

EaD Comprehensive Lesson Plans



or



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Week Ending	24-05-2024	

BASIC 7

WEEKLY LESSON PLAN – WEEK 4

Class	B.S.7	Class Size:		Duration:	
Subject	Career Technology				
Reference	Career Technology Curriculum, Teachers Resource Pack, Learners Resource Pack				
Teaching / Learning Resources	Poster, Pictures and Video		Core Competencies:		
DAY/DATE	PHASE 1 : STARTER	PHASE 2: MAIN			PHASE 3: REFLECTION
MONDAY	Discuss with Learners on ways of identifying problems with a specific design.	1. Assist Learners to analyze the problem and list the possible ideas for the solution. 2. Demonstrate using freehand sketching to generate three possible ideas for solving the identified problem and write descriptive notes. 3. Learners brainstorm to use freehand sketching to generate three possible ideas for solving identified problems related a specific design. Design Problem; Design Problem is An unsolved state or an issue that a system being designed needs to take into consideration. Freehand Sketching • Take time to find a great reference photo and observe it before getting started. • Make sure you're drawing lightly (I like using my HB pencil) • Simplify your subject and use "envelopes" to lay down largest/general shapes. Free-Hand Sketching Instruments. Following instruments are needed for the drawing of free hand sketching. 1. Soft Lead Pencil. 2. Eraser. 3. Sharpener. 4. Drawing Sheet. 5. Graph Sheet. Importance of Free Hand Sketching. Free hand drawing has much importance in practical works because a draftsman has to check the drawings of every object from the engineer.			Learners in groups to discuss and report to the class on how to verify generated ideas if they satisfy the solution for the problem identified

		At the checking of complete drawing, much time is wasted on the alterations, if needed. Since less time is needed for free hand drawing, therefore, initially such drawing should be depended upon. Principles of Free Hand Sketching. Following principles should be followed for free hand sketching: 1. The object should be seen thoroughly and pondered over its objectives and concepts. 2. More detailed aspect is considered for selection of a view. 3. Space is specified on a drawing sheet according to the sizes of views. 4. Firstly, the dim lines are drawn so that extra lines may be erased easily. 5. Scale and ruler are not used in drawing, although, ratio and proportion of different parts of an object are considered. 6. Firstly, horizontal lines are drawn then vertical lines are drawn, and arcs and circles are drawn lastly. 7. After completing the diagram, a clear scale is written in some suitable manner.	
THURSDAY	Demonstrate drawing designs in a pictorial form.	1. Assist Learners to study design folios to understand selected designs. 2. Discuss with the Learners about the concept of "Communication design". 3. Learners in small groups to practice using operational sequence for making the artifact. 4. Assist Learners to identify the strength and weakness of artifacts. 5. Discuss with learners on how to test manufactured artifact to find out whether it has met specifications. Design Folios; design folios are used for identifying important factors (i.e., "screening") and determining the best settings for these factors (i.e., "optimization"). They can also be used for simple one factor designs that allow you to compare the response at different factor levels.	Through questions and answers, conclude the lesson.

		Communication Design ; Communication design, traditionally known as graphic design, is the creation of visuals that spread messages and meanings in new and relevant ways. To do this, communication designers use new emergent media and technologies to collaborate and be responsive to the needs of businesses, communities and organizations.	
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School:

District: