

EaD Comprehensive Lesson Plans



or



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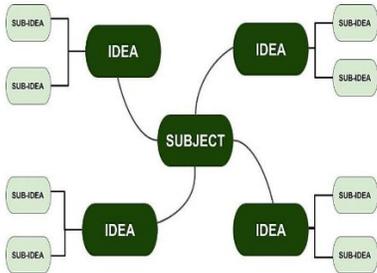
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BASIC 8

WEEKLY LESSON PLAN – WEEK 5

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|--------------------------------------|---|--|-----------|--|---|
| 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"> Analytical skills Decision making | |
| DAY/DATE | PHASE 1 : STARTER | PHASE 2: MAIN | | | PHASE 3: REFLECTION |
| MONDAY | Discuss the meaning of “design brief” with the Learners. | <ol style="list-style-type: none"> Assist Learners to identify problem situations in the school environment. Learners brainstorm to write the problem situation. Learners in small groups to discuss and report to the class on suitable design brief to address the problem. <p>Design brief;</p> <p>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.</p> <p>How to write a design brief</p> <ol style="list-style-type: none"> Create a header. Include a project overview. Explain the design project goals and objectives. Discuss the design's target audience and competitors. Outline the budget for the project. | | | <p>Through questions and answers, conclude the lesson.</p> <p>Exercise;</p> <p>What is design brief?</p> |

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|---------------|---|--|---|
| | | <ol style="list-style-type: none"> 6. Present the project's schedule. 7. Outline the project's deliverables. 8. Conclude the design brief | |
| FRIDAY | <p>Demonstrate on how to develop an analysis chart a problem.</p> | <ol style="list-style-type: none"> 1. Learners brainstorm to state questions to address analysis charts. 2. Learners in small groups to conduct a research into the problem analysis through prepared questionnaires and interview guides. 3. Assist Learners to develop and write the design specifications based on the areas analyzed, to serve as a guide for idea generation. <p>What is an analysis chart?</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 SUBJECT((SUBJECT)) --- IDEA1((IDEA)) SUBJECT --- IDEA2((IDEA)) SUBJECT --- IDEA3((IDEA)) SUBJECT --- IDEA4((IDEA)) IDEA1 --- SUB_IDEA1_1((SUB-IDEA)) IDEA1 --- SUB_IDEA1_2((SUB-IDEA)) IDEA2 --- SUB_IDEA2_1((SUB-IDEA)) IDEA2 --- SUB_IDEA2_2((SUB-IDEA)) IDEA3 --- SUB_IDEA3_1((SUB-IDEA)) IDEA3 --- SUB_IDEA3_2((SUB-IDEA)) IDEA4 --- SUB_IDEA4_1((SUB-IDEA)) IDEA4 --- SUB_IDEA4_2((SUB-IDEA)) </pre> | <p>Learners brainstorm to give reasons for the specifications developed</p> |

Name of Teacher:

School:

District: