

CAREER AND TECHNICAL EDUCATION (CTE)

Grade 7

Teacher's Guide



FEDERAL DEMOCRATIC REPUBLIC OF ETHIOPIA
MINISTRY OF EDUCATION

Teacher's Guide

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CTE



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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**

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INTRODUCTION

This Teacher's Guide book is prepared to assist teachers of Grade 7 Career and Technical Education in planning, organizing, delivering of the contents and activities, and assessing students. It guides the teachers to develop student competencies through providing:

- Relevant and basic concepts and skills of Career and Technical Education
- Understanding and appreciation of work
- Approaches to enhance the students' career development in the future
- Information to develop soft skills/employability skills
- Information to develop creative and problem solving abilities
- Information to acquaint students with areas of employment opportunities

Within these general objectives, this Teacher's 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 the teaching-learning activity. This teacher's 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 centre 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-centred approach and active leaning strategies to facilitate student-empowered learning **through active participation expressed in terms of students' performing activities, answering questions, observing and reflecting, presenting, experience sharing, group working, etc.** It encourages students to have more responsibility for their learning. The student-

Teachers Guide

centred approach and active learning strategies also stimulate and motivate teachers as they foster interest and enjoyment, and enhance professional development.

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

Unit Overview- summarizes the contents of the unit.

The Teaching Learning Process - Presents the lesson's core activities, 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. You can use question and answer, group work, discussion, presentation as methods of delivery. 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 relevance) and understanding capability and composition of students.
- **Suggested Learning Support Materials** - 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 relevance) and understanding capability and composition of students. You can use pictures, drawings, samples, hand outs, textbooks, and etc.

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 preparing lesson plans, selecting content and 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, question and answer, quizzes, tests, homework, mid-semester examinations and final examinations could be used as assessment tools. You can arrange a discussion session on assignments and tests to provide feedback to the students to identify their performance and to boost their understanding.

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 considers learning as taking place in a constructive interaction between the students, subject matter (text book), support materials, and teachers. As a teacher that facilitates 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 expanding 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)

I.I. 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, they do not have background knowledge in Career and Technical Education, the unit begins with brainstorming question followed by defining the concepts career, job, and technical education to familiarize the students.

The unit starts by a brainstorming question with the aim of making students to reflect their prior knowledge on the topics of the unit. Before presenting lessons, you have to first make students reflect on the brainstorming question which helps you identify whether the students are familiar or unfamiliar to the topics. This helps you to determine how you can approach the units in your presentation to the understanding level of your students.

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, or adding your own activities depending on the students' composition, school, and local conditions. Remember that you have to use activities or adjust the suggested activities in the textbook 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.

Introduction To Career And Technical Education (cte)

At the end of each 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 teacher's guide. You can add your own review (assessment) questions if necessary.

1.2. Unit Outcomes

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

- ✂ Define the concepts of career and job.
- ✂ Describe Career and Technical Education.
- ✂ List 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

1.3.1.1 Competencies

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

- Describing the concepts career, job and technical education.
- Identifying the differences and relations between career and job.

1.3.1.2 Lesson Overview

In this lesson, students learn the meaning of career, job and the differences and relationships between career and job. To start with, a brainstorming question is given which you should ask students to reflect their prior knowledge on the lesson. Make students answer the brainstorming question so that you can identify the students'

background knowledge as a starting point for your presentation. Building upon the students' reflection, you can present the contents in the text. A brief definition of career is given at the beginning of the lesson. You are expected to provide the students with different working definitions of the term to build the students' perspectives. Do not limit yourself to the definitions provided in the textbook. You can also start your explanation of the concepts by posing questions to the students. You can also develop your own strategy of starting the lesson.

Regarding the learning activities, you can use the student activities in the textbook as they are, or you can modify or develop additional activities you believe are relevant and applicable to the school and local situations.

For example, some activities may not be applicable in urban or rural areas; some practical activities may not be performed by students with disabilities. In these situations, you have to adjust the activities to fit the nature of the situation and students.

1.3.1.3 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. It constitutes the following.

1. **Suggested Teaching Methods:** Decide the active learning methods you want to use considering the nature of the lesson, composition of students - fast, medium, and 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 the brainstorming questions before your presentation to know the prior knowledge of students on the topic. Check that each student attempts the brainstorming questions.

- **Explanation (lecture):** You elaborate concepts with examples, orally, or in writing, or showing pictures, etc., or in combination.
- **Pair/small-group work:** To share understandings between students and to build different perspectives. You can use this method when you want to actively involve students in the activities before, while and at the end of the lesson.
- **Question and answer:** check students' understandings and whether the students are following the presentation and for summarizing the lesson. Adjust your questions based on different types of learners in the classroom.
- **Guest speaker:** You can invite experienced person from the locality with career success for initiating students to think of their future career. You can use this during the beginning, presentation or after the lesson.

2. Suggested Support Materials - any material you may use that support students to clearly understand concepts, skills and understandings of the lesson. Decide the support materials and activities 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:

- Use pictures, photographs, drawings, etc. that reflect the culture of local communities.
- Use sign language interpreters (if available) for hearing impaired students, and appropriate materials for visually impaired students.
- Chalkboards or bulletin boards where you can post pictures related to career for students' viewing.
- Videos, recording devices, etc.

3. Lesson Preparation

- Read the textbook and other resources on career and technical education. Select your teaching methods, strategies, support materials and assessment tools before class.
- Prepare a lesson plan following the school's lesson plan format for each lesson as a guide to your presentation of the contents.

4. 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. For example, you can 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 summarizing the lesson.

5. Assessment and follow up: Check your students' understanding of the concepts, for example, by asking questions and giving them class activity. Based on the feedback, check that the objectives of the lesson are achieved. 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.

1.3.2. Lesson 2: Importance of Career and Technical Education

1.3.2.1 Competencies

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

- Describing Career and Technical Education.
- Analyzing the importance of Career and Technical Education.

1.3.2.2 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 of the lesson. 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 to the description provided in the textbook. You can start by asking students to describe CTE based on what they learned before. You can also develop your own strategy of starting the lesson. You can use the student activities in the textbook, or you can develop additional activities you believe that are relevant and applicable to the school and local situations.

1.3.2.3 Teaching-learning process

It incorporates students' interaction with the teacher, to each other, learning materials, and activities. It constitutes the following.

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):** You elaborate what CTE is and its importance, orally or in writing, with examples, etc., or in combination.
 - **Pair/small-group work:** To share understandings between students and to build different perspectives.
 - **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.
2. **Suggested Support Materials** - any material you may use that support students to clearly understand concepts, skills, and understandings of the 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:
- Chalkboard/whiteboard for writing notes,
 - Videos, recording devices, and internet websites (if available)

3. Lesson Preparation

- Read the textbook and other resources on career and technical education and its importance. Select your teaching methods, strategies, supporting materials, and assessment tools before class.
- Prepare a lesson plan following the school's lesson plan format as a guide to your presentation of the contents.

4. Lesson Presentation

It is 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 such as lecture, question and answer, discussion, group discussion using the textbook. 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 of the lesson.

5. 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 achieved. You can use tests, classroom quizzes, etc., as assessment techniques. If not, determine what is not clear, and plan for a remedial activity. You can arrange discussion session with the students on their results as a follow-up of their performance. You need to provide additional activities that fit the different composition of the students.

Answers for the Unit 1 Review Questions

I. True or False Part

- a. False
- b. False
- c. False
- d. False
- e. False

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. Before the description of the CTE areas, a brainstorming question is provided 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 textbook. 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 on with clear examples to make the students appreciate the sub-area's contribution to society.

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, or adding your own activities depending on the students' composition, school, and local conditions. Remember that you have to use activities or adjust the suggested activities in the textbook 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.

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At the end of the unit, there are review questions and assignments to help students reflect on what they have learned in 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 be able to:

- ✂ Identify the eight Career and Technical Education areas.
- ✂ Describe soft skills.
- ✂ Prepare personal profile appropriately.

2.3. Main Contents

- ➔ Career and Technical Education Areas in Ethiopia
- ➔ Soft Skills
- ➔ Personal Profile Development

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

2.3.1.1 Competencies

- Identify the eight areas of Career and Technical Education.

2.3.1.2 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 focusing 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 textbook or your own to involve the students to understand the lesson.

2.3.1.3 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.

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:** Asking the brainstorming questions before your presentation to know the prior knowledge of students on the topic. Check that each student attempts the brainstorming question.
 - **Explanation (lecture):** You elaborate concepts with examples, orally, or in writing, or showing pictures, etc., or in combination.
 - **Pair/small-group work:** To share understandings between students and to build different perspectives. You can use this method when you want to actively involve students in the activities before, while and at the end of the lesson.
 - **Question and answer:** check students' understandings and whether the students are following the presentation and for summarizing the lesson. Adjust your questions based on different types of learners in the classroom.

- **Guest speaker:** You can invite experienced person from the locality with career success for initiating students to think of their future career. You can use this during the beginning, presentation and after the lesson.

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. Use Pictures, photographs, drawings, etc. that reflect the culture of local communities.
- If there are students who need special attention such as visually impaired, 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 visual learner students are required.

3. **Lesson Preparation**

- Read the textbook and other resources on career 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.

4. **Lesson Presentation** – is 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 of 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 use methods such as question and answer, lecturing, discussion, student reflections. You can also 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 summarizing the lesson.

5. **Assessment and follow up:** Check your students' understanding of the content of the lesson by asking oral or written questions (tests and quizzes), 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.

2.3.2. Lesson 2. Soft Sills

2.3.2.1 Competencies

- Describe soft skills.
- Describe creative thinking and problem solving skills.

2.3.2.2 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. The lesson starts by describing soft skills. Types of soft skills are also highlighted emphasizing on two important soft skills - creative 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 textbook.

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

2.3.2.3 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.

1. **Suggested Teaching Methods:** use a variety of active-learning methods such as group work discussion, student reflection, brainstorming 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:
 - **Brainstorming 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 elaborate 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:** It is to share understandings between students and to build different perspectives. Activities requiring students to work in pairs or groups are provided in the textbook.

- **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.

2. **Suggested Learning Support Materials** – are 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, elaboration materials for student observation.
- **Videos:** You can also show videos on some soft skills in the classroom from the internet (if possible).

3. Lesson preparation

- Read the textbook 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.

4. Lesson Presentation- is 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 of 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 (test, and quizzes) and giving them classwork and reading assignments. 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

2.3.3.1 Competencies

- Students will be able to prepare personal profile.

2.3.3.2 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 is included in personal profile, and how to prepare personal profile.

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

2.3.3.3 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.

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:** Asking the brainstorming questions before your presentation to know the prior knowledge of students on the topic. Check that each student attempts the brainstorming question.
 - **Explanation (lecture):** You elaborate concepts with examples, orally, or in writing, or showing pictures, etc., or in combination.
 - **Pair/small-group work:** To share understandings between students and to build different perspectives. You can use this method when you want to actively involve students in the activities before, while and at the end of the lesson.
 - **Question and answer:** check students' understandings and whether the students are following the presentation and for summarizing the lesson. Adjust your questions based on different types of learners in the classroom.
 - **Guest speaker:** You can invite experienced person from the locality with career success for initiating students to think of their future career. You can use this during the beginning, presentation after the lesson.
 - **Individual practice:** you can ask students to prepare their own personal profile in writing and submit to you for checking if they worked correctly.
2. **Suggested supporting materials** – are any material you may use that support students to familiarize with personal profile development. We suggest the following supporting 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

3. Lesson preparation

- Read the textbook and other resources on personal profile development.
- Decide which active-learning methods and evaluation techniques 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 how and when to use support materials.

4. Lesson Presentation – is 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 textbook. 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.
5. **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

- i. Name, address, age, education level, school, etc.
- ii. Critical thinking because solution to a problem is a result of critical thinking.

UNIT

3

SELF-EMPLOYMENT OPPORTUNITIES:

GARDENING HORTICULTURE, FATTENING, POULTRY AND BEEKEEPING

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 farming: 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 familiarizes 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 to the descriptions and illustrations provided in the textbook.

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, or adding your own activities depending on the students' composition, school, and local conditions Remember that you have to use activities or adjust the suggested activities in the textbook 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.

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 be able to:

- ✂ Apply knowledge and skills of gardening in the horticulture sector.
- ✂ Identify knowledge and skills of cattle farming and animal fattening sector.
- ✂ Identify knowledge and skills of beekeeping farm.
- ✂ Apply knowledge and skills 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

3.3.1.1 Competencies

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

- Knowledge and skills of gardening in the horticulture sector.

3.3.1.2 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 students 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 textbook.

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 suitable to local conditions.

3.3.1.3 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.

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

- **Brainstorming:** Asking the brainstorming questions before your presentation to know the prior knowledge of students on the topic. Check that each student attempts the brainstorming question.
 - **Explanation (lecture):** You elaborate concepts with examples, orally, or in writing, or showing pictures, etc., or in combination.
 - **Pair/small-group work:** To share understandings between students and to build different perspectives. You can use this method when you want to actively involve students in the activities before, while and at the end of the lesson.
 - **Question and answer:** check students' understandings and whether the students are following the presentation and for summarizing the lesson. Adjust your questions based on different types of learners in the classroom.
 - **Guest speaker:** You can invite experienced person from the locality with career success for initiating students to think of their future career. You can use this during the beginning, presentation after the lesson.
 - **Field observation:** you can send students to garden farms to observe how gardening horticulture is practiced. Students can present their observation.
 - **Practical engagement:** Make students to prepare gardens of flowers and vegetables gardens at home or in the school compound. You can divide students in groups and assign some of them to garden the school compound and others to cultivate vegetables like cabbage, carrots, potatoes, etc.
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:
- Use Pictures, photographs, drawings, etc. that reflect the culture of local communities.
 - Chalkboards or bulletin boards where you can post pictures related to the lesson for students' viewing.
 - Internet sources- relevant websites
3. **Lesson Preparation:** Read the textbook and other resources on gardening horticulture. 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 school's lesson plan format.

4. **Lesson Presentation** – is 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 and the different types of gardens. As they respond, note the level of their understanding on the concept.
- b. **Main Body of the Lesson:** Explain the concepts and benefits of gardening horticulture with illustrations and examples. For example, you can ask students open-ended questions to reflect their experience on vegetable and container gardening during your explanation to encourage them to participate. You can explain to the students about the important ideas to start micro/small business described at the end of unit three.
- c. **Summarize the lesson:** After finishing the presentation, review the key ideas and concepts. You can also use visuals and others for summarizing the lesson.

5. **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. You can use tests, quizzes, and classroom activities to see if the students have understood the lesson. If not, determine what is not clear and plan for a remedial activity such as tutorials, additional classes, and discussion.

3.3.2. Lesson 2: Cattle Farming and Fattening

3.3.2.1 Learning Competencies

- Demonstrate knowledge and skills of cattle farming.
- Demonstrate knowledge and skills of animal fattening sector.

3.3.2.2 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 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 can 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 textbook.

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 appropriate to practice in the local conditions.

3.3.2.3 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.

1. **Suggested Teaching Methods:** use active learning methods to engage students in the learning process. We suggest the following methods for this lesson:
 - **Brainstorming:** Asking the brainstorming questions before your presentation to know the prior knowledge of students on the topic. Check that each student attempts the brainstorming question.
 - **Explanation (lecture):** You elaborate concepts with examples, orally, or in writing, or showing pictures, etc., or in combination.
 - **Pair/small-group work:** To share understandings between students and to build different perspectives. You can use this method when you want to actively involve students in the activities before, while and at the end of the lesson.

- **Question and answer:** check students' understandings and whether the students are following the presentation and for summarizing the lesson. Adjust your questions based on different types of learners in the classroom.
- **Guest speaker:** You can invite experienced person from the locality with career success for initiating students to think of their future career. You can use this during the beginning, presentation after the lesson.
- **Site visit:** send students to cattle farming and animal fattening sites in the locality to observe how the activities are performed.

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:

- Use Pictures, photographs, drawings, etc. that reflect the culture of local communities.
- Pictures, videos, recordings form the internet; sample gardens from the school could also be used.
- 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.
- Internet sources- relevant websites could also be good sources of information, pictures and other illustrations.

3. **Lesson Preparation:** Read the textbook and other resources on cattle farming and fattening. Prepare or identify and select active-learning methods, learning materials that illustrate cattle farming and fattening; activities and assessment techniques that fit the lesson. Prepare a lesson plan in accordance with the school's lesson plan format.

4. **Lesson Presentation** – is 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 benefits of cattle farming and fattening with illustrations using pictures, videos, etc. 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 such as pictures, videos, etc., for summarizing the lesson.
5. **Assessment and follow up:** Check your students' understanding of the lesson by asking oral questions (tests, quizzes, etc.) and giving them classwork. Check that the objectives of the lesson are achieved. You can apply tests, quizzes, activities etc., to check the students' understanding. If not, determine what is not clear and plan for a remedial activity.

3.3.3. Lesson 3: Poultry and Beekeeping

3.3.3.1 Competencies

After completing the lesson, students will be able to:

- Identify knowledge and skills of beekeeping farm.
- Apply knowledge and skills for poultry farm.

3.3.3.2 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 textbook.

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.

3.3.3.3 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.

1. **Suggested Teaching Methods:** use active learning methods to engage students in the learning process. We suggest the following active methods for this lesson:
 - **Brainstorming:** Ask the brainstorming questions before your presentation to know the prior knowledge of students on the topic. Check that each student attempts the brainstorming question.
 - **Explanation (lecture):** You elaborate concepts with examples, orally, or in writing, or showing pictures, etc., or in combination.
 - **Pair/small-group work:** To share understandings between students and to build different perspectives. You can use this method when you want to actively involve students in the activities before, while and at the end of the lesson.
 - **Question and answer:** check students' understandings and whether the students are following the presentation and for summarizing the lesson. Adjust your questions based on different types of learners in the classroom.
 - **Guest speaker:** You can invite experienced person from the locality with career success for initiating students to think of their future career. You can use this during the beginning, presentation after the lesson.
 - **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 practice poultry at home or in the school compound, whichever is convenient.

2. **Suggested Support Materials** - use materials that support students to clearly understand concepts, skills, and understandings of the lessons. If there are students who need special attention, you need to use learning support materials that fit those students. We suggest the following support materials for this lesson:
 - Use Pictures, photographs, drawings, etc. (pictures of chicken, hive, Bee, video of poultry farm beekeeping) that reflect the culture of local communities.
 - Chalkboards or bulletin boards where you can post pictures related to the lesson for students' view.
3. **Lesson Preparation:** Read the textbook and other resources on poultry and beekeeping. Prepare or identify learning materials that illustrate poultry and beekeeping; 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.
4. **Lesson Presentation-** is 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 poultry and beekeeping. As they respond, note the level of their understanding on the concept.
 - b. **Main Body of the Lesson:** Explain the concepts and benefits of poultry and beekeeping 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 support materials such as pictures, video, etc., to summarize the lesson.
5. **Assessment and follow up:** Check your students' understanding of the subject matter by asking oral questions (test, quizzes, etc.) and give them classwork. Check that the objectives of the lesson are met. If not, determine what is not clear and plan for a remedial activity such as discussion with the students and tutorial classes.

- 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 Vigor
 5. Breed

Answers for Part III Questions

- E 2. D 3. A 4. A 5. D
6. E



UNIT

4

**SELF-EMPLOYMENT
OPPORTUNITIES:**

**HAIR CARE, NAIL CARE,
STERILIZATION, AND DISINFECTANT**

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 familiarizes 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 to the descriptions and illustrations provided in the textbook.

Teacher's Guide

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, or adding your own activities depending on the students' composition, school, and local conditions Remember that you have to use activities or adjust the suggested activities in the textbook 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.

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

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

- ✂ State some basic hair styling techniques for men and women.
- ✂ Explain basic blow drying techniques for women's hair.
- ✂ Describe basic hand and nail care treatment.
- ✂ Identify, sterilize, and disinfect tools and equipment
- ✂ Describe how shampooing and conditioning of hair are practiced.
- ✂ List down basic skin care treatment techniques.

4.3. 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

4.3.1.1 Learning Competencies

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

- Demonstrate some basic hair styling techniques for men and women.
- Describe basic blow drying techniques for women's hair.

4.3.1.2 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 dyeing 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 textbook.

4.3.1.3 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.

- 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:** Ask the brainstorming questions before your presentation to know the prior knowledge of students on the topic. Check that each student attempts the brainstorming question.
 - **Explanation (lecture):** You elaborate concepts with examples, orally, or in writing, or by showing pictures, etc., or in combination.
 - **Pair/small-group work:** To share understandings between students and to build different perspectives. You can use this method when you want to actively involve students in the activities before, while and at the end of the lesson.
 - **Question and answer:** check students' understandings and whether the students are following the presentation and for summarizing the lesson. Adjust your questions based on different types of learners in the classroom.
 - **Guest speaker:** You can invite experienced person from the locality with career success for initiating students to think of their future career. You can use this during the beginning of the presentation or after the lesson.
 - **Presentation:** You can make students present in the classroom.
 - **Site Visit:** You can send students to beauty salon of men's and women's hair styling and report what they observed.
- Suggested Support Materials** - any material you may use that support students to clearly understand concepts, skills, and understanding of each sub lessons. 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:

- Use pictures, photographs, drawings, etc. that reflect the culture of local communities.
- 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.
- Internet sources - relevant websites (if possible)

3. Lesson Preparation

- Read the textbook and other resources on men's and women's hair styling.
- Prepare or identify a picture or a table or any visual that illustrate concepts under each sub units (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 sub 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.
 - Show real samples of shampoo, conditioner, sterilizers and other materials of hair styling.
- 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 summarizing the lesson.

