

CAREER AND TECHNICAL EDUCATION (CTE)

Grade 8

Teacher's Guide



FEDERAL DEMOCRATIC REPUBLIC OF ETHIOPIA
MINISTRY OF EDUCATION

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FEDERAL DEMOCRATIC REPUBLIC OF ETHIOPIA
MINISTRY OF EDUCATION

**IN COLLABORATION WITH
HAWASSA UNIVERSITY**

**CAREER AND TECHNICAL
EDUCATION (CTE)
TEACHER'S GUIDE
GRADE 8**

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INTRODUCTION

This Grade 8 Career and Technical Education Teacher's Guide is prepared to help teachers as supportive materials to teach students. It is designed to assist teachers in delivering Grade 8 Career and Technical Education in planning, organizing, delivering of the contents and activities, and assessing students. This teacher's guide is to support teachers, not to replace their creativity and innovation in using various teaching strategies. This guide must be used flexibly depending on the teaching-learning circumstances in the locality, school, and classroom settings.

The Student Textbook's Contents

The textbook on Career and Technical Education for Grade 8 has seven units, and each unit is divided into sub-units. In all units, some activities are to be done individually while some are in group to facilitate understanding of the topic. The activities are included to enrich the process of teaching, presentation, and learning inside and outside the classroom. Students learn through their participation in the attainment of knowledge by gathering information and processing it, solving problems and reflecting on what they have discovered. Each activity provides students with opportunities to deepen their learning by applying concepts and articulating new knowledge. The activities also provide feedback for the teacher about the students' learning.

The textbook in Career and Technical Education for Grade 8 consists of seven units and is described as follows:

Unit 1: helps students to understand how to select careers that interest them, to learn more about qualifications and details, to understand the steps for the right career selection, and then to decide careers that they want to start and plan what they need to do to get it.

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Unit 2, 3, and 4: These units help students get awareness on self-employment opportunities, explain and follow procedures for welcoming and assisting visitors, select a product to sell, state its target market, advertise the sale, and identify resource requirements and costs, and develop the skills to enter the diverse range of roles that the hospitality events, catering, and cleaning sector has required. These three units help students apply basic construction and carpentry skills, to use and maintain appropriate equipment to check the tyre, tyre pressure, and to handle customer payments in a retail business. Moreover, the units could enable students develop the skills to enter the diverse range of roles that the hospitality events, the catering sector, and cleaning sector require..

Unit 5: helps students to identify important qualities required by employers, and work as part of a team.

Unit 6: helps students to recognize problems that occur in the workplace, and to identify methods for solving problems in the workplace. Through this, students can understand the common workplace problems and how to handle them peacefully.

Unit 7: is about entrepreneurship. The unit would enable the students to understand and differentiate entrepreneurship and entrepreneur, describe different types of entrepreneurship, and understand several types of entrepreneurs based on criteria. Moreover, this unit covers the peculiar seven characteristics of entrepreneurs. Therefore, the unit will enable the students to become self-dependent and entrepreneurs.

Goals of the Textbook

The main goal of the students' textbook is to help the learners acquire information about, develop an interest in, and appreciate, and understand:

- The subject matter,
- Development of entrepreneurial characteristics,
- Employment and employment opportunities,

- Values, crosscutting issues, and pressing issues,
- The teaching process which includes the field visit and producing reports, and
- application of student-centered learning process
- The student textbook is designed to provide learners subject matter content and activities to develop learners' competencies as prescribed in the syllabus of the course whereas, the teacher's guide is designed to guide the teacher through the process of transferring knowledge, skill, information, and to perform practical actions by developing the competencies through providing:
 - Relevant and basic concepts and skills in Career and Technical Education,
 - Understanding career selection,
 - Approaches to enhance the students' career development in the future,
 - Information to develop creative and problem solving abilities, and
 - Entrepreneurial characters that will enable them lead their livelihoods.

Goals of the Teacher's Guide

The goal of this teacher's guide is to aid Grade 8 CTE teachers deliver the course to the students using the strategies that will be implemented to teach the students, and to assess the students' understanding of the contents, and to ensure the outcome of the teaching-learning process. Moreover, the teacher's guide will enable the achievement of minimum learning competencies included in each unit.

Generally, this teacher's guide helps the teacher to transfer appropriate knowledge and skills expected at the intended level, ensuring the competencies, familiarizing students with the real work environments, initiating the entrepreneurial characteristics, to ensure the level of students understanding through formative and summative assessments.

General Information for the Teacher

The student-centered teaching-learning process will be implemented to deliver the subject matter and to meet the expected competencies. The essence of active learning

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is to encourage participation of students in the teaching-learning process. It is manifested in empowering students to be a part of decision making, take central role in class activities, engage students in answering questions, and reflections. Student-centered learning puts focus on student decision making as a guiding force in the learning process. It encourages students to have more responsibility for their learning.

Student centered approach and active learning process are expected to:


- Increase student interest in school activities and education in general.
- Improve students' communication and collaboration skills.
- Develop students' confidence.
- Advance students' ability to think and work independently.
- Create relationships between students and teachers through shared experiences.
- Increase and enhance students' academic achievements.
- Develop students' critical thinking skills, and
- Build positive attitudes towards the subject matter.

The student-centered approach and active learning strategies also stimulate and motivate teachers as they foster interest and enjoyment, and enhance professional development. **Student-centered learning does not sideline or diminish the role of teachers.** Instead, it seeks to use teachers' expertise in different ways to increase student engagement. Teachers serve as facilitators and guides for student decision-making and skills building. As a facilitator, your goal is to help students develop their abilities to independently acquire knowledge and skills and to absorb the subject matter.


The teacher's guide is developed following the contents and activities of the student textbook. For each unit, the competencies to be developed are indicated as a focal point to the entire teaching-learning process. The teacher's guide is organized in units and each unit has the following structures:


1. Unit overview or lesson overview - summarizes the contents of the unit.

2. Suggested teaching methods - For each lesson, we suggest particular teaching methods that are proven parts of the student-centered methodology. The specific methods depend on the lesson's subject and activities. The methods we suggest most frequently in this teacher's guide are:

 **Brainstorming** - use this method at the moment of introducing the topic of the lesson. Make the students state, and out loud, all possible ideas about the lesson. To get them started, use general questions. For example, at the start of unit 1, you might ask "what is a career and career selection?". As the students brainstorm, encourage them to give their opinions freely, using their ideas, existing knowledge, intuition, and imagination.

This useful technique lets you find out what the students already know about the topic and stimulates their interest. It also gives all the students a chance to participate without fear of being wrong. Use it whenever you start a new topic.


 **Harmonizing (or reorganizing) the brain** – Use this method when you need to guide your students to a correct understanding of a subject or topic. In particular, use the harmonizing techniques after brainstorming session. During brainstorming, the ideas your students offer are not well organized and many are probably unrelated to the topic. As you harmonize their ideas, you refine and reshape them so that they are relevant, meaningful, and comprehensible. In this process, use your approaches and talents to re-arrange and reorganize the ideas.

 **Explanation:** As you explain something to your class, take the approach of a talk with the students that disclose concepts and procedures. During the talk, do your best to help the students understand and realize the information by themselves. Do not dominate the class. To achieve those goals during the process of explanation, use the approaches and follow the following procedures:


- Look at the time given in this guide for the explanation.

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- Be sure that your explanation is precise and at the students' level of understanding.
- Use related and unambiguous, unequivocal examples.
- Connect your main points.
- As you talk with the students, ask them relevant questions to check whether they understand your explanation or not.


 **Questioning:** Use this method frequently, particularly during explanation. Also, during discussions, hold questions in between the session. Give all your students opportunities to answer questions. Considering and answering questions help students develop their analytic and communication skills. In the process of questioning, please consider the following points to enhance the students' understanding.


- Keep the questions short and simple.
- Pause for longer than you think is necessary.
- Whenever possible, use questions that all levels of students (slow, medium, and fast learners) can engage with.
- When a single question cannot achieve this goal, use multiple questions.
- Reward participation as well as correct answers with praise, bonus marks, or other types of rewards.


 **Discussion:** In support of other methods, please use discussion as a core for this course. The CTE is mostly practice oriented and students are expected to discuss and share their experiences, feeling, plans, and interests. The discussion should include small group, and whole class, then reflections. The discussion should be encouraged because it helps to develop the students' communication skills and cohesion with their peers and teachers. The discussion gives students a chance to develop their analytic and communication skills, and their confidence as they express


their views and listen to others. To achieve those goals, use the following approaches and procedures:

- Be one of the participants in the discussion.
- For small-group discussions, you can move between groups.
- Observe each student to see how he or she participates in the discussion.
- Encourage inactive students to participate.
- Employ various techniques, approaches and talents to encourage them.
When you see students facing difficulties, give clues about the topic.

 **Demonstration:** In this technique, you show the students how something is done or why something is true. For example, you can ask them to demonstrate the list of all possible career opportunities in your locality.

 **Guest speakers:** invite experts from different fields to encourage students to plan for their careers. This may include the agricultural experts including the micro and small enterprises, development agents, banks, hotels, restaurants, and others.

 **Field visits and field work:** The CTE, as it is mentioned many times is a practical lesson. Let the students have field experience and visit to see a potential career. This helps them to see the real job environments and they can think of their future career. It also helps to start thinking of possible careers. In addition to satisfying the requirement for such practical experience, field trips and field work make the subject more realistic and increase student's interest.

 **Group project work:** In this technique, you have your students work together in small groups (including pairs) to perform activities. In many of these activities, students write group reports or choose a group representative to present the results of their discussions. This is an important method because it:

- promotes teamwork
- promotes mutual cooperation

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- develops interactive learning skills
- promotes confidence
- develops analytic organization and writing skills

3. Lesson preparation or pre-lesson preparation:

You perform these activities before class time. Both terms refer to the preparation of the necessary materials, methods, and strategies that you will use to transfer the designed lesson to the learners.

4. Lesson Presentation:

In this activity, the lesson is presented to the class as a whole. Usually, this task is performed by the teacher, but it can also be performed by a guest speaker or assigned students.

5. Evaluation and Follow-Up:

Evaluation: This activity consists of continuous assessment during class time, supplemented with further evaluations before and/or after class. Typically, you record your evaluations on sheets of paper on which you have copied list of students.

For each area, assess each student's level of participation as well as his or her specific achievements, scores, and so forth. You might want to use a separate copy of your student list for each of the following area.

- Discussion
- Field work
- Raising questions
- Answering questions
- Efforts to work hard
- Organizing group work
- Achievements in homework, quizzes, and tests

Follow-up: Based on these and other evaluations you have performed for the lesson, assess each student and also the class as a whole. Decide whether you have succeeded in guiding them to meet the lesson objectives. Then encourage all students (for example, individually and in groups) and assign extra work to each student as needed. For below-average students, provide exercises and activities to help them meet the minimum competencies. For above-average students, provide works that will stimulate their further advancement and eliminate any possible dissatisfaction.

UNIT

1

**PERSONAL CAREER
SELECTION**

(4 periods)

LEARNING OUTCOMES

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

- ✎ Select careers that interest them to learn more about qualifications and details.
- ✎ Discuss the steps of career selection.

Periods	Contents	Learning competencies	Suggested methodology	Suggested follow-up and assessments
2 hours	<p>Four main steps of personal career selection</p> <p>Step 1: Researching career opportunities in the locality</p> <p>Step 2: Evaluating career</p> <p>Step 3: Discussing selected career</p> <p>Step 4: Decision on single career</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> select careers that interest them to learn more about qualifications and details. list all career opportunities in their locality. compare and contrast the most relevant and appropriate careers among the entire lists. discuss the requirements and possibilities of the career. select a single career that seems appropriate to them. 	<ul style="list-style-type: none"> Brainstorming, Explanation (lecture), Pair/small-group discussion, Question and answer when you use explanation (lecture), 	<ul style="list-style-type: none"> Asking oral questions Individual work Group work
2 hours	<p>Finding the right career</p>	<ul style="list-style-type: none"> understand the seven steps to select a right career 	<ul style="list-style-type: none"> Case study Pair/small-group discussion, Question and answer when you use explanation (lecture), 	<ul style="list-style-type: none"> asking oral questions, Classwork, case study presentation

I.I. Four Main Steps of Personal Career Selection

Lesson One: 2 hours

I.I.I. Lesson Overview

In grade 7, the students have already learned about the meaning of careers and also the different types of career options. Please help them to recall what they have learned in unit 1-introduction to career and technical education. In this lesson, students learn the meaning of career selection and the steps that should be followed to select a career.

Classroom preparation:

- In unit 1 sub unit 1.1, pages 1 to 5 of the textbook, the steps of career selection are presented in detail.

Step 1: Researching career opportunities in the locality

Dear teacher, ask the students to brainstorm what are the available career options in their locality. Let them list all the career options available in their locality for 2-3 minutes and then ask them to reflect on what they have listed as an available career in their localities.

Then, look into activity 2. It is both an individual and group activity. Individually, please let the students select only five career opportunities among the lists in Activity 1. Here you can support them in listing the career.

Step 2: Evaluating career opportunities (Evaluation)

Let the students compare and contrast the most relevant and appropriate careers among the entire lists.

Activity 2: then list down what type and level of qualifications are required to engage in these selected careers.

For the five careers which they have selected earlier, please help the students discuss the qualifications required to engage in the selected careers. Each career listed may require different interests, levels of knowledge, areas of skills, and experiences. Therefore, try to help them list all possible qualifications for each career.

Step 3: Discussing selected careers


Activity 3: Finally let the students discuss with their group members. Here the students have already listed the five careers of their interest and also the qualifications required. Then form a group of having 4 to 6 students. Then help them discuss for 5-7 minutes in their group to share the lists of careers including the qualifications required.

Step 4: Selecting a single career

Following the above three steps, students are expected to be ready to select the single career which seems appropriate for them. Therefore, let them select a single career based on their full interest.

1.1.2. 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:** follow active-learning methods and include a variety of teaching methods. This could enable inclusiveness of the teaching-learning process. Therefore, 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. The suggested teaching methods for this lesson are:

- Brainstorming, explanation (lecture), pair/small-group discussion, question and answer when you use explanation (lecture). Pause and ask students to know their understanding and keep their attention. You can also use this

method to summarize the lesson at the end of your presentation.

- Ask students: Define career selection after explaining the concept (while teaching).
- Ask students: ‘Among the four steps for career selection, please tell me what the first step is?’ (When concluding the lesson).

Lesson preparation

- Read the textbook and other resources on career and technical education.
- Prepare a diagram that illustrates the steps of “career selection”.

There is no a universally accepted format for a lesson plan. Following the lesson plan format of your school, prepare a lesson plan.

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.
- Use brainstorming questions to widen the students’ critical thinking abilities. Let the students share what they understand about the concepts. Do not try to evaluate their response whether it is right or wrong. As they respond, note the level of their understanding of the concept. You can start with Activity 1 in the textbook on page 1.

b. Main Body of the Lesson: Use the teaching methods you already decided in the lesson plan as described below.

Summarize the lesson after finishing the presentation. Review the key ideas and concepts of the lesson.

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?
 - Are the steps clearly shown?
 - Do the learning outcomes achieved?

1.2. Finding the Right Career

Lesson Two: 2 hours

1.2.1. Lesson Overview

In this lesson, students learn how to find the right career. To start with, in the process of finding the right career, the students need to follow a series of steps. In the beginning, they need to list all the possible alternatives. Several career options may exist in their area. To select the right career, a person needs to follow seven steps.

Let the students list all the career options in the locality. As you remember in lesson 1, the students go through four steps to understand the available career options. This lesson is the extension of the first lesson. Here the students will be able to select a career that seems appropriate for them and plan for action.

There are seven steps that the learners should pass through to select the right career. The steps are explained as follows including the activities mentioned in each step. Let the students carry out all the activities to enable them to understand the concepts clearly.

Step 1: Make a list of occupations to explore.

Refer to figure 1.2 in Unit 1. It shows a pair of students listing all the possible career options in their locality.

Step 2: Explore the list. Let the students narrow down their lists to only 5 to 10 options. Now they can get some basic information about each of the occupations on their list.

Step 3: Narrow down the list. In this stage, the students have more information. So they need to start to reduce the number of their list even further. It is better to begin eliminating the careers they do not want to pursue any further. They should remain two to five occupations on their “shortlist”. Here let the students use lined paper to sort out only 2 to 5 career options.

Step 4: Get more information. After reducing the career options to three to five, they need to have in-depth information about each career. Seeking advice and information from those people who engaged in the same career with their shortlists is important.

Dear teacher, invite a guest speaker from the surrounding. The guest speaker may be from an agricultural office, construction, enterprises, cooperatives, etc. Let the students ask about the sample careers. You can use the shortlists of one group as a model. The guest speaker may cover the major issues like the qualification required for the short-listed career, market demand, and all available opportunities.


Step 5: Make the career choice. After doing all their research, the students are most likely ready to make their choice. Help the students select the career that they think will bring the most satisfaction based on all the information they have gathered. Realize that they are allowed to change their choices at any point in their life.

Step 6: Identify your goals. Once the students make a career choice decision, let them identify their short and long-term plans. This helps them plan toward eventually implementing their career choice in action. The goal is may be long or short-term.


Step 7: Make a career action plan. Let the students put together a career action plan. Please let the students develop an action plan they will have to take to reach each one.

1.2.2. Teaching-learning process

Facilitate the interaction they have with each other and with you.

 **Suggested teaching methods:** active-learning methods with a variety of teaching methods are recommended. Consider the inclusiveness of the teaching-learning process. The following teaching methods are suggested:

- Brainstorming, explanation (lecture), pair/small-group discussion, question and answer when you use explanation (lecture). Pause and ask students to know their understanding and keep their attention. You can also use this method to summarize the lesson at the end of your presentation.
 - Ask students. ‘What are the steps to be followed to select the right career after explaining the concept (while teaching).
 - Ask students what is the difference between short and long plans? (When concluding the lesson).

 **Suggested support materials** - any material you may use that supports students to clearly understand concepts, skills, and understandings of the lesson. We suggest the following support materials for this lesson:

- Pictures (see Figure 1.2 to 1.5 in the textbook)
- Chalkboards or bulletin boards where you can post pictures of steps for career selection.

 **Lesson preparation**

- Read the textbook and other resources on career selection
- Prepare a diagram that illustrates the “steps to select a right career”.

 **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.
- Use brainstorming to widen your critical thinking abilities. Let the students share what they understand about the concepts.

b) Main Body of the Lesson: Use the teaching methods you already decided in the lesson plan as described below.

- Explain the steps of career selection by presenting different definitions.
 - You can ask students open-ended questions at different points during your explanation to encourage them to participate. You can show a picture of students listing all careers available in their locality. (You can use Figure 1.2). You can arrange a pair discussion.
- Summarize the lesson after finishing the presentation. Review the key ideas and concepts of the lesson. For example, let them recall the seven steps for the right career selection.

Assessment and follow up

- Check your students' understanding of the subject matter by asking oral questions and giving them classwork.

Answers for the Unit 1 Review Questions

I. Write 'True' if the statement is correct, and write 'False' if the statement is incorrect.

1. False 2. True 3. True

II. Fill in the blank space with a correct answer.

1. Career selection
2. Career searching

III. Choose the correct answer for the following questions.

1. C 2. D 3. B

UNIT

2

SELF EMPLOYMENT OPPORTUNITIES:

RECEPTION SKILLS, PHOTOCOPIER USAGE AND ENTERPRISE ACTIVITIES

(12 periods)

LEARNING OUTCOMES

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

- ✎ Explain the procedures for welcoming and assisting visitors
- ✎ Use photocopier machine.
- ✎ Identify enterprise activitie.

Periods	Contents	Learning competencies Students will be able to:	Suggested methodology	Suggested follow-up and assessments
4 periods	Reception skills (2 lessons)	<ul style="list-style-type: none"> • Explain assisting visitors • Follow the procedures of welcoming visitors 	<ul style="list-style-type: none"> • Brainstorming, explanation (lecture), pair/small-group discussion, question and answer 	<ul style="list-style-type: none"> • Divide students into groups, observations during group discussion
4 periods	Photocopier machine (3 lessons)	<ul style="list-style-type: none"> • Use the photocopier machine • Maintain photocopier machine • Identify the major problems of photocopier machine 	<ul style="list-style-type: none"> • Site visit • Pair/small-group discussion • Explanation (lecture) • Field visit • Question and answer 	<ul style="list-style-type: none"> • Group work • Presentations • Test • Class work
4 periods	Undertaking an Enterprise Activity (2 lessons)	<ul style="list-style-type: none"> • To select a product to sell, state its target market 	<ul style="list-style-type: none"> • Explanation (lecture) • Pair/small-group discussion • Site visit 	<ul style="list-style-type: none"> • Oral questions • C l a s s w o r k / homework • Field visit report

2.1. Reception Skills

(4 periods)

Lesson Contents

- Lesson one: Basic skills of reception
- Lesson two: The Ethiopian hospitality experience

2.1.1. Lesson I: Basic Skills of Reception

2.1.1.1 Lesson Overview

In this lesson, the students will learn what reception means, how the most important skills are crucial for any middle level carrier to work at hotels, tourism sector, and meeting situations. Reception is the act of welcoming someone or something.

The major receptionist skills are communication, organization, multitasking, technical, and delivering proper customer services. Any receptionist must ensure the required level of quality for this procedure is maintained at all times and that all staffs, contractors, and suppliers that this procedure affects are aware and trained (see the student textbook).


2.1.1.2 Teaching-learning Process:

Suggested teaching methods:

- **Brainstorming** - the question of the textbook is a brainstorming question. You can use it before beginning the lesson fostering inquiry and imagination. You can start by asking questions to know what prior knowledge students may have.
- **Explanation (lecture)** your elaborating concepts with examples, orally or in writing, or showing pictures, etc., or in combination.
- **Pair/small-group discussion** to share understanding between students and build different perspectives. Activities requiring students to work in pairs or

groups are provided in the textbook (see Activity 1 is to be performed in groups).

- **Question and answer** in the interval to 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 the presentation.

 **Suggested support materials:** We suggest the following support materials for this lesson: Pictures (see Figure 2.1 in the textbook) and chalkboards or bulletin boards where you can post pictures related to reception skills.

Lesson preparation

Prepare or identify a picture or a table or any visual that illustrate the concept 'reception' in addition to the picture in the textbook. Prepare a lesson Plan. A lesson plan is a teacher's daily guide for what students need to learn, how and when it will be taught, and how learning will be assessed. Lesson plan guides your presentation, use of time and how and when to use support materials.

Lesson Presentation - the delivery phase of teaching

- a. **Introducing the Lesson:** Make the students brainstorm about career. Ask them questions on the lesson to air their understanding from their prior knowledge on the lesson. You can start by brainstorming questions.
- b. **Main Body of the Lesson:** Use the teaching methods you already decided in the lesson plan as described below. Explain the meaning of reception and skills related to reception. You can ask students open-ended questions at different points during your explanation to encourage them to participate. The students are required to work on the activity 1 written in the textbook.
- c. **Stabilization:** summarize the lesson after finishing the presentation. Review the key ideas and concepts of the lesson. For example, major reception skills you need to get jobs in hotels, tourism, and other institutions.

Assessment and follow up

Divide students into groups and let them discuss on: as a receptionist the importance of making visitors welcome, the three questions which a receptionist may ask a visitor, welcoming body language. Observe the groups while discussing; record the performance and group presentation.

2.1.2. Lesson 2: The Ethiopian hospitality experience


2.1.2.1 Lesson overview

In this lesson, students learn the Ethiopian hospitality experience. To start with, please let the students discuss the greeting methods that they know in their village. In the student text book, it is highlighted about the different greetings and welcoming speeches. There is a picture that shows the Ethiopian coffee ceremony procedures (Figure 2.2)

2.1.2.2 The teaching-learning process

 **Suggested teaching methods:** We suggest the following methods for this lesson:

- **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 build different perspectives. Activities requiring students to work in pairs or groups are provided in the textbook. Let the students make a pair to practice the greetings and welcoming procedures.
- **Question and answer:** in an interval to check students' understanding and whether the students are following the presentation. Ask students: 'what are the common greetings and welcoming speeches?' after explaining the common greeting speeches. Activity 1 which is written in the student textbook.
- **Site visit:** Let the students observe the traditional coffee ceremony on their way to school and discuss with their classmates.

 **Suggested support materials-** any material you may use that supports students to clearly understand concepts, skills and understandings of lesson. We suggest

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the following support materials for this lesson; the instructor is expected to use internet sources to show pictures and videos using you-tubes about the traditional welcoming procedures and coffee ceremony.

Lesson preparation

Read the textbook and other resources on the basic skills of a receptionist. Decide which active-learning methods and evaluation techniques that you want to use during the lesson. Prepare a lesson Plan: A lesson plan is a teacher's daily guide for what students need to learn, how and when it will be taught, and how learning will be assessed.

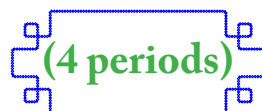
2.2.4. Lesson Presentation

- a. **Introducing the Lesson:** Make the objectives of the lesson clear to the students. Make the students brainstorm about career. Ask them questions on the lesson to air their understanding from their prior knowledge on the lesson.
- b. **Main Body of the Lesson:** Use the teaching methods you already decided in the lesson plan as described below. Explain the steps to receive guests and visitors at your office as a receptionist and you can ask students open-ended questions at different points during your explanation to encourage them to participate.
- c. **Stabilization:** You may stabilize the lesson by reviewing the key ideas and concepts of the lesson such as reception.

Assessment and Follow up

Check your students' understanding of the subject matter by asking oral questions and giving them classwork. Check that the objectives of the lesson are met. If not, determine what is not clear and plan for a remedial activity.

2.2. Photocopier Machine



Contents

- Lesson three: Major steps to use a photocopying machine
- Lesson four: Maintenance of photocopier
- Lesson five: Copier problems and proper management


2.2.1. Lesson three: Major Steps to Use Photocopier Machine

2.2.1.1 Lesson Overview

In this lesson, students learn the importance of a step-by-step procedure of how to use a photocopying machine in making copy of certain documents at office levels. The first step before anything else is to make sure the power cable of the copier is properly plugged into the power source (see figure 2.3 and 2.4 in the student text).

Students will be familiar with the photocopier machine after getting relevant information of overall steps to make the copy of certain documents.


2.2.1.2 Teaching-learning process

 **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** - students will be asked to respond the question in the section 2.3.1 in the textbook.
- **Explanation (lecture)** you elaborate concepts with examples, orally or in written form or showing visuals, or in combination.
- **Pair/small-group discussion:** to share understandings between students and to build different perspectives. Activity 3 is required to be done by the students to work in pairs or groups are provided in the textbook.

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- **Site visit:** you can send the students to visit /observe local small enterprise working on photocopier machine, and they are requested to produce field report.

 **Suggested support materials** - any material you may use that support students to clearly understand concepts, skills, and understanding of the lesson. We suggest the following support materials for this lesson: Pictures (see Figure 2.3 in the text book) and chalkboards or bulletin boards.

Lesson preparation

Read the textbook and other resources on photocopy machine usage. Arrange field visit to observe a certain shop performing copying documents. Decide which active-learning methods and evaluation techniques that you want to use during the lesson. Plan when to use them during the lesson - at the beginning, at presentation or at the end of the lesson.

Lesson Presentation - the delivery phase of teaching

- a. **Introducing the Lesson:** Make the objectives of the lesson clear to the students. Make the students brainstorm about photocopier machine. Ask them questions on the lesson about photocopy machine to check their understanding from their prior knowledge on the lesson.
- b. **Main Body of the Lesson:** Use the teaching methods you already decided in the lesson plan as described below. Explain the concept about the photocopy machine. You can ask students open-ended questions at different points during your explanation to encourage them to participate.
- c. **Stabilization:** Stabilize the lesson with a review of key ideas and concepts of the lesson.

Assessment and follow up

Divide students into small groups and show them how to a) load paper, make single copy, b) make multiple copies, c) give an example of a problem that can happen with a photocopier, and d) give an example of how to fix the problem.

Based on the feedback of the evaluations of the lesson, check whether the intended objectives of the lesson are met or not.


2.2.2. Lesson four: Maintenance of Photocopier

2.2.2.1 Lesson Overview

In this lesson, students learn the importance of a step-by-step procedures how to use a photocopying machine in making copy of certain documents at office levels. The first step before anything else is to make sure the power cable of the copier is properly plugged into the power source (see figure 2.4 and 2.5 in the student textbook).

2.2.2.2 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:** use a variety of active-learning methods to encourage students' involvement in the teaching-learning process. We suggest the following methods for this lesson:

- **Explanation (lecture)** - you elaborate concepts with examples, orally or in writing, or showing visuals, or in combination.
- **Pair/small-group discussion** to share understanding between students and to build different perspectives. Activities requiring students to work in pairs or groups are provided in the textbook (Activity 2).
- **Question and answer** in interval to check students' understandings and whether the students are following the presentation or not.
- **Site visit:** Let the students visit one office and observe how a photocopy machine works (please make the possible facilities for students with disabilities). Then let all of them produce a report on what they have observed. If the copier

machine maintenance shop is available in your locality, take the students to observe how they undertake a maintenance of photocopier machine.

If there is no photocopier machine in your locality, please show a picture or a video of photocopier machine.

 **Suggested support materials** - any material you may use that support students to clearly understand concepts, skills, and understanding of the lesson. We suggest the following support materials for this lesson: chalkboards or bulletin boards.

Lesson preparation

Read the textbook and other resources maintenance of photocopy machine. Decide which active-learning methods and evaluation techniques that 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.

Lesson Presentation - the delivery phase of teaching

- a. **Introducing the Lesson:** Make the objectives of the lesson clear to the students.
- b. **Main Body of the Lesson:** Use the teaching methods you already decided in the lesson plan as described below. Explain about the maintenance of photocopy machine. You can ask students open-ended questions at different points during your explanation to encourage them to participate.
- c. **Stabilization:** summarize the lesson after finishing the presentation. Review the key ideas and concepts of the lesson. For example, major functions of photocopy machine, and maintenance processes of any photocopy machine.

Assessment and follow up

Check your students' understanding of the subject matter by asking oral questions and giving them classwork. Check that the objectives of the lesson are met. If not, determine what is not clear and plan for a remedial activity.




2.2.3. Lesson Five: Copier Problems and Proper Management

2.2.3.1 Lesson Overview

In this lesson, students learn the crucial ways in identification of photocopier machine problems. The first task is checking the paper jam (see figure 2.5, 2.6, 2.7 and 2.8 student textbook); a paper jam is the most common copy machine error encountered. Fixing these types of issues requires someone manually removing the jammed paper and reloading the proper paper size or correcting the paper alignment.

The students are expected to identify proper preventive measures like cleaning the copier glass regularly before making copy document, keeping dust and debris from the ink cartridge head, and clearing dust from the machine (see student textbook section 2.3.6).

2.2.3.2 Teaching-learning process

-  **Suggested teaching methods:** use a variety of active-learning methods to encourage students' involvement in the teaching-learning process. It is suggested to use the following methods for this lesson:
-  **Explanation (lecture)** you elaborate concepts with examples, orally or in writing, or showing visuals, or in combination.
 - **Pair/small-group discussion** – 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.
 - **Field visit arrangement:** you can send the students to visit / observe local small enterprise working on photocopier machine, and required to produce report based on the activity 4 described in the textbook.
-  **Suggested support materials-** any material you may use that support students to clearly understand concepts, skills, and understanding of the lesson. We suggest the following support materials for this lesson: Picture (figure 2.6 in textbook)

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and chalkboards or bulletin boards where you can post pictures related to copy machines related problems

Lesson preparation

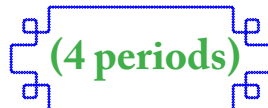
Read the textbook and other resources on the problems of photocopy machine. Prepare a lesson Plan: A lesson plan is a teacher's daily guide for what students need to learn, how and when it will be taught, and how learning will be assessed.

Lesson Presentation - the delivery phase of teaching

- a. **Introducing the Lesson:** Make the objectives of the lesson clear to the students.
- b. **Main Body of the Lesson:** Use the teaching methods you already decided in the lesson plan as described below. Explain about the problems of photocopy machine. You can ask students open-ended questions at different points during your explanation to encourage them to participate.
- c. **Stabilization:** summarize the lesson after finishing the presentation. Review the key ideas and concepts of the lesson such as major problems of photocopy machines like paper jam, making lines, etc.

 **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 whether the intended objectives of the lesson are met or not.

2.3. Undertaking an Enterprise Activity

 (4 periods)

Lesson Contents

- **Lesson six: Product selection and factors responsible for product selection**
- **Lesson seven: Product advertisement and resources requirement for any enterprise activity**


2.3.1. Lesson six: Product Selection and factors responsible for product selection

2.3.1.1 Lesson overview


This section aims to help the learners develop their enterprise skills by planning, costing, producing, promoting, and selling a product or service. An enterprise activity might include a group activity (like baking cakes, washing cars) or an individual activity (e.g. making cards) which often raises money.

The students are expected to identify factors responsible for product selection; namely supply-demand gap, financial sources, start-up capital, qualified skill person and technical considerations. The learners are also expected to understand target markets in which the possible customers involved in the buying-selling process (see figure 2.9 in student textbook).

2.3.1.2 Teaching-learning process

 **Suggested teaching methods:** use a variety of active-learning methods to encourage students' involvement in the teaching-learning process. Therefore, 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:

- **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. Activity 5 in the textbook is given for the students to work in pairs or groups.
- **Question and answer** in interval to check students' understanding and whether the students are following the presentation or not.

 **Suggested support materials** - any material you may use that support students to clearly understand concepts, skills and understandings of the lesson. We suggest

the following support materials for this lesson: Chalkboards or bulletin related to product selection.

Lesson preparation

Read the textbook and other resources on product selection and factors to be considered in product selection processes

Lesson Presentation - the delivery phase of teaching

- a. **Introducing the Lesson:** make the objectives of the lesson clear to the students. Make the students brainstorm about product selection mechanisms. Ask questions on the lesson about how a certain commodity will be selected in free market from their prior knowledge on the lesson.
- b. **Main Body of the Lesson:** Use the teaching methods you already decided in the lesson plan as described below. Explain about the product selection mechanisms and responsible factors to be considered. You can ask students the activity 5 mentioned in the textbook, and explanation to encourage them to participate.
- c. **Stabilization:** summarize the lesson after finishing the presentation. Review the key ideas and concepts of the lesson.

Assessment and follow up

Let students discuss and debate on the following issues in groups of 5, choose a product from a given list and how to sell a product, identify resources needed to sell the product, how to select the target market, and ways of advertising and where to advertise the sale of the product. Let learners present their work in class for appreciation and discussion. Based on the feedback of the evaluations of the lesson, check whether the intended objectives of the lesson are met or not.


2.3.2. Lesson Seven: Product Advertisement and Resource Requirement for Enterprise Activity

2.3.2.1 Lesson overview


This lesson helps the students to understand advertising a certain product in the market; it is defined as a paid promotional communication that attempts to induce consumers to purchase a product. Communication channels utilized for product advertising include television, radio, print media, websites, social media, and billboards. The students need to understand the primary objectives of advertising the commodity in the local market: to inform, to persuade, and to remind.

The students clearly understand major resources needed to start certain enterprise activities like financial, human, educational, physical, and emotional resources.

2.3.2.2 Teaching-learning process

 **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:

- **Explanation (lecture)** - you elaborate concepts with examples, orally or in writing, or show visuals, or in combination.
- **Pair/small-group discussion** to share understandings between students and build different perspectives. Activity 6 and 7 in the textbook are required to be worked by students in pairs or groups. .
- **Site visit:** you can send the students to visit/observe local small enterprise working on selling of certain product, and required to produce their visit report.
- **Question and answer** in interval to check students' understanding and whether the students are following the presentation.

 **Suggested support materials-** any material you may use that support students to clearly understand concepts, skills and understanding of the lesson. We suggest the following support materials for this lesson: Chalkboards or bulletin boards where you can post pictures related to product advertisement.

 **Lesson preparation**

Read the textbook and other resources on product selection and factors to be considered in product selection processes. Plan when to use them during the lesson- at the beginning of the presentation, or at the end of the lesson.

Lesson Presentation - the delivery phase of teaching

- a. **Introducing the Lesson:** Make the objectives of the lesson clear to the students. Make the students brainstorm about product advertisement mechanisms, and resources required to begin any enterprise activities.
- b. **Main Body of the Lesson:** Use the teaching methods you already decided in the lesson plan as described below. Explain about the product advertisement and required resources to start the enterprise activities. You can ask students open-ended questions at different points during your explanation to encourage them to participate.
- c. **Stabilization:** summarize the lesson after finishing the presentation; review the key ideas and concepts of the lesson.

Assessment and follow up

Check your students' understanding of the subject matter by asking oral questions and giving them classwork/homework. Based on the feedback of the evaluations of the lesson, check whether the intended objectives of the lesson are met or not.

Answers for the Unit 2 Review Questions

Part I: True or False

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

Part II: Fill in the blank

1. Communication
2. Selling
3. Advertising
4. Photocopy
5. Interpersonal

Part III: Multiple choices

1. E
2. B
3. B
4. F
5. D
6. B
7. A

Part IV: Open ended questions

1. Paper Jams, lines on the paper, cartridge or toner issues, Wrinkled pages
 - a) Turn on the photocopier
 - b) Put Your document on the copier
 - c) Select the number of copies
 - d) Select the colour preference
 - e) Select paper size
 - f) Press the copy button
2. Supply-demand gap, availability of and access, financing, technical and marketability, and presence of qualified personnel

UNIT

3

**SELF EMPLOYMENT
OPPORTUNITIES:**

**CONSTRUCTION, BASIC CARPENTRY,
MAINTENANCE AND RETAIL BUSINESS**

(10 periods)

LEARNING OUTCOMES

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

- ✂ Apply basic construction and carpentry skills
- ✂ Maintain appropriate equipment to check tyre and tyre pressure
- ✂ Handle customer payments in a retail business

Periods	Contents	Learning competencies Students will be able to:	Suggested methodology	Suggested follow-up and assessments
4 periods	Construction and basic carpentry (3 lessons)	<ul style="list-style-type: none"> Apply basic construction and carpentry skills Apply health and safety rules 	<ul style="list-style-type: none"> Brainstorming Explanation (lecture) Pair / small - group discussion Field visit 	<ul style="list-style-type: none"> Field report Class work Presentation Observations
2 periods	Motor vehicle maintenance (checking and maintaining car tyres) (1 lesson)	<ul style="list-style-type: none"> Use appropriate equipment to check tyre and tyre pressure Maintain appropriate equipment to check tyre and tyre pressure 	<ul style="list-style-type: none"> Brainstorming Explanation (lecture) Field visit to see motor maintenance Pair / small - group discussion 	<ul style="list-style-type: none"> Observations Visit report Class work Homework
4 periods	Maintenance, and retail business, (2 lessons)	<ul style="list-style-type: none"> Handle customer payments in a retail business Understand the retail process in free market 	<ul style="list-style-type: none"> Explanation Pair/small group discussion Question and answers 	<ul style="list-style-type: none"> Observation Presentation

3.1. Construction and Basic Carpentry



Lesson Contents

- Lesson one: Construction of bricks and clay materials
- Lesson two: Basic carpentry skills and tools
- Lesson three: Painting and decorating

3.1.1. Lesson One: Construction of Bricks and Clay Materials


3.1.1.1 Lesson overview

In this lesson, the students will define brick construction, how the most important skills are crucial for any middle level career to construct concrete bricks. A concrete block is a hollow building unit of concrete called also cement block. A concrete block is primarily used as a building material in the construction of walls.

Concrete brick is a mixture of cement and aggregate, usually, sand, formed in molds and cured (see figure 3.1). Certain mineral colours are added to produce a concrete brick resembling clay (see the student textbook). The students will get knowledge on the raw materials used in the construction of concrete bricks.


3.1.1.2 Teaching-learning process

This process involves the following elements:

 **Suggested teaching methods:** It is advised to use the following methods for this lesson:

- **Brainstorming** - You can use it before beginning the lesson fostering inquiry and imagination.

- **Explanation (lecture)** - you elaborate concepts with examples, orally or in writing, or showing pictures, etc., or in combination.
- **Pair/small-group discussion** to share understandings between students and build different perspectives. Activities requiring students to work in pairs or groups are provided in the textbook (see Activity 1 to be performed in groups/individually).


 **Suggested support materials**- any material you may use that support students to clearly understand concepts, skills and understandings of the lesson. We suggest the following support materials for this lesson: Pictures (see Figure 3.1 in the textbook) and chalkboards or bulletin boards where you can post pictures related to construction of bricks.

Lesson preparation

Read the textbook and other resources related to construction of concrete bricks. Prepare a lesson Plan. A lesson plan is a teacher's daily guide for what students need to learn, how and when it will be taught, and how learning will be assessed.

Lesson Presentation - the delivery phase of teaching

- a. **Introducing the Lesson:** Make the objectives of the lesson clear to the students. Make the students brainstorm about concrete bricks. Ask them questions on the lesson to air their understandings from their prior knowledge on the lesson. You can start by brainstorming question written in the textbook section 3.2.1.
- b. **Main Body of the Lesson:** Use the teaching methods you already decided in the lesson plan as described below. Explain the meaning of construction and carpentry skills. You can ask students open-ended questions at different points during your explanation to encourage them to participate.
- c. **Stabilization:** summarize the lesson after finishing the presentation; review the key ideas and concepts of the lesson such as concrete bricks and raw materials needed for the construction of clays, keeping safety rules.

 **Assessment and follow up:** take learners to the place where the construction activities are carried out to brief learners about: instructions to build basic brickwork structures; to use all tools and equipment correctly, and to apply the required protective measures and constructing brick walls. Let learners ask questions for something not clear on the whole task of building basic brickwork structures.


3.1.2. Lesson Two: Basic Carpentry Skills and Tools

3.1.2.1 Lesson Overview


In this lesson, the students will understand about carpentry skills, how the most important carpentry tools are used for any middle level career in construction activities. The basic mathematics skills of whole numbers, decimals, fractions, measurement, and metric measurement are important skills for carpenters. Moreover, it needs to set up and solve numeracy problems and it might be needed to do more than one calculation to solve a problem. Hand tools are used for cutting and modifying wooden materials (see figure 3.3 in the student textbook). You can also show students about the wood work products that are indicated in figure 3.2.


3.1.2.2 Teaching-learning process

This process involves the following elements:

 **Suggested teaching methods:** It is advised to use the following methods for this lesson:


- **Explanation (lecture)** you elaborate concepts with examples, orally or in writing, or showing pictures, etc., or in combination.
- **Pair/small-group discussion** to share understandings between students and build different perspectives. Activities requiring students to work in pairs or groups are provided in the textbook (see Activity 2 to be performed in groups).
- **Question and answer** in interval to 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.

 **Suggested support materials-** any material you may use that support students to clearly understand concepts, skills and understandings of lesson. We suggest the following support materials for this lesson: Pictures (see Figure 3.3 in the text book) and chalkboards or bulletin boards where you can post pictures related to carpentry skills.

 **Lesson preparation:** Prepare a lesson Plan. A lesson plan is a teacher's daily guide for what students need to learn, how and when it will be taught, and how learning will be assessed. Lesson plan guides your presentation, use of time, and how and when to use support materials.

 **Lesson Presentation- the delivery phase of teaching**

- a. **Introducing the Lesson:** Make the objectives of the lesson clear to the students. Make the students brainstorm about carpentry skills. Ask them questions on the lesson to air their understanding from their prior knowledge on the lesson.
- b. **Main Body of the Lesson:** Use the teaching methods you already decided in the lesson plan as described below. Explain the meaning of carpentry skills and tools. You can ask students open-ended questions at different points during your explanation to encourage them to participate.
- c. **Stabilization:** summarize the lesson after finishing the presentation. Review the key ideas and concepts of the lesson.

 **3.2.5 Assessment and follow up:** Take learners to the place where the carpentry activities are carried out to brief learners about: instructions to basic carpentry tasks, work safely and communicate effectively, use all tools and equipment correctly and apply the required protective measures, constructing basic carpentry structures, how to communicate and work productively with colleagues including responding to requests and seeking help when necessary from others. Observe the groups while discussion and group presentation

3.1.3. Lesson Three: Painting and Decorating

3.1.3.1 Lesson overview

Teacher's Guide


In this lesson, the students will define painting and decorating with few examples in their vicinity. The services of the painter and decorator are needed everywhere from homes to public buildings, factories, and offices. Painters and decorators can expect to offer professional advice on colors and designs and employ a wide range of finishing skills (see figure 3.4 in the student textbook).

3.1.3.2 Teaching-learning process

The process involves the following:

 **Suggested teaching methods:** It is advised to use the following methods for this lesson:

- **Explanation (lecture)** - you elaborating concepts with examples, orally or in writing, or showing pictures, etc., or in combination.
- **Pair/small-group discussion** - to share understanding between students and to build different perspectives. Activities requiring students to work in pairs or groups are provided in the text book (see Activity 3 to be performed by individual student).
- **Question and answer** in interval to 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.
- **Site visit** arrange field visit for the students where painting activities carried out


 **Suggested support materials** - any material you may use that support students to clearly understand concepts, skills and understandings of lesson. We suggest the following support materials for this lesson: Pictures (see Figure 3.5 and 3.6 in the textbook) and chalkboards or bulletin boards where you can post pictures related to painting and decorating skills.

 **Lesson preparation**

Lesson plan guides your presentation, use of time and how and when to use support materials.

Lesson Presentation - the delivery phase of teaching

- a. **Introducing the Lesson:** Make the objectives of the lesson clear to the students
- b. **Main Body of the Lesson:** Use the teaching methods you already decided in the lesson plan as described below. Explain the meaning of painting and decorating skills. You can ask students open-ended questions at different points during your explanation to encourage them to participate.
- c. **Stabilization:** summarize the lesson after finishing the presentation. Review the key ideas and concepts of the lesson (painting and decorating).

 **Assessment and follow up:** take learners to the place where the painting activities are carried out to brief learners about: identifying a suitable surface for painting in a given medium, preparing a surface for painting in a given medium, selecting materials and equipment, and using simple painting techniques. Based on the feedback of the evaluations of the lesson, check whether the intended objectives of the lesson are met or not.

3.2. Checking, and Maintaining Car Tyres

(2 periods)

3.2.1. Lesson four: Procedures to Use and Check Tyre Pressure

3.2.1.1 Lesson overview

In this lesson, the students will understand the procedures to use tyre pressure. Air hoses with tyre pressure gauges are available for use at most service stations; however, the standard recommends buying a simple pen-shaped pneumatic/mechanical gauge to ensure accurate readings.

The students will be guided by proper procedures to check the tyre pressure using the instrument indicated in figure 3.7 student textbook. The easy way to check the


pressure of your tyres is by using an air pressure gauge or pressure monitoring system and then recording the reading.


3.2.1.2 Teaching-learning process

This process involves the following elements:

 **Suggested teaching methods:** It is advised to use the following methods for this lesson:

- **Brainstorming** - You can use it before beginning the lesson fostering inquiry and imagination. You can start by asking questions to know what prior knowledge students may have.
- **Explanation (lecture)** you elaborate concepts with examples, orally or in writing, or showing pictures, etc., or in combination.
- **Pair/small-group discussion** to share understandings between students and to build different perspectives. Students are advised to work in pairs or groups with the consideration of gender balance in the group. Activity 4 provided in the textbook.
- **Site visit** - arrange site where vehicle tyre maintenance activities carried out and consider students with disabilities when moving from one place to others.
- **Question and answer** - in interval to check students' understandings and whether the students are following the presentation or not.


 **Suggested support materials** - any material you may use that support students to clearly understand concepts, skills, and understandings of the lesson. We suggest the following support materials for this lesson: Pictures (see Figure 3.7 and 3.8 in the student textbook), and chalkboards or bulletin boards where you can post pictures related to tyre pressure. The instructor is expected to use internet sources to show pictures and videos using you-tubes to be downloaded if possible.

 **Lesson preparation:** Plan when to use them during the lesson- at the beginning, presentation, or at the end of the lesson. Prepare a lesson Plan: A lesson plan is

a teacher's daily guide for what students need to learn, how and when it will be taught, and how learning will be assessed.

Lesson presentation

- a. **Introducing the Lesson:** Make the objectives of the lesson clear to the students. Make the students brainstorm about tyre pressure. Ask them questions on the lesson to air their understandings from their prior knowledge on the lesson. You can start by brainstorming question provided in the textbook.
- b. **Main Body of the Lesson:** Explain the use and procedures of tyre pressure. You can ask students open-ended questions at different points during your explanation to encourage them to participate.
- c. **Stabilization:** Summarize the lesson after finishing the presentation such as tyre pressure checking and associated instruments used.

 **Assessment and follow up:** Take learners to a place where checking and maintaining car tyres (if they are available around) or show the pictures or video of equipment used for checking tyre pressure and tread to brief learners about how to use a tyre pressure chart, how to use tyre pressure gauge, and how to use tread gauge. Let learners ask questions on the issues not clear for them.

3.3. Maintenance, and Retail Business

(4 Periods)

Lesson Contents

- Lesson Five: Handling Customer Payments in a Retail Business
- Lesson Six: Retail Selling

3.3.1. Lesson Five: Handling Customer Payments in a Retail Business


3.3.1.1 Lesson overview

In this lesson, the students will understand the procedures in retail business operations. Moreover, they will define explicitly the meaning of retail business with the context of their learning career level.


Creating a budget for your new business can seem overwhelming, but if you have an understanding of where the big costs are coming from it is much easier to tackle. The students will be guided to understand the major costs incurred in retail businesses.


Payment collection plays a very important yet often underestimated role in growth and profitability in retail trade and retail management. Students will get knowledge on different payment methods.

3.3.1.2 Teaching-learning Process

 **Suggested teaching methods:** It is advised to use the following methods for this lesson:

- **Explanation (lecture)** you elaborate concepts with examples, orally or in writing, or showing pictures, etc., or in combination.
- **Pair/small-group discussion** to share understandings between students and to build different perspectives.
- **Question and answer** in interval to 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.

 **Suggested support materials-** any material you may use that support students to clearly understand concepts, skills, and understandings of lesson. We suggest the following support materials for this lesson: Tables (see Table 3.6 in the student textbook) and chalkboards or bulletin boards related to retail businesses.

 **Lesson preparation:** Prepare a lesson Plan. A lesson plan is a teacher's daily guide for what students need to learn, how and when it will be taught, and how learning will be assessed. Lesson plan guides your presentation, use of time, and how and when to use support materials.

 **Lesson Presentation - the delivery phase of teaching**

- a. **Introducing the Lesson:** Make the objectives of the lesson clear to the students. Make the students brainstorm handling customer payments. Ask them questions on the lesson to air their understandings from their prior knowledge on the lesson.
- b. **Main Body of the Lesson:** Use the teaching methods you already decided in the lesson plan as described below. Explain the proper ways of handling customer payments. You can ask students open-ended questions at different points during your explanation to encourage them to participate.
- c. **Stabilization:** Summarize the lesson after finishing the presentation. Review the key ideas and concepts of the lesson.

Assessment and follow up

Let students discuss and answer the following questions in groups. List the methods of payment typically accepted by retail businesses, identify how each method of payment is processed, and identify how errors can arise when accepting cash payments, and can result in losses. Ask students to present their work to the class for comments and discussions

3.3.2. Lesson Six: Retail Selling

3.3.2.1 Lesson overview


In this lesson, the students will define retail selling; understand the procedures of retail selling steps in business operations. Moreover, they will describe the major challenges faced in retail selling processes in their surroundings. The selling process is the series of steps followed by a salesperson while selling a product. The selling process is a complete cycle that starts from identifying the customers to closing the deal with them.


3.3.2.2 Teaching-learning Process

This process involves the following elements.

 **Suggested teaching methods:** It is advised to use the following methods for this lesson:


- **Explanation (lecture)** you elaborate concepts with examples, orally or in writing, or showing pictures, etc., or in combination.
- **Pair/small-group discussion** to share understanding between students and to build different perspectives. Activity 6, provided in the textbook, is required to be performed by the students to work in pairs or groups. .
- **Question and answer** in interval to 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.

 **Suggested support materials** - We suggest the following support materials for this lesson: Figures (see Figure 3.9 in the student textbook) and chalkboards or bulletin boards.

 **Lesson preparation:** Prepare a lesson Plan. A lesson plan is a teacher's daily guide for what students need to learn, how, and when it will be taught, and how learning will be assessed. Lesson plan guides your presentation, use of time, and how and when to use support materials.

 **Lesson Presentation - the delivery phase of teaching**

- a. **Introducing the Lesson:** Make the objectives of the lesson clear to the students. Make the students brainstorm about retail selling. Ask them questions on the lesson to air their understandings from their prior knowledge on the lesson.
- b. **Main Body of the Lesson:** Explain the possible mechanisms of retail selling processes/steps. You can ask students open-ended questions at different points during your explanations to encourage them to participate.
- c. **Stabilization:** Summarize the lesson after finishing the presentation. Review the key ideas and concepts of the lesson.

 **Assessment and follow up:** let students discuss and answer the following questions in groups: the key steps in the selling process, the key skills and qualities that

successful sales staff need, identify the features and benefits of a selected product that should attract customers to make a purchase and how to demonstrate the selected product to customers. Observe the groups while discussing and group presentation. Based on the feedback of the evaluations of the lesson, check whether the intended objectives of the lesson are met or not.

Answers for the Unit 3 Review Questions

Part I: True or False

1. False
2. True
3. True

Part II: Fill in the blank space

1. 32 psi to 35 psi
2. Tyre pressure gauge
3. Marketing
4. Painting
5. Sanding

Part III: Multiple choices

1. E
2. D
3. B

Part IV: Open-ended questions

1. The essential ingredients of concrete are cement, aggregate (sand, gravel) and water.
2. Business, maths, problem solving, design and layout skills
3. Hammer, tape measure, chalk Line, carpenter's pencil, and utility knife, etc.
 - a) Knowledge of properties of paints and other coating products for internal and external use
 - b) Manual skills for using painting tools
 - c) Excellent knowledge of paint application techniques
 - d) Sense of form and colour
 - e) Physical strength and stamina
5.
 - a) Check the tyre placard
 - b) Unscrew the cap on the air valve of your tyre.

- c) Push your tyre pressure gauge firmly onto the tyre valve.
- d) Look at the pressure reading on the gauge.
- e) If the reading is low, attach the air hose to the tyre valve.
- f) Screw the cap back onto the tyre air valve.

6.

- a) Lack of forecasting speed and quality
- b) Redundant system and bank volume
- c) Tedious manual and error-prone processes
- d) Settlements or transactions in multiple currencies

UNIT

4

SELF EMPLOYMENT OPPORTUNITIES:

HOSPITALITY, FOOD PREPARATION (CATERING), AND CLEANING

(11 periods)

LEARNING OUTCOMES

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

- ✎ Develop the skills to enter the diverse range of roles that the hospitality events sector requires
- ✎ Develop the skills to enter the diverse range of roles that the catering sector requires
- ✎ Develop the skills to enter the diverse range of roles that the cleaning sector requires

Periods	Contents	Learning competencies Students will be able to:	Suggested methodology	Suggested follow-up and assessments
3 periods	Hospitality event	<ul style="list-style-type: none"> Develop the skills to enter the diverse range of roles that the hospitality events sector has required. Understand types of events. 	<ul style="list-style-type: none"> Brainstorming Explanation (lecture) Pair/small-group discussion Question and answer 	<ul style="list-style-type: none"> Observations Group discussion and report writing asking oral questions
4 periods	Food preparation services (catering)	<ul style="list-style-type: none"> Develop the skills to enter the diverse range of roles that the catering sector requires. Identify kitchen equipment in catering sector. 	<ul style="list-style-type: none"> Pair/small-group discussion Explanation (lecture) Site visit (nearby food preparation, hotels) 	<ul style="list-style-type: none"> assessing the ability of students in identifying the kitchen equipment Report evaluation identify balanced foods
4 periods	Cleaning services	<ul style="list-style-type: none"> Develop the skills to enter the diverse range of roles that the cleaning sector requires. Apply personal protection equipment in cleaning activities. 	<ul style="list-style-type: none"> Explanation (lecture) Question and answer Field/office visit 	<ul style="list-style-type: none"> Asking the equipment required for cleaning assessing the attitudes toward cleaning services

4.1. Hospitality Events



Lesson Contents

- Lesson One: Types of events

4.1.1. Lesson One: Types of Events


4.1.1.1 Lesson overview

In this lesson, the students will identify the types of events, namely include weddings, business meetings, celebration dinners, and fundraisings. The event planner, owner of a hotel, banquet room manager, or restaurant owner all strive to make these events a success from the client's, guests', and his/her point of view.

The students will characterize each type of events and compare among them their operations and challenges they faced. Students will capture knowledge related to risk audit, which involves identifying and assessing all risks so that a plan can be put in place to deal with any occurrence of any undesirable event which causes harm to people or detriment to the organization.

4.1.1.2 Teaching-learning process


This process involves the following elements:

 **Suggested teaching methods:** It is advised to use the following methods for this lesson:

- **Brainstorming** - You can use it before beginning the lesson fostering inquiry and imagination. You can start by asking questions to know what prior knowledge students may have.
- **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 discussion** to share understandings between students and to build different perspectives.
- **Question and answer** in interval to 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.


 **Suggested support materials** - Chalkboards or bulletin boards

 **Lesson preparation**

Lesson plan is a teacher's daily guide for what students need to learn, how and when it will be taught, and how learning will be assessed. Lesson plan guides your presentation, use of time, and how and when to use support materials.

 **Lesson Presentation - the delivery phase of teaching**

- a. **Introducing the Lesson:** Make the objectives of the lesson clear to the students. Make the students brainstorm about hospitality event. Ask them questions on the lesson to air their understandings from their prior knowledge on the lesson.
- b. **Main Body of the Lesson:** Explain the types of event applied in certain occasion. You can ask students open-ended questions at different points during your explanation to encourage them to participate.
- c. **Stabilization:** Summarize the lesson after finishing the presentation. Review the key ideas and concepts of the lesson (hospitality event).

 **Assessment and follow up:** divide students into groups and let them discuss on: choose a hospitality event that is run locally, how to plan hospitality event with tasks and deadlines, and possible health safety. Observe learners while they are performing group work and present outcomes of their discussions. Based on the feedback of the evaluations of the lesson, check whether the intended objectives of the lesson are met or not.

4.2. Food Preparation Services

(4 periods)

Lesson Contents

- Lesson Two: Essential kitchen tools
- Lesson Three: Preparing balanced nutritious meals and fresh food


4.2.1. Lesson Two: Essential Kitchen Tools

4.2.1.1 Lesson overview


In this section, students are expected to know kitchen tools in catering services. Kitchen tools and equipment are a great help in maintaining the cleanliness or orderliness in the kitchen. Some of this equipment could help the cook to chop, slice, and neatly mince raw ingredients. Detail definition, usage, and graphic representations are described in table 4.2 (see student textbook).


4.2.1.2 Teaching-learning Process

This process involves the following elements.

 **Suggested teaching methods:** It is advised to use the following methods for this lesson:


- **Pair/small-group discussion** - to share understanding between students and to build different perspectives. Activity 2, provided in the text book as class work/assignment is required to be performed by the students in pairs or groups.
- **Explanation (lecture)** - you elaborate concepts with examples, orally or in writing, or showing pictures, etc., or in combination.
- **Question and answer** in interval to check students' understandings and whether the students are following the presentation.

 **Suggested support materials:** Table and graphic presentation (Table 4.1 in the student textbook) and chalkboards or bulletin boards.

 **Lesson preparation:** Prepare a lesson Plan. A lesson plan is a teacher's daily guide for what students need to learn, how and when it will be taught, and how learning will be assessed. Lesson plan guides your presentation, use of time and how and when to use support materials.

 **Lesson Presentation- the delivery phase of teaching**

- a. **Introducing the Lesson:** Make the objectives of the lesson clear to the students. Make the students brainstorm about kitchen tools. Ask them questions on the lesson to air their understandings from their prior knowledge on the lesson.
- b. **Main Body of the Lesson:** Explain the basic kitchen tools used for catering purposes. You can ask students open-ended questions at different points during your explanation to encourage them to participate.
- c. **Stabilization:** Summarize the lesson after finishing the presentation. Review the key ideas and concepts of the lesson like essential kitchen tools.

 **Assessment and follow up:** let students discuss and report on the following issues in groups of five students (mix of male and female): basic kitchen utensils and equipment both electrical and non-electrical, and purpose of the identified equipment, and then prepare summary report.

4.2.2. Lesson Three: Preparing Balanced Nutritious Meals and Fresh Food

4.2.2.1 Lesson Overview


In this section, students will define the term balanced diet, and they are expected to know the preparation of balanced nutritious meals in catering services. A healthy, balanced diet will usually include the following nutrients: vitamins, minerals, antioxidants; carbohydrates, including starches and fiber, protein and healthy fats.

A balanced diet supplies the nutrients your body needs to work effectively. Without balanced nutrition, your body is more prone to disease, infection, fatigue, and low

performance. In Ethiopia, there are several cultural foods. The figure 4.1, 4.2 and 4.3 shows that preparation of a variety including fresh and fast foods.

4.2.2.2 Teaching-learning process

This process involves the following elements.

 **Suggested teaching methods:** It is advised to use the following methods for this lesson:

- **Explanation (lecture)** - you elaborate concepts with examples, orally or in writing, or showing pictures, etc., or in combination.
- **Pair/small-group discussion** - to share understandings between students and to build different perspectives. Activity 3 provided in the textbook as class work is required to be performed by the students in pairs or groups; activity 4 in this unit can be given as homework.
- **Site visit:** you can send the students to visit /observe local small enterprise producing food items, and they are required to produce visit report in group.
- **Question and answer** in interval to 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.

 **Suggested support materials** - Chalkboards or bulletin boards.


 **Lesson preparation**

Prepare a lesson plan. A lesson plan is a teacher's daily guide for what students need to learn, how and when it will be taught, and how learning will be assessed. Lesson plan guides your presentation, use of time, and how and when to use support materials.

 **Lesson Presentation - the delivery phase of teaching**

- a. **Introducing the Lesson:** Make the objectives of the lesson clear to the students. Ask them questions on the lesson to air their understandings from their prior knowledge on the lesson.

- b. **Main Body of the Lesson:** Explain balanced diet and its constituents, and fresh food items. You can ask students open-ended questions at different points during your explanation to encourage them to participate.
- c. **Stabilization:** Summarize the lesson after finishing the presentation. Review the key ideas and concepts of the lesson (balanced diet and fresh food).

 **Assessment and follow up:** Let students discuss and answer the following questions in groups: a) what is the importance of preparing balanced nutritious meals? b) Why is it important to eat balanced nutritious meals? c) Fresh food description. Observe the groups while discussing and group presentation.

4.3. Cleaning Services



Lesson Contents

- **Lesson Four: Personal appearance requirements of cleaning**
- **Lesson Five: Types of cleaning services**
- **Lesson Six: Skills required for any cleaners**

4.3.1. Lesson Four: Personal Appearance Requirements of Cleaning


4.3.1.1 Lesson overview

In this section, students will define the term cleaning services. We need to appreciate that cleaning is a technical skill, even though it is not viewed as such in the wider society. The learners are expected to know the dressing of personal protective equipment, which is worn to minimize exposure to hazards that cause serious workplace injuries and illnesses. Personal protective equipment may include items such as gloves, safety glasses and shoes, earplugs or muffs, hard hats, respirators, or coveralls, vests, and full body suits.

4.3.1.2 Teaching-learning process

 **Suggested teaching methods:** It is advised to use the following methods for this lesson:

- **Explanation (lecture)** you elaborate concepts with examples, orally or in writing, or showing pictures, etc., or in combination.
- **Question and answer** in interval to 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.


 **Suggested support materials:** Figure 4.5 (see in the student textbook) and chalkboards or bulletin boards.

Lesson preparation

Prepare a lesson plan: A lesson plan is a teacher's daily guide for what students need to learn, how and when it will be taught, and how learning will be assessed. Lesson plan guides your presentation, use of time, and how and when to use support materials.

Lesson Presentation- the delivery phase of teaching

- a. **Introducing the Lesson:** Make the objectives of the lesson clear to the students. Ask them questions on the lesson to air their understandings from their prior knowledge on the lesson.
- b. **Main Body of the Lesson:** Explain the personal appearance protection equipment. You can ask students open-ended questions at different points during your explanation to encourage them to participate.
- c. **Stabilization:** Summarize the lesson after finishing the presentation. Review the key ideas and concepts of the lesson.

 **Assessment and follow up:** let learners select a work area as an example and discuss on personal appearance requirements and the correct Personal Protective Equipment to use for cleaning. Check your students' understanding of the subject matter by asking oral questions and giving them classwork.

4.3.2. Lesson Five: Types of Cleaning Services

4.3.2.1 Lesson Overview


In this section, students will know about four types of cleaning services, namely they are kitchen, hotel, office and toilet cleaning services. On the other hand, students are expected to know the washing steps for proper hygiene and sanitation; it is the act of cleaning one's hands with soap and water to remove viruses/bacteria/microorganisms, dirt, grease, or other harmful and unwanted substances stuck to the hands.


4.3.2.2 Teaching-learning process

This process involves the following elements

 **Suggested teaching methods:** It is advised to use the following methods for this lesson:

- **Explanation (lecture)** - you elaborate concepts with examples, orally or in writing, or showing pictures, etc., or in combination.
- **Question and answer** in interval to check students' understandings and whether the students are following the presentation or not. You can also use this method to summarize the lesson at the end of your presentation.

 **Suggested support materials** - Figure 4.6 for hand washing, Figure 4.7, and 4.8 for types of cleaning services (see in the student textbook), and chalkboards or bulletin boards.


 **Lesson preparation:** Prepare a lesson plan. A lesson plan is a teacher's daily guide for what students need to learn, how, and when it will be taught, and how learning will be assessed. Lesson plan guides your presentation, use of time, and how and when to use support materials.

 **Lesson presentation**

- a. **Introducing the Lesson:** Make the objectives of the lesson clear to the students. Ask them questions on the lesson to air their understanding

from their prior knowledge on the lesson.

- b. **Main Body of the Lesson:** Explain the hand washing steps and types of cleaning services. You can ask students open-ended questions at different points during your explanation to encourage them to participate.
- c. **Stabilization:** Summarize the lesson after finishing the presentation. Review the key ideas and concepts of the lesson.

 **Assessment and follow up:** provide learners a home take assignment to explore the following issues in their village/town/district and let them read for the whole class: the correct cleaning agent and/or material for the type of dirt and surface, the correct use and/or dilution rates of selected cleaning agents, and the required cleaning skill for the surface, for example, like polishing, dusting, mopping.

4.3.3. Lesson Six: Skills Required for any Cleaners


4.3.3.1 Lesson Overview

In this section, students will be able to list the skills required for cleaning purposes. We need to appreciate that cleaning is a technical skill, even though it is not viewed as such in the wider society.

Some of the general skills that a good cleaner should possess are: good interpersonal and communication skills, physical abilities, good numeracy and literacy, high level of attention-to-detail are important for any cleaners.

4.3.3.2 Teaching-learning process

This process involves the following elements.


