**BASIC 7**

**WEEKLY LESSON PLAN – WEEK 3**

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| **Learning Indicator(s)** | B7.5.1.1B7.5.2.1  |
| **Performance Indicator** | **B7.5.1.1.4**: **Make sketches of objects**B7.5.2.1.1: Work with a given design brief |
| **Week Ending** | 30-09-2022 |
| **FORM** | B.S.7 |
| **Subject** | Career Technology |
| **Reference** | Curriculum, Teachers Resource Pack, Learners Resource Pack. |
| **Teaching / Learning Resources** | Drawing Paper, Pencil, Eraser, chalk, etc. |
| **DAYS** | **PHASE 1 : STARTER** | **PHASE 2: MAIN** | **PHASE 3: REFECTION** |
| **MONDAY****26-09-2022** | Learners brainstorm to explain the meaning of Sketch. | 1. Discuss techniques of sketching objects in two-dimensional (2-D) plane figures.
2. Learners in small groups to discuss techniques of sketching objects in three dimensional (3-D).
3. Learners individually Practise sketching plane objects and pictorial objects to build an album for display.

**Sketching Objects in two dimensional 2-D plane figures;**1. Square
2. Circle
3. Triangle
4. Rectangle
5. Oval

 **Sketching Objects in Three dimensional 3-D plane figures;**1. Isometric
2. Oblique
3. perspective
 | **Core Competencies;**1. Explain ideas in a clear order withrelevant details.2. Ability to merge simple/complexideas to create novel things. |
| **THURSDAY****29-09-2022** | Review Learners knowledge on the concept of design. | 1. Learners brainstorm to explain the meaning of designing.
2. Engage Learners to study a given design brief to identify problems.
3. Learners in small to groups are to analyse the problem, list the possible ideas for the solution and to discuss ideas.

 What is meant by design problem? An unsolved state or an issue that a system being designed needs to take into consideration.The ‘design brief’ follows the ‘problem’ and states clearly how you intend to solve the design problem.**Identifying Problems of Design Brief;****i.** Is there a product that you could improve for a hobby or interest?**ii.** Is there an item that you use every day that could be improved? Is there an item that could be adapted for disabled people or young children or the elderly? or another group of people?**iii.** Ask your friends and relatives. They may have a few suggestions about design problems you can solve that will help them.**iv.** Do not be over ambitious. Do not select a design problem that is too complex.**v.** Ask the teacher for advice and look at completed projects for inspiration.**vi.** Complete your homework on time. Do not fall behind as you may find it impossible to catch up.**How To Analyse a Design Problem;**1. A sample design problem is seen below. Read this problem carefully.
2. In order to fully analyse the design problem to be solved list the key words / phrases
3. Take the most important key words / phrases and explain what each one means.
4. When you have fully analysed a problem you will be ready to write a meaningful Design Brief.
 | **Core Competencies;**1. Communication and Collaboration **(CC)**
2. Critical Thinking and Problem Solving **(CP)**,
3. Creativity and Innovation **(CI)**
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