personal profile. The purpose of the lesson is to make students know themselves and communicate their personal information to others for useful purpose. The lesson presents what personal profile means, what information is included in personal profile, and how to prepare personal profile.

The lesson starts by a brainstorming question to make students exercise describing themselves with each other by involving them from the very beginning of the lesson. Student activities to be done in or outside the classroom are also provided for involving students to better understand the contents of the lesson. Use the activities in the textbook as they are or with modification or develop your own activities considering the composition of the students, school, and local conditions.

2.3.3.3 Teaching-learning process

The students can interact with the teacher, to each other and learning materials and activities they are doing to learn. It constitutes the following.

1. **Suggested teaching methods:** use a variety of active-learning methods to encourage students' involvement in the teaching-learning process. You need to decide the active learning methods you want to use considering the nature of the lesson and when to use each before, while, and after presenting the lesson. We suggest the following methods for this lesson:
 - **Brainstorming:** Asking the brainstorming questions before your presentation to know the prior knowledge of students on the topic. Check that each student attempts the brainstorming question.
 - **Explanation (lecture):** You elaborate concepts with examples, orally, or in writing, or showing pictures, etc., or in combination.
 - **Pair/small-group work:** To share understandings between students and to build different perspectives. You can use this method when you want to actively involve students in the activities before, while and at the end of the lesson.
 - **Question and answer:** check students' understandings and whether the students are following the presentation and for summarizing the lesson. Adjust your questions based on different types of learners in the classroom.
 - **Guest speaker:** You can invite experienced person from the locality with career success for initiating students to think of their future career. You can use this during the beginning, presentation after the lesson.
 - **Individual practice:** you can ask students to prepare their own personal profile in writing and submit to you for checking if they worked correctly.
2. **Suggested supporting materials** – are any material you may use that support students to familiarize with personal profile development. We suggest the following supporting materials for this lesson:
 - Pictures (photos) telling something in preparing personal profile such as the following can be useful.



- Chalkboards or bulletin boards where you can post materials for student observation

3. Lesson preparation

- Read the textbook and other resources on personal profile development.
- Decide which active-learning methods and evaluation techniques you want to use during the lesson. Plan when to use them during the lesson - at the beginning, presentation, or at the end of the lesson.
- Prepare a lesson plan **to** guide your presentation, use of time, and how and when to use support materials.

4. Lesson Presentation – is delivery of the lesson to the students in the classroom.

a. Introducing the Lesson

- Make the objectives of the lesson clear to the students - what is expected from them after completing the lesson.
- Make the students brainstorm about the lesson. You can use the brainstorming question in the textbook. As they respond, note the level of their understanding on personal profile.

b. Main Body of the Lesson: Use the teaching methods you already decided in the lesson plan. For example,

- Explaining what personal profile means and its preparation steps, etc.

- You can ask students open-ended questions at different points during your explanation to encourage them to participate.
 - c. Summarize the lesson after finishing the presentation. Review the key ideas and concepts of the lesson.
5. **Assessment and follow up:** Check your students' understanding of the lesson content by asking oral or written questions and giving them classwork. Based on the feedback, check that the objectives of the lesson are met. If not, determine what is not clear and plan for a remedial activity.

Answers for the Unit Review Questions

I. True or False

- a) False b) False c) False d) False e) True f) False

II. Multiple Choice

1. B 2. D 3. C

III. Short Answer Question

- i. Name, address, age, education level, school, etc.
- ii. Critical thinking because solution to a problem is a result of critical thinking.

UNIT

3

**SELF-EMPLOYMENT
OPPORTUNITIES:**

**GARDENING HORTICULTURE,
FATTENING, POULTRY AND
BEEKEEPING**

3.1. Unit Introduction

This unit aims at familiarizing students with the knowledge, skills, and procedures of small scale farming areas as a potential career/job opportunity. The unit develops students' awareness about the knowledge and skills in five areas of small scale farming: Gardening horticulture, animal husbandry and animal care, animal fattening, poultry farming, and beekeeping. The purpose is to enable students have an idea of the areas of these potential employment opportunities in small farming sector for their future career.

The unit begins by defining gardening horticulture and discusses the various kinds of gardens with the basic steps to start gardening. It also introduces dairy farming, milking, and management of herd. The unit also familiarizes students with animal fattening, poultry production, and beekeeping. The unit provides descriptions of concepts and procedures of starting these small scale farming areas and their respective management approaches are presented with illustrations and examples. You are expected to provide additional explanations on each of the farming areas to extend the students' understanding of the areas from various sources. Do not limit yourself to the descriptions and illustrations provided in the textbook.

The unit also includes activities; some to be done individually, some in group, either in the classroom or outside the classroom. You can use the activities as they are,

or with modification, or adding your own activities depending on the students' composition, school, and local conditions. Remember that you have to use activities or adjust the suggested activities in the textbook in line with the local conditions as the local conditions may not have possibilities to use of the activities as they are. The suggested methods and support materials should also be aligned with the composition of the students, local and school conditions.

With regard to teaching methods and learning support materials, decide the active learning methods and materials you want to use considering the nature of the lesson, composition of students - fast, medium, slow learners and students with special needs (physical, visual, and hearing impairment) and when to use each before, while, and after presenting the lesson.

At the end of the unit, there are review questions and assignments to help students reflect on what they have learned in the classroom and outside the classroom. You can provide with additional review questions to see if the objectives (outcomes) of the unit are met.

3.2. Unit Learning Outcomes

At the end of this unit, students will be able to:

- ✂ Apply knowledge and skills of gardening in the horticulture sector.
- ✂ Identify knowledge and skills of cattle farming and animal fattening sector.
- ✂ Identify knowledge and skills of beekeeping farm.
- ✂ Apply knowledge and skills for poultry farm.

3.3. Main Contents

- ➔ Lesson 1: Gardening Horticulture
- ➔ Lesson 2: Cattle Farming and Fattening

➔ Lesson 3: Poultry and Beekeeping

3.3.1. Lesson 1: Gardening Horticulture

3.3.1.1 Competencies

At the end of the lesson, students will be able to demonstrate:

- Knowledge and skills of gardening in the horticulture sector.

3.3.1.2 Lesson Overview

This lesson introduces gardening horticulture as farming that deals with growing flowers, vegetables, and shrubs in gardens and orchards. In this lesson, the concepts horticulture and other related concepts such as agriculture, gardening, etc., are described with illustrations. The lesson acquaints students with the types of gardens and basic steps to start gardening. You have to provide additional descriptions for the concepts and gardening procedures from various sources to expand the understanding of the students. Do not limit yourself to what is presented in the textbook.

The lesson also includes activities, some to be done individually, some in group, either in the classroom or outside the classroom. You can use the activities as they are, or with modification to fit to the composition of the students and school conditions. You can also develop new activities suitable to local conditions.

3.3.1.3 Teaching-Learning Process:

The students can interact with the teacher, to each other and learning materials, and activities they are doing to learn. It constitutes the following.

1. **Suggested Teaching Methods:** use active learning methods to engage students in the learning process. We suggest the following methods for this lesson:

- **Brainstorming:** Asking the brainstorming questions before your presentation to know the prior knowledge of students on the topic. Check that each student attempts the brainstorming question.
 - **Explanation (lecture):** You elaborate concepts with examples, orally, or in writing, or showing pictures, etc., or in combination.
 - **Pair/small-group work:** To share understandings between students and to build different perspectives. You can use this method when you want to actively involve students in the activities before, while and at the end of the lesson.
 - **Question and answer:** check students' understandings and whether the students are following the presentation and for summarizing the lesson. Adjust your questions based on different types of learners in the classroom.
 - **Guest speaker:** You can invite experienced person from the locality with career success for initiating students to think of their future career. You can use this during the beginning, presentation after the lesson.
 - **Field observation:** you can send students to garden farms to observe how gardening horticulture is practiced. Students can present their observation.
 - **Practical engagement:** Make students to prepare gardens of flowers and vegetables gardens at home or in the school compound. You can divide students in groups and assign some of them to garden the school compound and others to cultivate vegetables like cabbage, carrots, potatoes, etc.
2. **Suggested Support Materials-** use materials that support students to clearly understand concepts, skills, and understandings of the lessons. We suggest the following support materials for this lesson:
- Use Pictures, photographs, drawings, etc. that reflect the culture of local communities.
 - Chalkboards or bulletin boards where you can post pictures related to the lesson for students' viewing.
 - Internet sources- relevant websites
3. **Lesson Preparation:** Read the textbook and other resources on gardening horticulture. Prepare or identify learning materials that illustrate concepts of the

lesson; select the active learning methods, activities and assessment techniques that fit the lesson. Prepare a lesson plan in accordance with the school's lesson plan format.

4. **Lesson Presentation** – is the delivery phase of teaching.
 - a. **Introducing the Lesson:** Make the objectives of the lesson clear to the students - what is expected from them after completing the lesson. Make the students brainstorm about gardening and the different types of gardens. As they respond, note the level of their understanding on the concept.
 - b. **Main Body of the Lesson:** Explain the concepts and benefits of gardening horticulture with illustrations and examples. For example, you can ask students open-ended questions to reflect their experience on vegetable and container gardening during your explanation to encourage them to participate. You can explain to the students about the important ideas to start micro/small business described at the end of unit three.
 - c. **Summarize the lesson:** After finishing the presentation, review the key ideas and concepts. You can also use visuals and others for summarizing the lesson.
5. **Assessment and follow-up:** Check your students' understanding of the subject matter by asking oral or written questions and giving them classwork. Check that the objectives of the lesson are met. You can use tests, quizzes, and classroom activities to see if the students have understood the lesson. If not, determine what is not clear and plan for a remedial activity such as tutorials, additional classes, and discussion.

3.3.2. Lesson 2: Cattle Farming and Fattening

3.3.2.1 Learning Competencies

- Demonstrate knowledge and skills of cattle farming.
- Demonstrate knowledge and skills of animal fattening sector.

3.3.2.2 Lesson Overview

This lesson introduces cattle farming and fattening. First, the lesson familiarizes students with cattle farming, emphasizing on the management of bulls and cows and knowledge and skills required in the production of beef and/or milk. Second, the processes and procedures applied in animal fattening are introduced with examples and illustrations. In the lesson, cattle farming and animal fattening are described, processes and steps explained with examples and pictorial illustrations.

You can provide additional descriptions and illustrations of cattle farming and animal fattening from various sources to extend the understanding of the students. Do not limit yourself to what is presented in the textbook.

The lesson also includes activities, some to be done individually, some in group, either in the classroom or outside the classroom. You can use the activities as they are, or with modification to fit to the composition of the students, and school conditions. You can also develop new activities appropriate to practice in the local conditions.

3.3.2.3 Teaching-learning process:

The students can interact with the teacher, to each other, and learning materials and activities they are doing to learn. It constitutes the following.

1. **Suggested Teaching Methods:** use active learning methods to engage students in the learning process. We suggest the following methods for this lesson:
 - **Brainstorming:** Asking the brainstorming questions before your presentation to know the prior knowledge of students on the topic. Check that each student attempts the brainstorming question.
 - **Explanation (lecture):** You elaborate concepts with examples, orally, or in writing, or showing pictures, etc., or in combination.
 - **Pair/small-group work:** To share understandings between students and to build different perspectives. You can use this method when you want to actively involve students in the activities before, while and at the end of the lesson.