 **Suggested teaching methods:** It is advised to use the following methods for this lesson:

- **Explanation (lecture)** - you elaborate concepts with examples, orally or in writing, or showing pictures, etc., or in combination.

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- **Question and answer** in interval to check students' understanding and whether the students are following the presentation or not. You can also use this method to summarize the lesson at the end of your presentation.

 **Suggested support materials:** Chalkboards or bulletin boards

 **Lesson preparation:** Prepare a lesson plan. A lesson plan is a teacher's daily guide for what students need to learn, how, and when it will be taught, and how learning will be assessed. Lesson plan guides your presentation, use of time, and how and when to use support materials.

 **Lesson presentation**

- a. **Introducing the Lesson:** Make the objectives of the lesson clear to the students. Ask them questions on the lesson to air their understandings from their prior knowledge on the lesson.
- b. **Main Body of the Lesson:** Explain the skills related to cleaning service delivery. You can ask students open-ended questions at different points during your explanation to encourage them to participate.
- c. **Stabilization:** Summarize the lesson after finishing the presentation. Review the key ideas and concepts of the lesson.

 **Assessment and Follow Up**

Take learners to the café and restaurant/ hotel/ office or companies, or show the pictures or video to brief learners about a) the types of equipment, b) identified cleaning task, c) how to use the equipment and/or machine safely, d) how to dispose of cleaning agents and their containers and materials safely and in an environmentally friendly way, and e) how to clean and store cleaning agents, equipment/machines and materials correctly. Let them ask questions on the issues not clear for them.

Answers for the Unit 4 Review Questions

Part I: True or False

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

Part II: Fill in the blank spaces

1. Food preparation service
2. Knife
3. Hospitality event
4. Liquid detergent

Part III: Multiple choices

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

Part IV: Open ended questions

1. Weeding, fundraising, and meetings
2. Knife, scissor, grater, Saucepan, and pot, etc.
3. A balanced diet consists of six main nutrient groups: proteins, carbohydrates, lipids, vitamins, minerals, and water.
 - a) Do it right from the start.
 - b) Don't make them wait.
 - c) Fix problems immediately.
 - d) Use customer comment cards for the comments.
 - e) Use current technologies.
4. All personal protective equipment should be safely designed and constructed, and should be maintained in a clean and reliable fashion.
5. Sponges, yellow dusters/micro-fiber cloths, class polishing cloths, cleaning brushes, bucket and brush.

UNIT





5

EMPLOYABILITY



LEARNING OUTCOMES

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

-  Identify important qualities required by employers
-  List the reasons of need for health and safety procedures at work
-  Work as part of a team
-  Practice social skills needed for work

Periods	Contents	Learning competencies Students will be able to:	Suggested methodology	Suggested follow-up and assessments
2 periods	Seven tips to boost employability	<ul style="list-style-type: none"> understand the tips to boost employability 	<ul style="list-style-type: none"> Brainstorming, Explanation (lecture), Pair/small-group discussion, Question and answer 	<ul style="list-style-type: none"> Asking oral questions Group work Presentation
2 periods	Working as part of a team	<ul style="list-style-type: none"> able to work as part of a team 	<ul style="list-style-type: none"> Explanation (lecture), Pair/small-group discussion, and question and answer. 	<ul style="list-style-type: none"> Asking oral questions and giving them classwork

5.1. Seven Tips to Boost Employability



5.1.1. Lesson One

5.1.1.1 Lesson Overview

In this lesson, students learn the meaning of employability, employability skills, core employability skills, and basic skills. Moreover, the seven tips for employability will be covered. To start with, a brief definition of employability, it means the “*development of skills and adaptable workforces in which all those capable of work are encouraged to develop the skills, knowledge, technology, and adaptability to enable them to enter and remain in employment throughout their working lives*”. To be successful in employability, one needs to owe employability skills. Employability skills are a set of skills and behaviors that are necessary for every job.

While these employability skills may be *core employability skills* and *basic skills*, the *basic skills* covers the subject knowledge such as reading, writing, listening, speaking, computing, etc.

whereas the core employability skills is about the technical skills needed to perform specific duties, and professional/personal attributes such as honesty, reliability, punctuality, attendance, and loyalty.

Before proceeding to the main lesson, please let the students brainstorm the important skills that increase the chance of employability. The core and basic skills are important components to increase employability.

After discussing the skills, please go through the seven tips that are important for employability. Please look the seven tips that boost employability.

The seven tips are:

Tip 1. Be up to date: it is about being in line with the current situation. Help the students to have updated information.

Tip 2. Adjust your curriculum vitae (CV) to the job description: please recall what the students have learned in grade seven about CV.

Tip 3. Emphasize on soft skills: the soft skills include teamwork and time management. These skills are becoming more critical than ever. To develop team spirit, please engage students on group activity. Moreover, coach them to evaluate their time management skills.

Tip 4. Use your contacts: This emphasizes on creating network. It is about having a connection with different institutions. For this, social skills play great roles. Social skills are used to communicate with others daily in a variety of ways including verbal, nonverbal, written and visual.

Tip 5. Understand the employee's requirements: while jobs opportunities are posted, the institution put the requirements with the notice. Let the students understand the contents of vacancy before developing their CV.


Tip 6. Use social media actively. Ask the students about the level of understanding about the social Medias. There are different social Medias that are becoming a platform for job posting. These social Medias include Facebook, LinkedIn, Google+, whatsApp, telegram, and etc.


Dear teacher, please inform students not to waste their time in using social media without objectives.

Tip 7. Prepare smartly: In grade seven, students have learned about how to prepare for an interview. Dear teacher, give a topic and let them to interview each other for 5 minutes.

5.1.1.2 Teaching-learning process

The proposed teaching-learning processes are:

 **Suggested teaching methods:** brainstorming, explanation (lecture), pair/small-group discussion, question and answer

 **Suggested support materials** - any material you may use that support students to clearly understand concepts, skills and understandings of the lesson. We suggest the following support materials for this lesson: Chalkboards or bulletin boards where you can post pictures related to tips for employability.

Lesson preparation

- a. Read the textbook and other resources on employability.
- b. Prepare a diagram that illustrates the steps of “career selection”.
- c. Decide which active-learning methods and evaluation techniques you want to use during the lesson.

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. Use brainstorming to widen the critical thinking abilities. Let the students share what they understand about the concepts.

b) Main Body of the Lesson: Use the teaching methods you already decided in the lesson plan. Explain the meaning of career selection by presenting different definitions.

- Summarize the lesson after finishing the presentation. Review the key ideas and concepts of the lesson.

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 steps clearly shown? Do the learning outcomes achieved?).

5.2. Teamwork




5.2.1. Lesson Two:

5.2.1.1 Lesson overview


In this lesson, students learn the concepts and importance of teamwork. Once the workplace problems arise in one way or another, they should be solved to avoid further losses in production and productivity of the organization. This can be achieved through teamwork. Dear teacher, in the group, please let the students discuss the importance of teamwork.

5.2.1.2 Teaching-learning process

It creates a suitable environment to facilitate the interaction that they have with each other and with you. The possible teaching methods but not limited are:

 **Suggested teaching methods:** active-learning methods with a variety of teaching methods like explanation (lecture), pair/small-group discussion, and question and answer.

- Ask students: ‘what is the importance of teamwork?’

 **Suggested support materials** - chalk boards and figures are the important suggested support materials.

 **Lesson preparation**

- Read the textbook and other resources on teamwork.

 **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.
 - Use brainstorming to widen the critical thinking abilities. Let the students share what they understand about the concepts.
- b. **Main Body of the Lesson:** Use the teaching methods you already decided in the lesson plan as described below.
 - Explain the importance of teamwork.
- c. **Summarize the lesson** after finishing the presentation. Review the key ideas and concepts of the lesson. For example, let them recall the ways of reducing safety and health hazards.

Assessment and follow up

- Check your students' understanding of the subject matter by asking oral questions and giving them classwork.

Answers for the Unit 5 Review Questions

I. Write 'True' if the statement is correct, and write 'False' if the statement is incorrect.

1. True 2. True 3. True

II. Fill in the blank space with a correct answer.

1. Core skills 2. Curriculum Vitae (CV)

III. Choose the correct answer for the following questions.

1. B

Part IV: Dear Students, please copy the following questions into your exercise book and give your answers accordingly.

1. The key skills that are required for employability includes both core skills and basic skills (see the student text book for the detail).
2. The safety and health measures that workers should keep includes being aware about the surroundings, using the appropriate equipment, taking adequate breaks, not taking any alcoholic drinks, and team work.
3. Building teamwork skills at work will help you to achieve the desired results for work quickly and positively and improve your communication skills, Good team working skills will give you more chances to move forward in your career.

UNIT




6

PREPARING FOR
EMPLOYMENT



LEARNING OUTCOMES

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

-  Recognize problems that occur in the workplace
-  Identify methods for solving problems in the workplace
-  Select a problem-solving method

Periods	Contents	Learning competencies Students will be able to:	Suggested methodology	Suggested follow-up and assessments
3 periods	Problem-solving in the workplace	<ul style="list-style-type: none"> • Recognize problems that occur in the workplace • Identify methods for solving problems in the workplace. • Select a problem-solving method 	<ul style="list-style-type: none"> • active-learning methods • brainstorming, explanation (lecture), • pair/small-group discussion, and • question and answer 	

6.I. Common Workplace Problems

6.I.I. Lesson One: Problem-Solving in the Workplace

Periods allotted: 3

6.I.I.I Lesson Overview

In this lesson, students learn the meaning of problems, and skills to solve workplace problems. To start with, a brief definition of workplace problems, it means the “*concern or complaint that you may have related to any aspect of your work.*” The occurrences of workplace problems are a common issue. It is important to consider the possible solutions for the problems. A clear sharing of ideas among the employees and with employer enables to handle the work place problems successfully. Among other things, communication skills can be considered as a tool. