CAREER AND TECHNICAL EDUCATION (CTE)

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

(DRAFT 0)

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INTRODUCTION

This teachers' guide is prepared to assist teachers of career and technical education in grade 7 in planning, organizing, delivery of the contents and activities, and student assessment. It guides the teacher how to develop student competencies through providing

- Relevant and basic concepts and skills in career and technical education.
- Understanding and appreciation of work
- Approaches to enhance the students' career development in the future
- Information to develop soft skills/employable skills
- Information to develop creative and problems solving abilities
- Information to acquaint students with areas of employment opportunities

Within these general objectives, this teacher 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 their teaching-learning activity. This teachers' 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 center 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-centerd approach and active leaning strategies to facilitate student-empowered learning **through active participation expressed in terms of students' performing activities, answering questions, seeing and reflection, presentation, experience sharing, group work, etc.** It encourages students to have more responsibility for their learning. The student-centred approach and active learning strategies also stimulate and motivate teachers as they foster interest and enjoyment, and enhances professional development.

Student-centred learning does not side-line or diminishes the role of teachers. Instead, it seeks to use teachers' expertise in different ways to increase student engagement. Teachers serve as facilitators and guides for student decision-making and skills building. As a facilitator, your goal is to help students develop their abilities to independently acquire knowledge and skills and to absorb the subject matter. This teachers' 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 teachers' guide is structured unit by unit in line with the text book. For each unit, the competencies to be developed are indicated as a focal point to the entire teaching-learning process. Each unit in the teachers' guide follows the following structure.

Unit Overview- summarizes the contents of the unit

The teaching Learning Process- Presents the lesson's core activity, 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. 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 relevancy) and understanding capability and composition of students.
- **Suggested Learning Support Material**- 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 relevancy) and understanding capability and composition of students.

  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

planning for lesson, selecting 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, quizzes, tests, homework, mid-semester examinations and final examinations could be used as assessment tools.

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 consider learning as taking place in a constructive interaction between the students, subject matter (text book), support materials and teachers. **As a teacher that facilitate 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 expand 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)

1.1. 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 do not have background knowledge in career and technical education, the unit begins by defining the concepts career, job and technical education to familiarize the students with the concepts as a basis to understand the other units in the text book.

The unit 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*** (see 3.1 and 3.2 below). Remember that ***you have to use activities or adjust the suggested activities in the text book 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 the 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 teachers guide. You can add your own review (assessment) questions if necessary.

1.2. Unit outcomes

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

- Explain the concepts career and Job
- Explain career & technical education
- Illustrate 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. Competencies

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

- Describe the concepts career and job
- Analyse the difference and relations between career and job.

2. Lesson Overview

In this lesson, students learn the meaning of career and job with the difference and relationship between career and Job. To start with, a brief definition of career is given at the beginning (see Unit 1 sub unit 1.1 on page 1 of the text book). You are expected to provide the students with different working definitions of the term to build the students' perspectives. ***Do not limit yourself with the definition provided in text book.*** You can start your explanation of the concept Career by posing the *brainstorming question on page 1, sub-unit 1.1 of the text book.* You can also develop your own strategy of starting the lesson. You can use the student activities in the text book or you can develop additional activities you believe are relevant and applicable to the school and local situations.

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. It constitutes the following.

3.1. 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:

- **Brainstorming*:*** Asking questions to know what prior knowledge students' may have.
- **Explanation (lecture): Y**ou elaborating concepts with examples, orally or in writing, or showing pictures, etc., or in combination.
- **Pair/small-group discussion:** To share understandings between students and build different perspectives.
- **Question and answer:** check students' understandings and whether the students are following the presentation and summary.
- **Guest speaker:** You can invite experienced person from the locality with career success for intimating students to think of their future career.

3.2. Suggested Support Materials- any material you may use that support students to clearly understand concepts, skills and understandings of 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:

- Pictures, photographs, drawings, etc., for student viewing; sign language interpreters (if available) for hearing impaired students etc.
- Chalkboards or bulletin boards where you can post pictures related to career for students' viewing.
- Videos, recording devices, etc.

4. Lesson Preparation

- Read the text book and other resources on carer and technical education. Select your teaching methods, strategies, support materials and assessment tools before class.
- Prepare a lesson Plan following the schools lesson plan format for each lesson as a guide to your presentation of the contents.

5.Lesson Presentation- 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. 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.

b) 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.

c) Summarize the lesson: After finishing the presentation, review the key ideas and concepts of the lesson. You can also use pictures for summarising the lesson, for example Fig.1 page 1 on the text book and other pictures.

d) 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 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** as indicated in 3.1 and 3.2 above.

1.3.2. Lesson 2: Importance of Career and technical Education

1. Competencies

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

- Describe Carer and technical education
- Analyse the importance of career and technical education

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 (see Unit 1 sub unit 1.3 on page 4 of the text book). 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 with the description provided in text book.*** You can start by asking students to describe CTE based on what they learned in 1.1 and 1.2 on page 1 and 2 of the text book. You can also develop your own strategy of starting the lesson. You can use the student activities in the text book or you can develop additional activities you believe are relevant and applicable to the school and local situations.

3. Teaching-learning process- students' interaction with the teacher, to each other, learning materials and activities. It constitutes the following.

3.1. 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): Y**ou elaborating what CTE is and its importance, orally or in writing, with examples, etc., or in combination.
- **Pair/small-group discussion:** To share understandings between students and build different perspectives (activity 4 on page 5 of the text book).
- **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.

3.2. Suggested Support Materials- any material you may use that support students to clearly understand concepts, skills and understandings of 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:

✓ Chalkboards/white boards for writing notes;

- ✓ Videos, recording devices, etc.

4. Lesson Preparation

- ✓ Read the text book and other resources on carer and technical education and its importance. Select your teaching methods, strategies, support materials and assessment tools before class.
- ✓ Prepare a lesson Plan following the schools lesson plan format as a guide to your presentation of the contents.

5. **Lesson Presentation-** 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 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.

c) Summarize the lesson: After finishing the presentation, review the key ideas of the lesson.

d) 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 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** as indicated in 3.1 and 3.2 above.

Answers for the Unit 1 review questions

I. True or False Part

1. **False:** As it is future oriented, it happens throughout life.
2. **False:** they are related in that career is a pathway to get a job and job builds one's career.
3. **False:** CTE involves both academic and technical education. The academic aspect is about gaining general knowledge, thus, CTE involves knowledge acquisition.
4. **False:** career is future oriented to be built in life, but job is employment for immediate gain as is something that a person does to for a living.
5. **False:** CTE focuses in both academic learning for knowledge and technical learning for occupations.

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 (see Unit Two page 7-8). Before the description of the CTE areas, a brainstorming question is provided (see Unit Two page 7 on the text book) 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 Text Book (see page Unit Two 8-11). 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 with clear examples to make the students appreciates the sub-area' contribution to society.*

The unit 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* (see 3.1 and 3.2 below). Remember that *you have to use activities or adjust the suggested activities in the text book 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 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 additional questions and exercises as you deem it necessary.

2.2. Unit outcomes

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

- Discover career-related interests, abilities, and skills relating to the eight Career and Technical Education areas
- Familiarize with soft skills – creative thinking, and problem solving skills
- Prepare their personal profile.