- **Question and answer:** check students' understandings and whether the students are following the presentation and for summarizing the lesson. Adjust your questions based on different types of learners in the classroom.
 - **Guest speaker:** You can invite experienced person from the locality with career success for initiating students to think of their future career. You can use this during the beginning, presentation after the lesson.
 - **Site visit:** send students to cattle farming and animal fattening sites in the locality to observe how the activities are performed.
2. **Suggested Support Materials** - use materials that support students to clearly understand concepts, skills, and understandings of the lessons. We suggest the following support materials for this lesson:
- Use Pictures, photographs, drawings, etc. that reflect the culture of local communities.
 - Pictures, videos, recordings form the internet; sample gardens from the school could also be used.
 - Chalkboards or bulletin boards where you can post pictures related to career for students viewing.
 - If there are students who need special attention, you need to use support materials that fits those students.
 - Internet sources- relevant websites could also be good sources of information, pictures and other illustrations.
3. **Lesson Preparation:** Read the textbook and other resources on cattle farming and fattening. Prepare or identify and select active-learning methods, learning materials that illustrate cattle farming and fattening; activities and assessment techniques that fit the lesson. Prepare a lesson plan in accordance with the school's lesson plan format.
4. **Lesson Presentation** – is the delivery phase of teaching.
- a. **Introducing the Lesson:** Make the objectives of the lesson clear to the students - what is expected from them after completing the lesson. Make the students brainstorm about cattle farming and fattening. As

they respond, note the level of their understanding on the concept.

- b. **Main body of the lesson:** Explain the concepts and benefits of cattle farming and fattening with illustrations using pictures, videos, etc. and examples. You can ask students open-ended questions at different points during your explanation to encourage them to participate.
 - c. **Summarize the lesson:** After finishing the presentation, review the key ideas and concepts. You can also use learning materials such as pictures, videos, etc., for summarizing the lesson.
5. **Assessment and follow up:** Check your students' understanding of the lesson by asking oral questions (tests, quizzes, etc.) and giving them classwork. Check that the objectives of the lesson are achieved. You can apply tests, quizzes, activities etc., to check the students' understanding. If not, determine what is not clear and plan for a remedial activity.

3.3.3. Lesson 3: Poultry and Beekeeping

3.3.3.1 Competencies

After completing the lesson, students will be able to:

- Identify knowledge and skills of beekeeping farm.
- Apply knowledge and skills for poultry farm.

3.3.3.2 Lesson Overview

This lesson introduces poultry and beekeeping as areas of job opportunity. First, the lesson introduces poultry, processes and procedures and benefits of poultry farming. Second, the lesson introduces beekeeping, process, procedures and benefits of fattening with examples and illustrations. You have to provide additional descriptions for the concepts and procedures involved in poultry and fattening from various sources to extend the understanding of the students. Do not limit yourself to what is presented in the textbook.

The lesson also contains activities, some to be done individually, some in group by the students, either in the classroom or outside the classroom. You can use the activities as they are, or with modification to fit to the composition of the students and school conditions. You can also develop new activities if necessary.

3.3.3.3 Teaching-Learning Process:

The students can interact with the teacher, to each other and learning materials and activities they are doing to learn. It constitutes the following.

1. **Suggested Teaching Methods:** use active learning methods to engage students in the learning process. We suggest the following active methods for this lesson:
 - **Brainstorming:** Ask the brainstorming questions before your presentation to know the prior knowledge of students on the topic. Check that each student attempts the brainstorming question.
 - **Explanation (lecture):** You elaborate concepts with examples, orally, or in writing, or showing pictures, etc., or in combination.
 - **Pair/small-group work:** To share understandings between students and to build different perspectives. You can use this method when you want to actively involve students in the activities before, while and at the end of the lesson.
 - **Question and answer:** check students' understandings and whether the students are following the presentation and for summarizing the lesson. Adjust your questions based on different types of learners in the classroom.
 - **Guest speaker:** You can invite experienced person from the locality with career success for initiating students to think of their future career. You can use this during the beginning, presentation after the lesson.
 - **Site visit:** send students to poultry and beekeeping farms to observe processes and procedures applied in poultry and beekeeping farms.
 - **Practical Engagement:** make students to practice poultry at home or in the school compound, whichever is convenient.

2. **Suggested Support Materials** - use materials that support students to clearly understand concepts, skills, and understandings of the lessons. If there are students who need special attention, you need to use learning support materials that fit those students. We suggest the following support materials for this lesson:
 - Use Pictures, photographs, drawings, etc. (pictures of chicken, hive, Bee, video of poultry farm beekeeping) that reflect the culture of local communities.
 - Chalkboards or bulletin boards where you can post pictures related to the lesson for students' view.
3. **Lesson Preparation:** Read the textbook and other resources on poultry and beekeeping. Prepare or identify learning materials that illustrate poultry and beekeeping; select active-learning methods, activities and assessment techniques that fit the lesson. Prepare a lesson plan in accordance with the school's lesson plan format.
4. **Lesson Presentation-** is the delivery phase of teaching.
 - a. **Introducing the Lesson:** Make the objectives of the lesson clear to the students - what is expected from them after completing the lesson. Make the students brainstorm about poultry and beekeeping. As they respond, note the level of their understanding on the concept.
 - b. **Main Body of the Lesson:** Explain the concepts and benefits of poultry and beekeeping with illustrations and examples. You can ask students open-ended questions at different points during your explanation to encourage them to participate.
 - c. **Summarize the lesson:** After finishing the presentation, review the key ideas and concepts. You can also use different learning support materials such as pictures, video, etc., to summarize the lesson.
5. **Assessment and follow up:** Check your students' understanding of the subject matter by asking oral questions (test, quizzes, etc.) and give them classwork. Check that the objectives of the lesson are met. If not, determine what is not clear and plan for a remedial activity such as discussion with the students and tutorial classes.

Answers for Unit Review Questions

Part I:Answers for True/False Questions

1. True 2. True 3. True 4. True 5. False 6. False 7. True

Part II Answers for Short Answer Questions

1. Gloves
 2. Pruning Shears (Hand pruners/ secateurs)
 3. Loppers
 4. Garden Fork
 5. Hand trowel
 6. Spade
 7. Rake
 8. Hoe
- 2 A) Containers require more frequent irrigation than gardens, especially as the plants grow and require more water.
- B) Vegetables in raised beds will require more frequent irrigation than those in an in-ground garden.
- C) In-ground gardens are familiar in many parts of Ethiopia, especially, in sowing seeds around home and transplanting nurseries when they are mature and ready to be planted in the farm.
- 3 Fruit and stem borer, Aphids and Grasshoppers
- 4
1. Beef cattle farming – for meat (beef) production only
 2. Dairy cattle farming – for milk production only
 3. Dual-purpose farming – for both milk and meat production

- 5 1. Contact transmission
2. Droplet transmission
3. Airborne transmission
4. Vector-borne transmission

- 6 1. Age of Cattle
2. Sex of Cattle
3. Disposition/character
4. Constitution and Vigor
5. Breed

Answers for Part III Questions

- E 2. D 3. A 4. A 5. D
6. E



UNIT

4

**SELF-EMPLOYMENT
OPPORTUNITIES:****HAIR CARE, NAIL CARE,
STERILIZATION, AND DISINFECTANT****4.1. Unit Introduction**

In this unit students will learn about men's and women's hair styling. The unit also covers topics such as Basic blow drying techniques for women's hair, hand/nail care treatment, skin care, shampooing and conditioning, and sterilization and disinfection. The purpose is to enable students have an idea of the areas of these potential employment opportunities in small service business sector for their future career.

The unit begins by defining men's and women's hair styling and discusses the various styling of hair with the basic technical procedure to start styling. It also introduces basic blow drying techniques for women's hair, hand/nail care treatment and skin care. The unit also familiarizes students with shampooing, conditioning, and sterilization and disinfection of equipment and tools.

The unit provides descriptions of concepts and procedures of starting these small scale service business areas and their respective management approaches are presented with illustrations and examples. You are expected to provide additional explanations on each of business areas to extend the students' understanding of the areas from various sources. Do not limit yourself to the descriptions and illustrations provided in the textbook.

The unit also includes activities; some to be done individually, some in group, either in the classroom or outside the classroom. You can use the activities as they are, or with modification, or adding your own activities depending on the students' composition, school, and local conditions. Remember that you have to use activities or adjust the suggested activities in the textbook in line with the local conditions as the local conditions may not have possibilities to use of the activities as they are. The suggested methods and support materials should also be aligned with the composition of the students, local and school conditions.

With regard to teaching methods and learning support materials, decide the active learning methods and materials you want to use considering the nature of the lesson, composition of students - fast, medium, slow learners and students with special needs (physical, visual, and hearing impairment) and when to use each before, while, and after presenting the lesson.

At the end of the unit, there are review questions and assignments to help students reflect on what they have learned in the classroom and outside the classroom. You can provide with additional review questions to see if the objectives (outcomes) of the unit are met.

4.2. Unit Learning Outcomes

At the end of this unit, students will be able to:

-  State some basic hair styling techniques for men and women.
-  Explain basic blow drying techniques for women's hair.
-  Describe basic hand and nail care treatment.
-  Identify, sterilize, and disinfect tools and equipment
-  Describe how shampooing and conditioning of hair are practiced.
-  List down basic skin care treatment techniques.

4.3. Main Contents

- ➔ Lesson 1: Men's and women's hair styling
- ➔ Lesson 2: Hand/nail and skin care treatment

4.3.1. Lesson 1: Men's and Women's Hair Styling

4.3.1.1 Learning Competencies

At the end of the lesson, students will be able to:

- Demonstrate some basic hair styling techniques for men and women.
- Describe basic blow drying techniques for women's hair.

4.3.1.2 Lesson Overview

This lesson introduces men's and women's hair styling as service business that deals with hair styling as an occupation of arrangement of hair to create an attractive presentation; it is the process of making an individual beautiful by cleaning, adding and changing the shape of hair through washing, straitening, smoothening, or cutting or curling, or dying or a combination of some or all based on the preference of the client. Its main purpose is to make the person attractive to the satisfaction of the person.

In this lesson, the concepts hair styling and other related concepts such as trimming, blowing, curling, shampooing and conditioning, sterilization and disinfection of equipment and tools, etc., are described with illustrations. The lesson acquaints student's with the types of hair styling and basic steps to start hair styling. You have to provide additional descriptions for the concepts and procedures from various sources to expand the understanding of the students. Do not limit yourself to what is presented in the textbook.

4.3.1.3 Teaching-learning process

It is the arrangement of the environment within which the students can interact with the teacher, to each other and learning materials and activities they are doing to learn. It constitutes the following.

1. **Suggested Teaching Methods:** The General Education Curriculum Framework requires that teachers use a variety of active-learning methods to encourage students' involvement in the learning-teaching process. Therefore, decide the active learning methods you want to use considering the nature of the lesson, composition of students - fast, medium, slow learners, and students with special needs (physical, visual, and hearing impairment) when to use each before, while, and after presenting the lesson. We suggest the following methods for this lesson:
 - **Brainstorming:** Ask the brainstorming questions before your presentation to know the prior knowledge of students on the topic. Check that each student attempts the brainstorming question.
 - **Explanation (lecture):** You elaborate concepts with examples, orally, or in writing, or by showing pictures, etc., or in combination.
 - **Pair/small-group work:** To share understandings between students and to build different perspectives. You can use this method when you want to actively involve students in the activities before, while and at the end of the lesson.
 - **Question and answer:** check students' understandings and whether the students are following the presentation and for summarizing the lesson. Adjust your questions based on different types of learners in the classroom.
 - **Guest speaker:** You can invite experienced person from the locality with career success for initiating students to think of their future career. You can use this during the beginning of the presentation or after the lesson.
 - **Presentation:** You can make students present in the classroom.
 - **Site Visit:** You can send students to beauty salon of men's and women's hair styling and report what they observed.
2. **Suggested Support Materials** - any material you may use that support students to clearly understand concepts, skills, and understanding of each sub lessons. Decide the support materials you want to use considering the nature of the lesson,