5. Assessment and Follow-up

- Check your students' understanding of the subject matter by asking oral questions and giving them classwork.
- Based on the feedback of the evaluations of the lesson, check that the objectives of the lesson are met.
- Is the concept defined correctly?
- Is the difference well stated?

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

4.3.2.1 Unit Learning Outcomes(Competencies)

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

- ✂ Describe basic hand and nail care treatment.
- ✂ Identify, sterilize, and disinfect tools and equipment.
- ✂ List down basic skin care treatment techniques.

4.3.2.2 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.

4.3.2.3 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.

Teacher's Guide

- 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 the brainstorming questions before your presentation to know the prior knowledge of students on the topic. Check that each student attempts the brainstorming question.
 - **Explanation (lecture):** You elaborate concepts with examples, orally, or in writing, or showing pictures, etc., or in combination.
 - **Pair/small-group work:** To share understandings between students and to build different perspectives. You can use this method when you want to actively involve students in the activities before, while and at the end of the lesson.
 - **Question and answer:** check students' understandings and whether the students are following the presentation and for summarizing the lesson. Adjust your questions based on different types of learners in the classroom.
 - **Guest speaker:** You can invite experienced person from the locality with career success for initiating students to think of their future career. You can use this during the beginning, presentation after the lesson. For example, you can
 - Ask students to define nail and skin care treatment after explaining the concept (while teaching).
 - Ask students to reflect their perceptions after each subunit.
 - **Guest speaker:** invite nail and skin care specialists from the area to demonstrate nail and skin care.
 - **Visit nail and skin care treatment centers** for student observation and make students to present what they have observed.
- 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:

- Use pictures, photographs, etc. that reflect the culture of local communities.
- 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.
- Internet sources - relevant websites

3. Lesson Preparation

- Read the textbook and other resources on nail and skin care treatment.
- Prepare or identify a picture or a table or any visual that illustrate concepts under each sub units (skin and nail care treatment, sterilization and disinfectants of equipment and tools) in addition to the picture in the textbook.
- Decide which active-learning methods and evaluation techniques that you want to use during each sub lesson. Plan when to use them during the lesson - at the beginning, at presentation, or at the end of the lesson.
- Prepare a lesson plan in accordance with the school lesson plan format for each lesson as a guide to your presentation of the contents.

4. Lesson Presentation – is 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 understanding 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 nail and skin care treatments, sterilizers and disinfectants of tools, and ask students to describe what they see in the picture.
 - Show real samples of nail and skin care materials.
 - You can explain to the students about the important ideas to start micro/small business described at the end of unit three.
- 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 summarizing the lesson.

5. Assessment and Followup

- Check your students' understanding of the subject matter by asking oral questions (tests, quizzes, etc.) and give 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. You need to provide additional activities that fit the different composition of the students.

Answers for Unit Review Questions

Part I: True False

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

Part II: Multiple Choice

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

Part III: Brief Answers

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
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, moisturizers, heat protectors.

UNIT

5

**SELF-EMPLOYMENT
OPPORTUNITIES:****GARMENT MAKING, CLOTH
COLORING, AND SEWING****5.1. Unit Introduction**

This unit is about garment making, needle/textile crafts and cloth coloring 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 as tools of cloth making with illustrations. Before the description of garment making, a brainstorming question is provided to involve students to inquire about garment making by using their experiences as example. 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 coloring 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 to what is presented in the textbook.

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, or adding your own activities depending on the students'

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composition, school, and local conditions. Remember that you have to use activities or adjust the suggested activities in the textbook 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 and assimilate what they have learned in the classroom and outside the classroom.

5.2. Learning Outcomes

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

- ✂ Demonstrate garment making process.
- ✂ Identify the types of sewing equipment and machine.
- ✂ Select the appropriate materials to make a garment.
- ✂ Perform coloring techniques appropriately.
- ✂ Apply the basic needle/textile crafts techniques.

5.3. Main contents

The unit consists of four lessons.

- ➔ **Lesson 1: Familiarize with garment making and the use of sewing equipment and machine.**
- ➔ **Lesson 2: Prepare materials effectively to make a garment for coloring.**
- ➔ **Lesson 3: Apply needle/textile craft techniques in textile craft making.**

5.3.1. Lesson 1 - Familiarizing the Use of Sewing Equipment and Machine

5.3.1.1 Learning Competencies

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

- Demonstrate garment making process.
- Describe the use of sewing equipment and machine.
- Demonstrate some cloth coloring and handcraft techniques.

5.3.1.2 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. 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 identified 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 coloring is presented with descriptions of the techniques and illustrations. You are expected to provide the students with different descriptions of garment making, coloring techniques, and equipment (tools) from different sources, and expose them to a range of sewing machines. Do not limit yourself to the explanations and illustrations provided in textbook.

5.3.1.3 Teaching - Learning Process

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

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 propose the following methods for this lesson:

- **Brainstorming:** Asking the brainstorming questions before your presentation to know the prior knowledge of students on the topic. Check that each student attempts the brainstorming question.
- **Explanation (lecture):** You elaborate concepts with examples, orally, or in writing, or showing pictures, etc., or in combination.
- **Pair/small-group work:** To share understandings between students and to build different perspectives. You can use this method when you want to actively involve students in the activities before, while and at the end of the lesson.
- **Question and answer:** check students' understandings and whether the students are following the presentation and for summarizing the lesson. Adjust your questions based on different types of learners in the classroom.
- **Guest speaker:** You can invite experienced person from the locality with career success for initiating students to think of their future career. You can use this during the beginning, presentation after the lesson.
- **Observation:** students critically observe work place operations of sewing machines and tailors, cloth makers and how they are making cloths.
- **Practice:** make students engage in textile crafts using needle and thread.

2. **Suggested support materials** - use materials that support students to clearly understand concepts like garment, skills, and sewing machine operations, machine 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 to post pictures, etc.

3. Lesson Preparation

Read the textbook 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.

4. **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 making and sewing machine.

- 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.
 - You can explain to the students about important ideas to start micro/small business described at the end of chapter three.
- c. **Summarize the lesson** - after finishing the presentation, reviews the key ideas and concepts of the lesson.

5. Assessment and followup

- 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 garment materials effectively for coloring.

5.3.2.1 Learning Competencies

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

- Demonstrate effective materials for garment making.
- Apply coloring techniques on cloths.

5.3.2.2 Lesson Overview

In this lesson, students are familiarized with selecting/preparing fabrics for garment making, and the use of simple cloth coloring 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 coloring is discussed with illustrations for each painting techniques.

You are expected to provide 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 to practice on some of the coloring techniques, if not all. Do not limit yourself to the descriptions and illustrations provided in the textbook.

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.

5.3.2.3 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.

1. **Suggested teaching methods:** use a variety of active-learning methods considering the nature of the lesson and student composition. We propose the following active methods for this lesson:
 - **Brainstorming:** Asking the brainstorming questions before your presentation to know the prior knowledge of students on the topic. Check that each student attempts the brainstorming question.
 - **Explanation (lecture):** You elaborate concepts with examples, orally, or in writing, or showing pictures, etc., or in combination.
 - **Pair/small-group work:** To share understandings between students and to build different perspectives. You can use this method when you want to actively involve students in the activities before, while and at the end of the lesson.
 - **Question and answer:** check students' understandings and whether the students are following the presentation and for summarizing the lesson. Adjust your questions based on different types of learners in the classroom.

- **Guest speaker:** You can invite experienced person from the locality with career success for initiating students to think of their future career. You can use this during the beginning, presentation after the lesson.
 - **Site visit:** send students in groups to cloth coloring shops (if available) for first-hand information about how cloth coloring is performed.
 - **Observation:** students critically observe cloth coloring operations to develop an overview of the operations.
 - **Demonstration:** You can also invite persons in cloth coloring job for demonstrating for the students (if available).
 - **Reflection:** you can make your students talk or present what they have observed in working sites individually or in group.
 - **Practice:** you can arrange for practical work on some of the painting techniques in the classroom such as dot techniques, finger coloring, etc.
2. **Suggested support materials:** We suggest the following support materials for this lesson:
- Use pictures, photographs, drawings, etc. that reflect the culture of local communities.
 - Illustrations (pictures, photos) from the internet (if accessible), such as plain clothes for painting, painting ink, brushes, etc.
 - Chalkboards or bulletin boards, sample of painted clothes, plastic 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.
3. Lesson preparation
- Read the textbook and other resources on the lesson. Decide the active-learning methods, activities and evaluation techniques.
 - Prepare a lesson plan to guide your presentation.
4. **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 garment making and sewing machine 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.
5. **Assessment and follow up:** Check your students' understanding of the lesson content by asking oral or written questions such as tests, quizzes, etc. 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

5.3.3.1 Learning Competencies

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

- Apply basic needle/textile craft techniques.

5.3.3.2 Lesson Overview

In this lesson, students are familiarized with the basic needle/textile craft techniques. The lesson briefly describes 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.

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 to the descriptions and illustrations provided in the textbook.

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.

5.3.3.3 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.

1. **Suggested Teaching Methods:** use a variety of active-learning methods considering the nature of the lesson and student composition. We forward the following methods for this lesson:
 - **Brainstorming:** Asking the brainstorming questions before your presentation to know the prior knowledge of students on the topic. Check that each student attempts the brainstorming question.
 - **Explanation (lecture):** You elaborate concepts with examples, orally, or in writing, or showing pictures, etc., or in combination.
 - **Pair/small-group work:** To share understandings between students and to build different perspectives. You can use this method when you want to actively involve students in the activities before, while and at the end of the lesson.
 - **Question and answer:** check students' understandings and whether the students are following the presentation and for summarizing the lesson. Adjust your questions based on different types of learners in the classroom.
 - **Guest speaker:** You can invite experienced person from the locality with career success for initiating students to think of their future career. You can use this during the beginning, presentation after the lesson.

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- **Site visit:** send students in groups to textile crafts shops for first-hand information and observation about the textile crafts 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.
- **Practice:** you can arrange for practical work on some of the textile crafting techniques in the classroom such as embroidery, etc.

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

- Use Pictures, photographs, drawings, etc. that reflect the culture of local communities.
- Illustrations (Pictures, photos), samples of embroidery from the locality, 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 from the internet (if accessible) or other sources.

3. Lesson Preparation

- Read the textbook 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.

4. **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 different types of painting techniques.

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.
5. **Assessment and follow up:** Check your students' understanding of the lesson content by asking oral or written questions (test, quizzes, assignments, etc.) 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

Part I: True False

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

Part II: Multiple Choice

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

Part 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

- a) Spool pin
- b) Bobbin
- c) Hand-wheel
- d) Power switch

6.1. Unit Introduction

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

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 of labor market is defined including national and local labor markets. The unit also discusses voluntary work and its importance to individuals and the community. You are expected to provide different descriptions of the content from different sources.

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, or adding your own activities depending on the students' composition, school, and local conditions. Remember that you have to use activities or adjust the suggested activities in the textbook 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.

6.2. Learning Outcomes

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

- ✂ Describe labor market and job opportunities.
- ✂ Identify local labor markets.

6.3. Main contents

The unit consists of two lessons.

- ➔ Lesson 1: Employment
- ➔ Lesson 2: Local Labor Market and Voluntary Work

6.3.1. Lesson 1: Employment

6.3.1.1 Learning Competencies

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

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

6.3.1.2 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.

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 to the descriptions and illustrations provided in the textbook.

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.

6.3.1.3 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.

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 forward the following methods for this lesson:
 - **Brainstorming:** Asking the brainstorming questions before your presentation to know the prior knowledge of students on the topic. Check that each student attempts the brainstorming question.
 - **Explanation (lecture):** You elaborate concepts with examples, orally, or in writing, or showing pictures, etc., or in combination.
 - **Pair/small-group work:** To share understandings between students and to build different perspectives. You can use this method when you want to actively involve students in the activities before, while and at the end of the lesson.
 - **Question and answer:** check students' understandings and whether the students are following the presentation and for summarizing the lesson. Adjust your questions based on different types of learners in the classroom.

- **Guest speaker:** You can invite experienced person from the locality with career success for initiating students to think of their future career. You can use this during the beginning, presentation after 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.).

2. **Suggested Learning Support Materials** - use materials that support students to clearly understand concepts in the lesson. We suggest the following support materials for this lesson:

- Photographs of students participating in voluntary work;
- Chalkboards or bulletin boards where you can post materials for student viewing in the classroom or outside the classroom.

3. **Lesson Preparation**

- Read the textbook 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 how and when to use support materials.

4. **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.

Recognising Employment Opportunities

- 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.
5. **Assessment and follow up:** Check your students' understanding of the lesson content by asking oral or written questions (tests, quizzes, etc.) 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: Local Labor Markets and Voluntary Work

6.3.2.1 Learning Competencies

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

- Demonstrate labor market as sources of job opportunity.
- Appreciate the usefulness of voluntary work to the community.

6.3.2.2 Lesson Overview

In this lesson, students are familiarized with labor market as a source of job (employment) opportunity. The lesson briefly describes what labor market is all about, local labor market, and voluntarism. The concept voluntary work is introduced to raise the awareness of students to engage on voluntary work. You are expected to provide the students with examples that illustrate markets and what it involves.

You are expected to provide additional descriptions on labor market as well as voluntary work 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 the textbook.

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 to facilitate student learning.

6.3.2.3 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.

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 want to use considering the composition of the students and nature of the lesson. We suggest the following methods for this lesson:
 - **Brainstorming:** Asking the brainstorming questions before your presentation to know the prior knowledge of students on the topic. Check that each student attempts the brainstorming question.
 - **Explanation (lecture):** You elaborate concepts with examples, orally, or in writing, or showing pictures, etc., or in combination.
 - **Pair/small-group work:** To share understandings between students and to build different perspectives. You can use this method when you want to actively involve students in the activities before, while and at the end of the lesson.
 - **Question and answer:** check students' understandings and whether the students are following the presentation and for summarizing the lesson. Adjust your questions based on different types of learners in the classroom.
 - **Reflection:** you can make your students talk or present what they have learned individually to express their understandings.
 - **Practice:** engage students in voluntary activities in the locality.
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 labor market from Internet sources (if accessible).

3. Lesson preparation

- Read the textbook and other resources on labor market and voluntarism. 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 how and when to use support materials.

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

- 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.
- 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 - labor market and voluntary work.
 - You can also ask students open-ended questions at different points during your explanation to encourage them to participate.
- Summarize the lesson** after finishing the presentation. Review the key ideas and concepts of the lesson.

5. Assessment and follow up: Check your students' understanding of the lesson content by asking oral or written questions (tests, quizzes, etc.) and give 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

Part I: True or False

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

Part II: Multiple Choice

1. C 2. A

Part III: Short Answer Questions

- 1) Paid employment involves payment of salary or wages by others but self-employment is based on personal income.
- 2) 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, and 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 textbook.

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, or adding your own activities depending on the students' composition, school, and local conditions. Remember that you have to use activities or adjust the suggested activities in the textbook 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.

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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. Learning Outcomes

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

- ✂ Define employability.
- ✂ Describe employability skills.
- ✂ Demonstrate employability skills in job application.
- ✂ Prepare CV and good cover letter.

7.3. Main contents

The unit consists of two lessons.

- ➔ **Lesson 1: Employability and Employability Skills**
- ➔ **Lesson 2: Curriculum Vitae and Cover Letter Preparation**

7.3.1. Lesson 1- Employability and Employability Skills

7.3.1.1 Competencies

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

- Demonstrate employability as a job readiness effort.
- Explain employability skills.

7.3.1.2 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. Following the brainstorming question, a brief description of employability is provided. The description of employability stresses that employability is not employment, but it is one's 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 employability skills from different sources. Do not limit yourself to the descriptions and illustrations provided in textbook.

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.

7.3.1.3 Teaching-Learning Process

The students can interact with the teacher, to each other, and learning materials, and activities to learn. It constitutes the following.

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:** Ask the brainstorming questions before your presentation to know the prior knowledge of students on the topic. Check that each student attempts the brainstorming question.
 - **Explanation (lecture):** You elaborate concepts with examples, orally, or in writing, or showing pictures, etc., or in combination.

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- **Pair/small-group work:** Helps to share understandings between students and to build different perspectives. You can use this method when you want to actively involve students in the activities before, while and at the end of the lesson.
 - **Question and answer:** check students' understandings and whether the students are following the presentation and for summarizing the lesson. Adjust your questions based on different types of learners in the classroom.
 - **Reflection:** you can arrange employability skill activity where students observe and reflect their understanding. Make students talk or present on certain employability skill from reading books, internet.
 - **Practice:** You can make the students practice employability skills in the classroom. You guide them in their practice.
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 or outside (bulletin board) 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.

3. Lesson preparation

- Read the textbook and other resources on employability and employability skills. Decide which active-learning methods, activities, materials and assessment techniques that you want to use during the lesson.
- Prepare a lesson plan: to guide your presentation, use of time and how and when to use support materials.

4. 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 active 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.
5. **Assessment and follow up:** Check your students' understanding of the lesson content by asking oral or written questions such as tests, quizzes, assignments 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

7.3.2.1 Learning Competencies

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

- Preparing Curriculum Vitae (resume).
- Writing covering letter to accompany the CV.

7.3.2.2 Lesson Overview

In this lesson, students are familiarized with 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. 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 to the descriptions and illustrations provided in textbook.

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.

7.3.2.3 Teaching-learning Process

The students can interact with the teacher, to each other, and learning materials, and activities they are doing to learn CV and covering letter preparation. It constitutes the following.

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 elaborate concepts with examples, orally or in writing, or showing visuals, or in combination.
 - **Pair/small-group discussion** - to share understandings between students and to 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.
 - **Observation:** students are required to critically observe while you are explaining or showing a sample of curriculum vitae.
 - **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.
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.
3. **Lesson preparation:** Read the textbook 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 how and when to use support materials.
4. **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.
5. **Assessment and follow up:** Check your students' understanding of the lesson content by asking oral or written questions and giving them classwork. You can use tests, quizzes and assignments in the evaluation process. 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

Part I: True or False Questions

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

Part II: Multiple Choice Questions

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

UNIT

8

**PREPARING FOR
EMPLOYMENT**

8.1. Unit Introduction

The primary purpose of this unit 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 of interview from different sources. Do not limit your presentation on the textbook definitions.

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, or adding your own activities depending on the students' composition, school, and local conditions. Remember that you have to use activities or adjust the suggested activities in the textbook 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.

8.2. Learning Outcomes

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

-  Describe how to prepare for a job interview.

- Identify the common job interview questions.

8.3. Main Contents

The unit consists of two lessons

- ➔ Lesson 1: Preparing for job interview
- ➔ Lesson 2: Common job interview questions

8.3.1. Lesson 1. Describing How to Prepare for a Job Interview

8.3.1.1 Learning 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.

8.3.1.2 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 to the descriptions and illustrations provided in the textbook. 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.

8.3.1.3 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.

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:** Ask the brainstorming questions before your presentation to know the prior knowledge of students on the topic. Check that each student attempts the brainstorming question.
 - **Explanation (lecture):** You elaborate concepts with examples, orally, or in writing, or showing pictures, etc., or in combination.
 - **Pair/small-group work:** Helps to share understandings between students and to build different perspectives. You can use this method when you want to actively involve students in the activities before, while and at the end of the lesson.
 - **Question and answer:** check students' understandings and whether the students are following the presentation and for summarizing the lesson. Adjust your questions based on different types of learners in the classroom.
 - **Observation and reflection:** you can organize an interview session where you interview a particular student and students observe the session and reflect on it.
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:

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- Illustrations (Pictures, photos) on interview sessions, from the internet (if accessible), etc. You can show videos on job interview sessions from the internet (if accessible) etc.
 - Chalkboards or bulletin boards where you can post materials for student viewing in the classroom or outside the classroom.
3. **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 how and when to use support materials.
4. **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 understanding 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.
5. **Assessment and follow up:** Check your students' understanding of the lesson content by asking oral or written questions such as tests, quizzes, assignments, etc., 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

8.3.2.1 Learning Competencies

After completing the lesson, students will be able to:

- Identify the common job interview questions
- Describe factors that affect preparing for job interview

8.3.2.2 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 interview. The lesson begins with the importance of adequate preparation 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 to the descriptions and illustrations provided in the textbook.

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.

8.3.2.3 Teaching-Learning Process

The students can interact with the teacher, to each other, learning materials, and activities they are doing to learn. It constitutes the following.

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- 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 propose the following methods for this lesson:
 - **Explanation (Lecture)** you elaborate 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 to build different perspectives.
 - **Question and answer:** check students' understanding and whether the students are following the presentation. You can also use this method to summarize the lesson at the end of your presentation.
 - **Demonstration:** you can demonstrate one-to-one interview in the classroom so that students can observe and imitate the situation and practice.
 - **Mock interviews:** organize a mock interview session where students exercise interviewing with each other playing the role of interviewee and interviewer with your guidance.
- Suggested support materials:** use any support material you think helps students to develop interview techniques. 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 from internet sources (if accessible)
- Lesson preparation:** read the textbook 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 how and when to use support materials.
- Lesson Presentation** - this is the delivery (presentation) phase of teaching.
 - Introducing the Lesson:** Make the objectives of the lesson clear to the

students - what is expected from them after completing the lesson. You can start by asking students on interviewing to express their prior knowledge.

- b. **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.
 - c. **Summarize the lesson** after finishing the presentation. Review the key ideas and concepts of the lesson.
5. **Assessment and follow up:** Check your students' understanding of the lesson content by asking oral or written questions such as tests, quizzes, assignments, etc., 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

Part I: True or False Questions

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

Part II: Fill in the blanks

1. The Applicant
2. Conversation, question and answer, etc.
3. The potential employer

Part III: Answers for multiple choice questions

1. D 2. C 3. B