

# *EaD Comprehensive Lesson Plans*



or



0248043888

<https://www.TeachersAvenue.net>

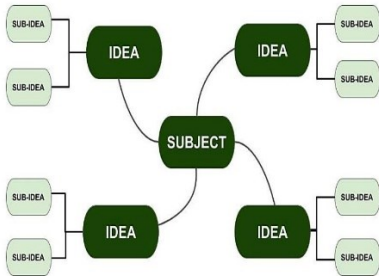
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**BASIC 8**

**WEEKLY LESSON PLAN – WEEK 5**

Strand:	Designing and making of artifacts/products		Sub-Strand:	Designing	
Content Standard:	B8.5.2.1 Demonstrate knowledge of Designing				
Indicator (s)	B8.5.2.1.1: Write a Design Brief B8.5.2.1.2: Research into design problem B8.5.2.1.3: Write Design Specifications		Performance Indicator: Learners can make researches into design problems.		
Week Ending	28-07-2023				
Class	B.S.8	Class Size:		Duration:	
Subject	Career Technology				
Reference	Career Technology Curriculum, Teachers Resource Pack, Learners Resource Pack				
Teaching / Learning Resources	Charts, Poster, Video		Core Competencies:	<ul style="list-style-type: none"><li>Analytical skills</li><li>Decision making</li></ul>	
DAY/DATE	PHASE 1 : STARTER	PHASE 2: MAIN			PHASE 3: REFLECTION
MONDAY	Discuss the meaning of “design brief” with the Learners.	<div>1. Assist Learners to identify problem situations in the school environment.</div> <div>2. Learners brainstorm to write the problem situation.</div> <div>3. Learners in small groups to discuss and report to the class on suitable design brief to address the problem.</div> <div>Design brief;</div> <div>A design brief, also known as a creative brief, is a project management document that allows you to identify the scope, scale, and core details of your upcoming design project.</div> <div>How to write a design brief</div> <div>1. Create a header.</div> <div>2. Include a project overview.</div> <div>3. Explain the design project goals and objectives.</div> <div>4. Discuss the design's target audience and competitors.</div> <div>5. Outline the budget for the project.</div>			<div>Through questions and answers, conclude the lesson.</div> <div>Exercise;</div> <div>What is design brief?</div>

		6. Present the project's schedule. 7. Outline the project's deliverables. 8. Conclude the design brief	
<b>FRIDAY</b>	Demonstrate on how to develop an analysis chart a problem.	<ol style="list-style-type: none"> <li>1. Learners brainstorm to state questions to address analysis charts.</li> <li>2. Learners in small groups to conduct a research into the problem analysis through prepared questionnaires and interview guides.</li> <li>3. Assist Learners to develop and write the design specifications based on the areas analyzed, to serve as a guide for idea generation.</li> </ol> <p><b>What is an analysis chart?</b></p> <p>The Analysis Chart is a dynamic chart set that provides interactive data analysis capabilities. The following topics introduce developers to the Analysis Chart super-element: Analysis Chart Attributes. Adding Analysis Chart Columns. Adding Additional Series.</p>  <pre> graph TD     S((SUBJECT)) --- I1((IDEA))     S --- I2((IDEA))     S --- I3((IDEA))     S --- I4((IDEA))     I1 --- SI1a(SUB-IDEA)     I1 --- SI1b(SUB-IDEA)     I2 --- SI2a(SUB-IDEA)     I2 --- SI2b(SUB-IDEA)     I3 --- SI3a(SUB-IDEA)     I3 --- SI3b(SUB-IDEA)     I4 --- SI4a(SUB-IDEA)     I4 --- SI4b(SUB-IDEA)       </pre>	Learners brainstorm to give reasons for the specifications developed

**Name of Teacher:**

**School:**

**District:**