2.3. Main contents

➔ **Career and Technical Education areas in Ethiopia**

➔ **Soft Sills**

➔ **Personal Profile Development**

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

1. Competencies

- Identify the eight areas of carer and technical education

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 focussing 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 text book or your own to involve the students to understand the lesson, for example Activity 1 on page 8 of the text book.

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.

3.1 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**- Activity 1 page 1 of the text book is a brainstorming question. You can use it before beginning the lesson fostering inquiry and imagination. You can start by asking questions to know what prior knowledge students' may have.
- **Explanation** (lecture) you elaborating concepts with examples, orally or in writing, or showing pictures, etc., or in combination.
- **Pair/small**-group discussion to share understandings between students and build different perspectives. You can use the activities requiring students to work in pairs or groups provided in the text book. You can also design activities that are suitable with the students, school and locality conditions.
- **Question and answer**: check students' understandings and whether the students are following the presentation.
- **Guest speaker**: You can invite experienced person from the locality working in one of the CTE areas to share experience on the skills and qualities that the area demands from future workers.

3.2. 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. If there are students who need special attention such as visual impairment, 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 students' viewing.

4. Lesson Preparation

- Read the text book and other resources on carer 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.

5. Lesson Presentation- 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 on 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 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 summarising the lesson.

d) Assessment and follow up: Check your students' understanding of the content of the lesson 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. You need to provide additional activities that fit the different composition of the students as indicated in 3.1 and 3.2 above.

2.3.2. Lesson 2. Soft Sills

1. Competencies

Describe soft skills
Practice creative thinking and problems solving skill

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 (see Unit 2 sub-unit 2.2 on page 11 in the Text Book). The lesson starts by describing soft skills. Types of soft skills are also highlighted, emphasizing on two important soft skills- *creating 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 text book (see Unit Two, sub-unit 2.2.2 page 11).

You need to elaborate the two important soft skills- **creative thinking and problem solving** with examples and practical activities that stimulate students the understanding of the two skills. You can use **Activity 6** on page 12 of the text book to make the students realize the importance of the two soft skills. Give examples to show the relationship between creative thinking and problem solving.

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.

3.1. 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 student composition and time to use them. We suggest the following methods for this lesson:

- ✓ Brain storming 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 elaborating 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: to share understandings between students and build different perspectives. Activities requiring students to work in pairs or groups are provided in the text book.
- ✓ 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.

3.2. Suggested Support Materials- 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, elaborations materials for student observation.
- ✓ **Videos:** You can also show ***videos*** on some soft skills in the classroom from the internet.

4. Lesson preparation

- ✓ Read the text book 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:

5. Lesson Presentation- 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 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 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 considering the students condition.

2.3.3. Lesson 3: Personal Profile Development

1. Competencies

Students will be able to prepare their personal profile.

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 are included in personal profile and how to prepare personal profile (see Unit 2 sub-unit 2.3 on page 22 in the Text Book).

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 as they are or with modification or develop your own activities considering the composition of the students, school and local conditions**.

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.

3.1. 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**- You can start by asking the brainstorming question for the lesson (see page 14 of the text book) to make students familiarize with preparing personal profile. Using their responses, you can proceed to your explanation.
- ✓ **Explanation** (lecture) you elaborating what personal profile is, information in personal profile and how to prepare it orally or writing on the chalkboard. Use examples.
- ✓ **Pair/small-group discussion** to share understandings between students and build different perspectives. Activities requiring students to work in pairs or groups are provided in the text book. You can use new activities.
- ✓ **Question and answer:** check students' understandings and whether the students are following the presentation.
- ✓ **Individual practice:** you can ask students to prepare their own personal profile in writing and submit to you for checking if they worked correctly.

3.2. Suggested support materials- any material you may use that support students to familiarize with personal profile development. We suggest the following support 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

4. Lesson preparation

- ✓ Read the text book and other resources on personal profile development
- ✓ Decide which active-learning methods and evaluation techniques that 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 haw and when to use support materials.

5. Lesson Presentation- 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 text book. 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

d) 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

1. **Name, Address, Age, education level, school, etc.**
2. **Critical thinking because solution to a problem is a result of critical thinking.**

UNIT 3 SELF-EMPLOYMENT OPPORTUNITIES

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 faming: 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 familiarize 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 with the descriptions and illustrations provided in text book**.

The unit 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 nature of the students and school/local 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 able to:

- ✓ Acquire knowledge and skills of health and safety, the production of plants, the use of tools and the skills demanded by the Horticulture sector
- ✓ Acquire knowledge and skills of health and safety, the use of equipment demanded by the animal care sector.
- ✓ Attain knowledge and skills of health and safety, the use of equipment demanded by the animal fattening sector.
- ✓ Attain knowledge and skills of health and safety, the use of equipment for beekeeping farm
- ✓ Attain knowledge and skills of health and safety, the use of equipment 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

1. **Competencies**

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

- ✓ Acquire knowledge and skills of health and safety, use of tools and

skills of gardening Horticulture sector.

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 student's 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 text book.**

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 if necessary.**

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.

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

- ✓ **Brainstorming:** You can use it before beginning the lesson fostering inquiry and imagination. You can start by asking questions to know what prior knowledge students' may have.
- ✓ **Explanation (lecture):** you elaborating concepts with examples, orally or in writing, or showing pictures, etc., or in combination.
- ✓ **Pair/small-group discussion:** to share understandings between students and build different perspectives.
- ✓ **Question and answer: C**heck students' understandings and whether the students are following the presentation.
- ✓ **Guest speaker:** invite persons with knowledge and experience in gardening horticulture for first-hand information.

- ✓ **Site visit:** send students to garden farms to observe how gardening horticulture is practiced.

3.2. 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:

- Pictures; videos; recording; handouts; If there are students who need special attention, you need to use support materials that fits those students;
- Chalkboards or bulletin boards where you can post pictures related to the lesson for students' viewing.

4. **Lesson Preparation**: Read the text book and other resources on cattle farming and fattening. 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 schools lesson plan format.

5. **Lesson Presentation**- 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 benefit of gardening horticulture 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 visuals and others for summarising the lesson.

d) 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. If not, determine what is not clear and plan for a remedial activity.

3.3.2. Lesson 2: Cattle Farming and Fattening

1. Competencies

- Acquire knowledge and skills of health and safety, the use of equipment in cattle farming.
- Attain knowledge and skills of health and safety, the use of equipment of animal fattening sector.

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 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 have to 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 text book.**

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 if necessary.**

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.

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

- **Brainstorming:** You can use it before beginning the lesson fostering inquiry and imagination. You can start by asking questions to know what prior knowledge students' may have.
- **Explanation:** You elaborating concepts with examples, orally or in writing, or showing pictures, etc., or in combination.

- **Pair/small-group Discussion:** to share understandings between students and build different perspectives. Activities requiring students to work in pairs or groups are provided in the text book
- **Question and Answer:** in interval to check students' understandings and whether the students are following the presentation.
- **Guest Speaker**: invite persons with knowledge and experience in gardening for first-hand information.
- **Site visit:** send students to garden farms to observe how gardening is performed.
- **Practical engagement:** make students to prepare gardens of flowers and vegetables

3.2. 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:

- Pictures; videos; recordings form the internet; Sample gardens from the school; 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

4. Lesson Preparation: Read the text book and other resources on cattle farming and fattening. Identify and select active-learning methods, learning materials, activities and assessment techniques that fit the lesson Prepare a lesson Plan in accordance with the schools lesson plan format.

5. Lesson Presentation- 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. As they respond, note the level of their understanding on the concept.

b)Main Body of the Lesson: Explain the concepts and benefit of cattle farming and fattening 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 learning materials for summarising the lesson.

d)Assessment and follow up: Check your students' understanding of the lesson by asking oral questions and giving them classwork. Check that the objectives of the lesson are met. If not, determine what is not clear and plan for a remedial activity.

3.3.3. Lesson 3. Poultry and Beekeeping

1. Competencies

After completing the lesson, students will be able to:

- Attain knowledge and skills of health and safety, the use of equipment for poultry farm
- Attain knowledge and skills of health and safety, the use of equipment for beekeeping farm

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 text book.**

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. 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.

3.1. Suggested Teaching Methods: use active learning methods to engage stu-

dents in the learning process. We suggest the following methods for this lesson:

- **Brainstorming:** You can use it before beginning the lesson fostering inquiry and imagination. You can start by asking questions to know what prior knowledge students' may have.
- **Explanation:** you elaborating concepts with examples, orally or in writing, or showing pictures, etc., or in combination.
- **Pair/small-group discussion:** to share understandings between students and build different perspectives. Activities requiring students to work in pairs or groups are provided in the text book
- **Question and Answer:** in interval, check students' understandings and whether the students are following the presentation.
- **Guest speaker**: invite persons with knowledge and experience in poultry and beekeeping to talk to the class for first-hand information.
- **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 prepare gardens of flowers and vegetable cultivation at home or in the school compound. Divide students in groups and assign some of them to garden the school compound and others to cultivate vegetables like cabbage, carrots, potato, etc.

3.2. 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:

- Pictures of Chicken, Hive, Bee, gardens; videos of gardening, beekeeping; recordings from the internet; chalkboards or bulletin boards where you can post pictures related to the lesson for students' viewing.
- If there are students who **need special attention**, you need to use learning support materials that fit those students.

4. Lesson Preparation: Read the text book and other resources on poultry and fattening. Prepare or identify learning materials that illustrate poultry and fattening; 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.

5. Lesson Presentation- 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. As they respond, note the level of their understanding on the concept.

b)Main Body of the Lesson: Explain the concepts and benefit of poultry and fattening 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 materials to summarise the lesson.

d)Assessment and follow up: Check your students' understanding of the subject matter by asking oral questions and giving them classwork. Check that the objectives of the lesson are met. If not, determine what is not clear and plan for a remedial activity.

Answers for Unit Review Questions

I. Answers for part I questions

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

II. Answers for Part II Questions

1. 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 Grass hoppers

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 Vigour

   5. Breed

UNIT 4 HAIR STYLING AS A SELF-EMPLOYMENT OPPORTUNITY

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 familiarize 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 with the descriptions and illustrations provided in text book.

The unit 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 nature of the students and school/local 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 (competencies)

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

1. Be able to state some basic hair styling techniques for men and women
2. Be able explain basic blow drying techniques for women's hair
3. Be able to provide basic hand and nail care treatment
4. Know how and why to sterilise and disinfect tools and equipment
5. Be able to shampoo, and condition of hair.
6. Be able to provide basic skin care treatment

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

1. Competencies

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

- Attain knowledge and skill in men's and women's hair styling

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 text book.

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.

3.1. Suggested Teaching Methods: Use active learning methods considering the nature of the lesson, composition of students. We suggest the following methods for this lesson:

- **Brainstorming:** You can use it before beginning the lesson fostering inquiry and imagination. You can start by asking questions to know what prior knowledge students' may have.
- **Explanation:** you elaborating concepts with examples, orally or in writing, or showing pictures, etc., or in combination.
- **Pair/small-group discussion:** to share understandings between students and build different perspectives. Activities requiring students to work in pairs or groups are provided in the text book
- **Question and answer:** check students' understandings and whether the students are following the presentation. You can also use this method to summarize each lesson at the end of your presentation.
- **Guest speaker:** invite a hair stylist from the locality to provide a talk about hair styling
- **Observation:** students critically observe beauty salons operations and reflect on what they observed.
- **Site Visit** of beauty salon of men's and women's hair styling

3.2. Suggested Support Materials- use learning materials that support students to clearly understand concepts, skills and understandings of the lessons. Decide the support materials you want to use considering the nature of the lesson, composition of students while and after presenting the lesson.

We suggest the following support materials for this lesson:

- Pictures; If there are students who need special attention, you need to use support materials that fits those students.
- Chalkboards, posters, flipcharts or bulletin boards where you can post pictures related to men's and women's hair styling for students' viewing.

3.3. Lesson Preparation

- Read the text book and other resources on men's and women's hair styling; Prepare or select learning materials that illustrate concept in the lesson (Men's and women's hair styling, shampooing and conditioning, sterilization and disinfectants , equipment and tools) in addition to the picture in the text book.
- Decide which active-learning methods and evaluation techniques that you want to use during each lesson. Plan when to use them during the lesson- at the beginning, presentation or at the end of the lesson.
- Prepare a lesson Plan in accordance with the schools lesson plan format for each lesson as a guide to your presentation of the contents.

4. Lesson Presentation- 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 hair styling. Ask them 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.

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

- Explain the benefit of each sub lesson.
- You can ask students open-ended questions at different points during your explanation to encourage them to participate.
- You can show a picture related to different kinds of men's and women's hair styles, shampoo and conditioner, sterilizers and disinfectants, and ask students to describe what they see in the picture.

c) Summarize each sub lesson: After finishing the presentation, review the key ideas and concepts of each sub- lesson. You can also use pictures for

summarising the lesson.

d) Assessment and follow up: Check your students' understanding of the lesson by asking oral 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. You need to provide additional activities that fit the different composition of the students.

4.3.2. Lesson 2: Hand/Nail and Skin Care Treatment

1. Competencies

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

1. Be able to provide basic hand and nail care treatment
2. Be able to provide basic skin care treatment
3. Know how and why to sterilise and disinfect tools and equipment

2. Lesson overview

This lesson introduces basic hand/nail and skin care treatment. First, the lesson familiarizes students with hand care, emphasizing on nail trimming and disinfectants and sterilization of tools and equipment and skills required in the nail and skin treatment. Second, the processes and procedures applied in sterilization and disinfectants introduced with examples and illustrations. In the lesson, nail and skin treatment are described, processes and steps explained with examples and pictorial illustrations.

You have to provide additional descriptions and illustrations of nail and skin care treatment from various sources to extend the understanding of the students. **Do not limit yourself to what is presented in the text book.**

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 if necessary.**

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.

3.1. 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:** You can use it before beginning the lesson fostering inquiry and imagination. You can start by asking questions to know what prior knowledge students' may have.
- **Explanation:** you elaborating concepts with examples, orally or in writing, or showing pictures, etc., or in combination.
- **Pair/small-group discussion:** to share understandings between students and build different perspectives. Activities requiring students to work in pairs or groups are provided in the text book
- **Question and answer:** check students' understandings and whether the students are following the presentation. You can also use this method to summarize each lesson at the end of your presentation.
- **Guest Speaker**: invite a hair stylist from the locality to provide a talk about hand nail and skin care.
- **Observation/Reporting**: Let students observe and report to the class what they observed in skin care centre,
- **Visit Nail and Skin Care Treatment Centres** for first hand information**.**

3.2. Suggested Support Materials- use learning materials that support students to clearly understand concepts, skills and understandings of the lessons. Decide the support materials you want to use considering the nature of the lesson, composition of students while and after presenting the lesson. We suggest the following support materials for this lesson:

- Pictures; If there are students who need special attention, you need to use support materials that fits those students.

- Chalkboards or bulletin boards where you can post pictures related to nail and skin care treatment for students' viewing.

1. Lesson Preparation: Read the text book and other resources on nail and skin care treatment.

- Prepare or select a learning material that illustrate concept under each sub units (skin and nail care treatment, sterilization and disinfectants of equipment and tools) in addition to the picture in the text book.
- Decide which active-learning methods and evaluation techniques that you want to use during each sub lesson. Prepare a lesson Plan in accordance with the schools lesson plan format for each lesson as a guide to your presentation of the contents.

2. Lesson Presentation- 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 nail and skin care treatment. Ask them 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.

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

- Explain the benefit of each sub lesson.
- You can ask students open-ended questions at different points during your explanation to encourage them to participate.

c) Summarize each sub lesson: After finishing the presentation, review the key ideas and concepts of each sub- lesson. You can also use pictures for summarising the lesson.

d) Assessment and follow up: Check your students' understanding of the subject matter by asking oral 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. You need to provide additional activities that fit the different composition of the students.

Answers for Unit 4 Review Questions

Part I: Answers for True false type questions

1. True 2. False 3.True 4.True 5.True 6.False
7.False 8.True 9.true

Part II: Answers for Multiple Choice type Questions

1. E 2.E 3.C 4.D 5.D

Part III: Brief Answers

1. 1. Choose Curlers
   2. Wash the Hair
   3. Prepare hairs for setting with a styling product
   4 Section the hair.
   5 Fill a spray bottle with water and keep the hair wet as you are rolling it
   6. Wrapping Hair with Rollers

2. 1 Hair condition
   2 Hair cut/style
   3. Density
   4. Growth patterns

3. Cleaning does not kill bacteria, viruses, or fungi, which are generally referred to as “germs Disinfectants kill more germs than sanitizers

4. 1. Scissors over Fingers Haircutting Technique
   2. Scissors over Comb Haircutting Technique
   3. Clipper over Comb Haircutting Technique
   4. The Blade on Skin Haircutting Technique

5. Lotions, mousses, activators, gels, moisturisers, heat protectors

UNIT 5 GARMENT MAKING, PAINTING AND NEEDLE/TEXTILE CRAFTS

5.1. Unit Introduction

This unit is about garment making, needle/textile crafts and cloth painting techniques to familiarize students with these job areas for their future career. The Unit consists of three lessons which are indicated under the main contents section below.

At the beginning of the unit, garment making is briefly introduced followed by a description of sewing as a garment making activity and sewing machine and equipment's as tools of cloth making with illustrations. Before the description garment making, a brainstorming question is provided to involve students to inquire about garment making by using their experiences as example (see Unit 2 sub-unit 5.1 page 66 in the text book). Following it, sewing and sewing machines parts are described with illustrations.

The unit also discusses how cloth making materials are selected and prepared to make clothing followed by simple painting techniques with illustrations. The unit also incorporates a topic on Needle/Textile Crafts to familiarize students with basic needle craft techniques with illustrations. You are expected to provide additional descriptions and explanations for the concepts to extend the students understanding of the contents. **Do not limit yourself with what is presented in the text book.**

The unit includes activities, some to be done individually, some in group, either in the classroom or outside the classroom. **Use the activities as they are or with modification or develop your own activities considering the composition of the students, school and local conditions.**

At the end of the unit, there are review questions and assignments to help students reflect and assimilate what they have learned in the classroom and outside the classroom.

5.2. Unit outcomes

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

- Identify and use a range of sewing equipment and machine
- Select materials and prepare effectively to make a garment.
- Use simple painting techniques
- Apply needle/textile craft techniques in textile craft making

5.3. Main contents

The unit consists of four lessons

➔ **Lesson 1: Familiarize with the use of sewing equipment and machine**

➔ **Lesson 2: Prepare materials effectively to make a garment for painting**

➔ **Lesson 3: Apply needle/textile craft techniques in textile craft making**

5.3.1. Lesson 1- Familiarize the use of sewing equipment and machine

1. Competencies

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

- Identify garment making process
- Describe the use of sewing equipment and machine

2. Lesson Overview

In this lesson, students learn about garment making, sewing and machines/ tools used in garment making. To start with, a brief description of garment and garment making are provided (see Unit 5 sub unit 5.1 and 5.2 on page 66-70 of the text book). Following garment making, a brief description of a sewing machine and its parts are described to familiarize students with sewing machine and its operation, followed by garment equipment (tools).

Please make sure that each student has carefully observed and identify the different parts of a sewing machine. You can also send them to a tailors' shop

for the students to see how the sewing machine is operated and cloths are made. Next to this, topic on cloth painting is presented with descriptions of the techniques and illustrations. You are expected to provide the students with different descriptions of garment making, painting techniques and equipment (tools) from different sources, and expose them to a range of sewing machines. **Do not limit yourself with the explanations and illustrations provided in text book.**

3. Teaching-learning process- the students interact with the teacher, to each other and learning materials and activities they are doing to learn. It constitutes:

3.1. Suggested teaching methods: use a variety of active-learning methods, considering the nature of the lesson and student composition before, while and after presenting the lesson. We suggest the following methods for this lesson:

- **Brainstorming:** start by asking a brainstorming question to make students infer about garment making process.
- **Explanation (Lecture)** you elaborating concepts with examples, orally or in writing, or showing visuals, or in combination.
- **Pair/small-group discussion:** to share understandings between students and build different perspectives.
- **Question and answer:** check students' understandings and whether the students are following the presentation.
- **Site visit:** send students in groups to clothing shops, tailor shops, and textile factories (if available), etc., to make students get first-hand information.
- **Observation:** students critically observe work place operations of sewing machines and tailors, cloth makers how they are making cloths.
- **Reflection:** you can make your students talk or present what they have observed in working sites individually or in group;
- **Practical:** make students to engage in textile crafts using needle and thread.

3.2. Suggested support materials- use material that support students to clearly understand concepts, skills and operations, parts in the lesson. We suggest the following support materials for this lesson:

- Illustrations (Pictures, photos) or samples of different clothing, equipment,

tools, from the locality, the internet (if accessible), etc.

- Chalkboards or bulletin boards;

4. Lesson preparation

- Read the text book and other resources on the contents of the lesson. Decide on active-learning methods, materials, activities and assessment techniques that you want to use during the lesson.
- Prepare a lesson Plan: **to** guide your presentation.

5. Lesson Presentation- This is the delivery (presentation) 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 garment and garment making.

b) Main Body of the Lesson: Use the teaching methods you already decided in the lesson plan as described below.

✓ Explain the concepts and procedures in the lesson. Ask students open-ended questions at different points 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 and giving them classwork. Check also the realization of the objectives of the lesson. Depending on the feedback, you need to design remedial actions considering the performance of the students.

5.3.2. Lesson 2: Prepare materials effectively to make a garment for painting.

1. Competencies

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

- Identify effective materials preparation for garment making
- Use simple painting techniques on cloths

2. Lesson Overview

In this lesson, students are familiarized about selecting /preparing fabrics for garment making, and the use of simple cloth painting techniques. The lesson briefly describes the importance of selecting proper materials and tools for garment making, and preparation of the materials, which affect the quality of the cloth and preference of users. Following this, the topic cloth painting is discussed with illustrations for each painting techniques (see Unit 5 sub unit 5.1.5 on page 75 and 5.3 on page 76 of the text book).

You are expected to provide the students with examples that illustrate the importance of material selection and preparation for quality garment making. You need to **arrange practical sessions for the students practice** on some of the painting techniques, if not all. **Do not limit yourself with the descriptions and illustrations provided in text book**.

Activities to be done by the students individually or in groups in or outside the classroom are provided in the lesson. You can add your own realistic activities that fit the situation to facilitate student learning.

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.

3.1. Suggested teaching methods: use a variety of active-learning methods considering the nature of the lesson and student composition. We suggest the following methods for this lesson:

- ✓ **Brainstorming-** you can start by asking a brainstorming question to make students infer about how selecting fabrics is important in garment making. You can use Activity 6 in the text material page 76 on the text book as a brainstorming question.
- ✓ **Explanation (Lecture)** you elaborating concepts with examples, orally or in writing, or showing visuals, or in combination.
- ✓ **Pair/small-group discussion** to share understandings between students and build different perspectives.
- ✓ **Question and answer:** check students' understandings and whether the students are following the presentation.
- ✓ **Site visit:** send students in groups to cloth painting shops for first-hand information about how cloth painting is performed.
- ✓ **Observation:** students critically observe cloth painting operations to develop an overview of the operations.
- ✓ **Demonstration:** You can also invite persons in cloth painting job for demonstrating for the students.
- ✓ **Reflection:** you can make your students talk or present what they have observed in working sites individually or in group.
- ✓ **Actual practice:** you can arrange for practical work on some of the painting techniques in the classroom such as dot techniques, finger paint, etc.

3.2. Suggested support materials: We suggest the following support materials for this lesson:

- ✓ Illustrations (Pictures, photos) or the internet (if accessible), etc., plain clothes for painting, painting ink, brushes, etc.
- ✓ Chalkboards or bulletin boards; sample of painted clothes, plastics covers, from the locality etc
- ✓ Videos: you can show videos on how to sew, use sewing machine,

and paint on a piece of cloth in different techniques.

4. Lesson preparation

- ✓ Read the text book and other resources on the lesson. Decide the active-learning methods, activities and evaluation techniques.
- ✓ Prepare a lesson Plan: **to** guide your presentation.

5. Lesson Presentation- This is the delivery (presentation) phase of teaching.

a) Introducing the Lesson

- ✓ Make the objectives of the lesson clear to the students.
- ✓ Make the students brainstorm on the lesson by asking them questions on the lesson.

b) Main Body of the Lesson: Explain the topics of the lesson with questions in selecting materials and cloth painting; the purpose of cloth painting, etc. with example and samples.

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 and giving them classwork. Check also the realization of the objectives of the lesson. Depending on the feedback, you need to design remedial actions considering the performance of the students.

5.3.3. Lesson 3: Apply needle/textile craft techniques in textile craft making

1. Competencies

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

- Apply basic Needle/Textile Craft Techniques

2. Lesson Overview

In this lesson, students are familiarized with the basic needle/textile craft

techniques. The lesson briefly described needle/textile crafts as ornamental and joyful activities. Following this, the types of needle/textile crafts which are simple for practice are presented with illustrations (see Unit 5 sub-unit 5.4 on page 87 of the text book).

You are expected to provide the students with examples that illustrate the different needle/textile craft techniques from different sources such as the Internet. You can also find videos showing how some of the crafting techniques are performed for students to learn more about the techniques. For this lesson, you need to **arrange practical sessions for the students to practice** some of the needle/textile crafting techniques, if not all. **Do not limit yourself with the descriptions and illustrations provided in text book**.

Activities to be done by the students individually or in groups in or outside the classroom are provided in the lesson. You can add your own realistic activities that fit the situation to facilitate student learning.

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.

3.1. Suggested Teaching Methods: use a variety of active-learning methods considering the nature of the lesson and student composition. We suggest the following methods for this lesson:

- ✓ **Brainstorming-** you can start by asking a brainstorming question (see 5.4 on page 87) to make students infer about needle crafting.
- ✓ **Explanation (Lecture)** you elaborating needle crafts and techniques with examples, orally or in writing, or showing visuals, or in combination.
- ✓ **Pair/small-group discussion** to share understandings between students and build different perspectives.
- ✓ **Question and answer:** check students' understandings and whether the students are following the presentation.

- ✓ **Site visit:** send students in groups to textile crafts shops for first-hand information and observation about the textile crafts are available or performed.
- ✓ **Observation:** students critically observe how textile crafting techniques are applied in crafts shops, videos and expert's demonstration in the classroom.
- ✓ **Demonstration:** You can also invite skilled persons in textile crafting to demonstrate to the students.
- ✓ **Reflection:** you can make your students talk or present what they have observed in textile craft sites individually or in group.
- ✓ **Actual practice:** you can arrange for practical work on some of the textile crafting techniques in the classroom such as embroidery, etc.

3.2. Suggested Support Materials: We suggest the following support materials for this lesson:

- ✓ Illustrations (Pictures, photos), samples of embroidery, etc.
- ✓ Chalkboards or bulletin boards to post craft materials for explanation or student viewing.
- ✓ Videos: you can show videos on how different crafting techniques are applied form the Internet (if accessible) or other sources.

4. Lesson preparation

- Read the text book and other resources on the lesson. Decide the active-learning methods, learning support materials, activities and assessment techniques.
- Prepare a lesson Plan **to** guide your presentation.

5. Lesson Presentation- This is the delivery (presentation) phase of teaching.

a) Introducing the Lesson

- ✓ Make the objectives of the lesson clear to the students.

- ✓ Make the students brainstorm on the lesson by asking them questions on the lesson.

b) Main Body of the Lesson: Explain the topics of the lesson supported by questions and classroom activities on textile craft techniques, benefits of crafts, etc.

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 and giving them classwork. Check also the realization of the objectives of the lesson. Depending on the feedback, you need to design remedial actions considering the performance of the students.

Answers for the Unit review questions

I. True or False

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

II. Multiple choice

1. B
2. B
3. C
4. A
5. D

III. Short Answer Questions

1. **Four activities in garment making**
   a) Choosing fabric
   b) Designing
   c) Cutting and stitching
   d) Sewing
2. **Five parts of a sewing machine**
   1. Spool pin
   2. Bobbin
   3. Hand-wheel
   4. Power switch

UNIT 6 RECOGNISING EMPLOYMENT OPPORTUNITIES

6.1. Unit Introduction

This unit is about employment and employment opportunities in the labour market, both national and local labour markets. To begin with, the unit discusses employment, self and paid employment, types of self-employment, the nature of labour market and volunteerism. This unit consists of two lessons which are indicated under the main contents section 3.3 below.

At the beginning of the unit, the concepts employment and job opportunity are briefly explained followed by the discussion on types of employment. Following it, the concept labour market is defined including national and local labour markets. The unit also discusses about voluntary work and its importance to individuals and the community. You are expected to provide with different descriptions of the content from different sources.

The Unit includes activities, some to be done individually, some in group, either in the classroom or outside the classroom. **You need to provide with additional activities if necessary. Do not limit yourself to what is given in the text book.**

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 design additional review questions, if necessary.

6.2. Unit outcomes

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

- Describe labour market and job opportunities
- Distinguish between national and local labour market

6.3. Main contents

The unit consists of two lessons

➔ **Lesson 1: Employment and types of employment**

➔ **Lesson 2: Labour market and voluntary work.**

6.3.1. Lesson 1- Employment and types of employment

1. Competencies

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

- Describe employment and job opportunity
- Identify the types of employment as job opportunities
- Describe voluntary work and its importance

2. Lesson Overview

In this lesson, students learn about employment, job opportunity and types of employment. The lesson starts by describing the concept employment and job opportunity followed by Activity 1 to make students inquire about how people in the locality earn money for their living, to concretize the concept employment and employment opportunity (see Unit 6 sub-unit 6.1 on page 87 in the text book).

Next, types of employment- self and paid employment and the types of self-employment are discussed followed by presenting the advantages of self-employment. This lesson also familiarizes students with voluntary work and its importance as an opportunity for future employment and contribution to society.

You are expected to provide the students with different descriptions of the concepts and topics from different sources such as books and the internet. Do not limit yourself with the descriptions and illustrations provided in text book.

The lesson also contains student activities to be done individually and in group in and outside the classroom. You can modify the activities to fit to the nature of the students and also add activities of your own.

3. Teaching-Learning Process- students can interact with the teacher, to each other and learning materials and activities they are doing to learn. It constitutes the following.

3.1. Suggested Teaching Methods: use a variety of active-learning methods to encourage students' involvement in the teaching-learning process. Decide the active learning methods you want to use considering the nature of the lesson and student composition and when to use each before, while and after presenting the lesson. We suggest the following methods for this lesson:

- ✓ **Brainstorming:** you can start by asking a brainstorming question to make students infer about employment and employment opportunity. Starting from their response, you can proceed to your explanation, using concrete examples to clarify the concepts.
- ✓ **Explanation (Lecture):** you elaborate concepts with examples, orally or in writing, or showing visuals, or in combination.
- ✓ **Pair/small-group discussion;** to share understandings between students and build different perspectives.
- ✓ **Question and answer** check students' understandings and whether the students are following the presentation.
- ✓ **Reflection:** you can make your students talk or present and express their understandings of the concepts in the lesson.
- ✓ **Guest speaker:** You can invite self-employed persons from the locality to talk about the benefits of self-employment. You can use yourself as an example for paid-employment.
- ✓ **Practical engagement:** Identify areas in the school or the community where students provide voluntary work (cleaning the school compound, etc.

3.2. Suggested Learning Support Materials- use materials that support stu-

dents to clearly understand concepts in the lesson. We suggest the following support materials for this lesson:

- ✓ Chalkboards or bulletin boards where you can explain, write notes and post materials for student viewing in the classroom or outside the classroom.

4. Lesson preparation

- Read the text book and other resources on the topics of the lesson. Decide the active-learning methods, activities and assessment techniques that you want to use during the lesson. Decide on the student activities that you want to provide in the classroom/outside.
- Prepare a lesson Plan: to guide your presentation, use of time and haw and when to use support materials.

5. Lesson Presentation- This is the delivery (presentation) 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. After presentations, ask students questions on the lesson to air their understandings. As they respond, note the level of their understanding on the concept.

b) Main Body of the Lesson: Use the teaching methods you already decided in the lesson plan as described below.

- ✓ Explain the meaning employment and employment opportunity 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 les-

son 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. You can also provide home take assignment to work on and present in the class or report to you.

6.3.2. Lesson 2: The Nature of Labour Market- National and Local

1. Competencies

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

- Describe labour market as source of job opportunity

2. Lesson Overview

In this lesson, students are familiarized with labour market as a source of job (employment) opportunity. The lesson briefly describes what labour market is all about, national and local labour market. The lesson is supported by Activity 1 (see page 87 on the text book) on the concept 'Market' to lead to the discussion on labour market characteristics. You are expected to provide the students with examples that illustrate markets and what it involves.

You are expected to provide additional descriptions or labour market (national and local) from various sources such as books, the internet (if accessible) to expand the understanding of learners on the concepts. Do not limit yourself with the descriptions and illustrations provided in text book.

Activities to be done by the students individually or in groups in or outside the classroom are also provided in the lesson. You can modify the activities to fit the nature of your students or add your own realistic activities facilitate student learning.

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.

3.1. Suggested teaching methods: use a variety of active-learning methods to encourage students' involvement in the teaching-learning process. You de-

cide the active learning methods you want to use considering the composition of the students and nature of the lesson. We suggest the following methods for this lesson:

- ✓ **Brainstorming:** you can start by asking a brainstorming question to make students infer about labour market. Starting from their response, you can proceed to your explanation, using concrete examples to clarify the concept.
- ✓ **Explanation (Lecture):** you elaborate concept labour, labour market (national and local) with examples, orally or in writing, or showing visuals, or in combination.
- ✓ **Pair/small-group discussion:** to share understandings between students and build different perspectives and to build collaboration and working together. Activities requiring students to work in pairs or groups are provided in the text book. You can also add your own group activities.
- ✓ **Question and answer:** check students' understandings and whether the students are following the presentation.
- ✓ **Reflection:** you can make your students talk or present what they have learned individually to express their understandings.

3.2. Suggested support materials: any material you may use that support students to clearly understand concepts in the lesson. We suggest the following support materials for this lesson:

- ✓ Chalkboards or bulletin boards where you can post materials for student viewing in the classroom or outside the classroom.
- ✓ Videos on interactions in the labour market

4. Lesson preparation

- Read the text book and other resources labour market. Decide the active-learning methods, activities, materials and evaluation techniques that you want to

use during the lesson.

- Prepare a lesson Plan: to guide your presentation, use of time and haw and when to use support materials.

5. Lesson Presentation- This is the delivery (presentation) 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. Pose a brainstorming question on the lesson to involve and know prior knowledge of students. As they respond, note the level of their understanding on the concept.

b) Main Body of the Lesson: Use the teaching methods you already decided in the lesson plan as described below.

- ✓ Explain the topics of the lesson- labour market- national and local;
- ✓ 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 and concepts of the lesson.

d) 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. You can also provide home take assignment to work on and present in the class or report to you.

Answers for Unit review questions

I. True or False

1. **True** **2.True** **3.False** **4.False** **5.False**

II. Multiple choice

1. **C** **2. C** **3. A**

III. Short answer questions

1. a) Paid employment involves payment of salary or wages by others but self-employment is based on personal income.
   b) Paid employment makes one dependent on others but self-employment makes one self-dependent.

UNIT 7 EMPLOYABILITY

7.1. Unit Introduction

This unit is about employability, an individuals' effort to be ready for employment, emphasizing on employability skills and mechanisms of applying for employment. The unit starts by defining the concept employability as someone's effort to build one's capability that makes individuals more likely to choose and gain initial employment. Following this, employability skills (non-technical) that make job seekers employable are discussed. Then, curriculum vitae or resume preparation as a mechanism of applying for job by job seekers is presented.

This unit has two lessons- Employability and employability skill; Curriculum Vitae and Cover Letter Preparation. Descriptions with examples and illustrations are provided for the concepts in the lesson. You are expected to provide additional descriptions, examples and illustrations for the concepts in the lesson from various sources to expand the understanding of the students. Do not limit yourself to what is presented in the text book.

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 to fit to the composition of the students and school conditions.

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.

7.2. Unit outcomes

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

- Define employability

- Describe employability skills
- Demonstrate employability skills in job application
- Prepare CV and good covering letter

7.3. Main contents

The unit consists of two lessons

➔ **Lesson 1: Employability and employability skills**

➔ **Curriculum Vitae and cover letter preparation**

7.3.1. Lesson 1- Employability and employability skills

1. Competencies

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

- Describe Employability as a job readiness effort
- Demonstrate employability skills

2. Lesson Overview

In this lesson, students learn about employability and employability skills. The lesson starts by posing a brainstorming question to make students inquire about the meaning of employability (see sub unit 7.1 page 95 on the text book). Following the brainstorming question, a brief description of employability is provided. The description of employability stresses that employability is *not employment, but it is ones readiness for gaining initial employment.* Some of the employability skills are also presented with brief explanation for each.

You have to explain each of the employability skills with examples and appropriate illustrations. You are expected to provide the students with different descriptions of the employability and employable skills from different sources. Do not limit yourself with the descriptions and illustrations provided in text book.

The unit 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 nature of the students and school/local conditions. You can

also add activities that you believe are important to make the students understand employability and employability skills.

3. Teaching-Learning Process: the students can interact with the teacher, to each other and learning materials and activities to learn. It constitutes the following.

3.1. Suggested teaching methods: use a variety of active-learning methods to encourage students' involvement in the teaching-learning process. Decide the active learning methods you want to use considering the nature of the lesson and students' composition and time. We suggest the following methods for this lesson:

- ✓ **Brainstorming-** you can start by posing a brainstorming question to make students infer about the concept employability. Starting from their response, you can proceed to your explanation, using concrete examples to clarify the concepts.
- ✓ **Explanation (Lecture):** you elaborate the concept employability and employability skills with examples, orally or in writing, or showing visuals, or in combination. You can support your lecture with illustrations such as the following.



In your explanation, you need to emphasize that **learners need skills and competencies beyond technical or academic knowledge**.

- ✓ **Pair/small-group discussion:** to share understandings between students and build different perspectives. Activities requiring students to work in pairs or groups are provided in the text book. You can also add your own group activities.
- ✓ **Question and answer:** check students' understandings and wheth-

er the students are following the presentation while you are teaching in intervals.

- ✓ **Reflection**: you can arrange employability skill activity where students observe and reflect their understanding. Make your students talk or present on certain employability skill from reading books, internet.

3.2. Suggested support materials: use learning support materials to help students to clearly understand concepts and skills in the lesson. We suggest the following support materials for this lesson:

- ✓ Illustrations (Pictures, photos) on employability skills practices from different sources such as the internet (if accessible), etc. such as the following. You can post it in the classroom for student viewing.



- ✓ Chalkboards or bulletin boards where you can post materials for student viewing in the classroom or outside the classroom.
- ✓ Videos: you can show videos on the application of employability skills such as communication, problem solving, teamwork, etc.

4. Lesson preparation

- Read the text book and other resources on employability and employability skills. Decide which active-learning methods, activities, materials and assess-

ment techniques that you want to use during the lesson.

- Prepare a lesson Plan: to guide your presentation, use of time and haw and when to use support materials.

5. Lesson Presentation- This is the delivery (presentation) 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. As they respond, note the level of their understanding on the concept.

b) Main Body of the Lesson: Use the teaching methods you already decided in the lesson plan. Explain the meaning of employability and skills with their importance for employment. You can ask students open-ended questions at different points during your explanation to encourage students' participation.

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 and giving them classwork. Based on the feedback of the evaluations of the lesson, check that the objectives of the lesson are met. If not, determine what is not clear and plan for a remedial activity.

7.3.2. Lesson 2: Curriculum Vitae and Cover Letter Preparation

1.Competencies

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

- Describe and Prepare curriculum vitae (resume)
- Prepare covering letter to accompany the CV

2.Lesson Overview

In this lesson, students are familiarized about preparing curriculum vitae (resume) and covering letter that accompany the curriculum vitae. The lesson briefly describes

what curriculum vitae or resume is all about and the differences between curriculum vitae and resume. You can start the CV part of the lesson by asking students about preparing personal profile discussed in Unit two as a basis for presenting the topic curriculum vitae. Following this, cover letter preparation is discussed.

In this lesson, CV and cover letters are defined, information to be included in CV are also highlighted with an example (see page 106 and 107 in the text book). You are expected to provide the students with additional examples that illustrate curriculum vitae and covering letter from different sources such as the internet, etc. Do not limit yourself with the descriptions and illustrations provided in text book.

Activities to be done by the students individually or in groups in or outside the classroom are provided in the lesson. You can use the activities as they are or with modification to fit to the students level and school conditions. You can also add your own realistic activities to facilitate student learning.

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.

3.1. Suggested Teaching Methods: use a variety of active-learning methods to encourage students' involvement in the teaching-learning process. We suggest the following methods for this lesson:

- ✓ **Brainstorming-** you can start by asking a brainstorming question related to the lesson. Starting from their response, you can proceed to your explanation, using concrete examples to clarify the concepts.
- ✓ **Explanation (Lecture)** you elaborating concepts with examples, orally or in writing, or showing visuals, or in combination.
- ✓ **Pair/small-group discussion** to share understandings between students and build different perspectives. You can also add your own group activities.
- ✓ **Question and answer:** Check students' understandings and whether the students are following the presentation.

d) 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 Questions

1. True 2. False 3.False 4. True

II. Multiple Choice Questions

5. D **6. B** **7. D** **8. A**

- ✓ **Observation:** students are required to critically observe while you are explaining or showing a sample of curriculum vitae.
- ✓ **Actual practice:** you can make your students write their own curriculum vitae considering that they apply for a job and reflect on it in pairs. Check that students do it correctly.

3.2. Suggested Support Materials: use any material that supports students to clearly understand concepts and skills in the lesson. We suggest the following support materials for this lesson:

- ✓ Sample of curriculum vitae and covering letter, the internet (if accessible), etc.
- ✓ Chalkboards or bulletin boards where you can post sample of CVs and covering letter for student viewing.

4. Lesson preparation: Read the text book and other resources on curriculum vitae and covering letter. Decide the active-learning methods, activities, materials and evaluation techniques that you want to use during the lesson.

- Prepare a lesson Plan: to guide your presentation, use of time and haw and when to use support materials.

5. Lesson Presentation- This is the delivery (presentation) 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. Ask them questions to check their prior knowledge on the lesson. As they respond, note the level of their understanding on the concept.

b) Main Body of the Lesson: Use the teaching methods you already decided in the lesson plan. Explain the topics of the lesson- curriculum vitae and covering letter, how to prepare them with example and samples. 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.

UNIT 8 PREPARING FOR EMPLOYMENT

8.1. Unit Introduction

The primary purpose of unit eight is to familiarize students with recruitment (job) interview, common job interview questions and how to plan for a job interview. In this lesson, job interview is described with its purpose followed by the common interview questions asked by potential employers. You have to provide with additional description on the concept interview from different sources. Do not limit your presentation of on the text book definitions.

The unit includes activities, some to be done individually, and some in group either in the classroom or outside the classroom. You can use the activities as they are or with modification to fit the nature of the students and school/local conditions.

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.

8.2. Unit outcomes

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

- Analyse the importance of preparing for a job interview
- Identify the common job interview questions
- Prepare to be successful in job interview

8.3. Main contents

The unit consists of two lessons

➔ **Lesson 1: Analyse the importance of preparing for a job interview**

➔ **Lesson 2: Identify skills that help to be successful in job interview**

8.3.1. Lesson 1- Analyse the importance of preparing for a job interview

1. Competencies

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

- Describe job interview and common interview questions
- Identify steps of preparing for job interview

2. Lesson Overview

In this lesson, students learn about job interview and importance of preparing for job interview. The unit also introduces the common questions in job interview to familiarize students with the nature of questions asked during job interview. The lesson starts with an example which help students conceptualize the concept of job interview from real experience they are familiar with. Then, job interview is described followed by the discussion on common job interview questions. You need to explain interview session arrangements such as Face-to-Face Interview (One-to-One), Telephone Interview, Group and Panel Interview with proper illustration and demonstration.

You are expected to provide the students with different descriptions of the terms from different sources, with examples and illustrations. Do not limit yourself with the descriptions and illustrations provided in text book. The lesson also contains activities to be done in and outside the classroom. Use the activities as they are or with modification to fit to the students level of understanding, and school/local conditions. You can also add activities that you believe are important to make the students understand interview and interview related skills.

3. Teaching-learning process: students can interact with the teacher, to each other and learning materials and activities they are doing to learn. It constitutes the following.

3.1. Suggested Teaching Methods: use a variety of active-learning methods to encourage students' involvement in the teaching-learning process considering the nature of the lesson and students understanding. We suggest

the following methods for this lesson:

- ✓ **Brainstorming-** you can start by a brainstorming question to make students infer about the concept interview in general. Starting from their response, you can proceed to your explanation, using concrete examples to clarify the concepts.
- ✓ **Explanation (Lecture):** you elaborating concept job interview with examples, orally or in writing, or showing visuals, or in combination. You need to explain the nature of the interview questions by **giving possible answers to each of the questions.**
- ✓ **Pair/small-group discussion:** to share understandings between students and build different perspectives.
- ✓ **Question and answer: C**heck students' understandings and whether the students are following the presentation while teaching.
- ✓ **Observation/reflection:** you can organize an interview session where you interview a particular student and students observe the session and reflect on it.

3.2. Suggested Support Materials- any material you may use that support students to clearly understand concepts and factors in the lesson. We suggest the following support materials for this lesson:

- ✓ Illustrations (Pictures, photos) on interview sessions, from the internet, for example (if accessible), etc.
- ✓ Chalkboards or bulletin boards where you can post materials for student viewing in the classroom or outside the classroom.
- ✓ Videos: you can show videos on job interview sessions form the internet (if accessible) etc.

4. Lesson preparation: Read the text book and other resources on job interview,

common questions and on preparation for interview. Decide the active-learning methods, activities, materials and evaluation techniques to use during the lesson..

- Prepare a lesson Plan: to guide your presentation, use of time and haw and when to use support materials.

5. Lesson Presentation- This is the delivery (presentation) 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. You can introduce the lesson by asking students about interview to air their understandings from their prior knowledge on the lesson. As they respond, note the level of their understanding on the concept.

b) Main Body of the Lesson: Use the teaching methods you already decided in the lesson plan. Explain the meaning of job interview, its importance and preparations. 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 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.

8.3.2. Lesson 2. Preparing for job interview

1. Competencies

After completing the lesson, students will be able to:

- Analyse the importance of preparing for job interview
- Identify factors of preparing for job interview

2. Lesson Overview

In this lesson, students are familiarized with how to prepare for job interview and its importance. The lesson introduces the steps that job seekers follow when preparing

for job interviews. The lesson begins with the importance of adequate preparing for job interview. As the purpose of the job interview for the job seeker is to convince the employer, you have to emphasize the importance of preparing for the job interview before the actual interview. The lesson presented seven steps or factors that job seekers pay attention to preparing for job interview. Illustrate each factor or step with great emphasis. You are required to explain each factor with the consequences if not addressed well in advance.

You are expected to provide the students with additional examples that illustrate the importance of preparing for job interview. Do not limit yourself with the descriptions and illustrations provided in text book.

Activities to be done by the students individually or in groups in or outside the classroom are provided in the lesson. Use the activities as they are or with modification to fit to the students level of understanding, and school/local conditions. You can also add activities that you believe are important to make the students understand interview and interview related skills.

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.

3.1. Suggested Teaching Methods: use a variety of active-learning methods to encourage students' involvement in the teaching-learning process. You decide the active learning methods you use considering the nature of the lesson and students. We suggest the following methods for this lesson:

- ✓ **Explanation (Lecture)** you elaborating the steps or factors considered for preparing for job interview with examples, orally or in writing, or showing visuals, or in combination.
- ✓ **Pair/small-group discussion:** to share understandings between students and build different perspectives.
- ✓ **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 presenta-

tion.

- ✓ **Demonstration:** you demonstrate one-to-one interview and others.
- ✓ **Observation:** students observe while demonstrating job interview
- ✓ **Mock interviews:** organize a mock interview session where students exercise interviewing with each other.

3.2. Suggested support materials: use any support students to clearly understand concepts, skills and steps in the lesson. We suggest the following support materials for this lesson:

- ✓ Chalkboards or bulletin boards where you can post materials for student viewing in the classroom or outside the classroom.
- ✓ Pictures of interview sessions

4. Lesson preparation: read the text book and other resources on preparing for job interview. Decide the active-learning methods, activities, materials and evaluation techniques that you use during the lesson.

- Prepare a lesson Plan: to guide your presentation, use of time and haw and when to use support materials.

5. Lesson Presentation- This is the delivery (presentation) phase of teaching.

a) **Main Body of the Lesson:** Use the teaching methods you already decided in the lesson plan. Explain the topics of the lesson- preparation for job interview and its importance; factors to be considered for preparation. You can ask students open-ended questions at different points during your explanation to encourage them to participate,

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

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 and giving them classwork. Based on the feedback, check that **the objectives of the les-**

son 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 Questions

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

II. Fill in the blanks

1. The Applicant

2. Conversation, question and answer, etc.

3. The potential employer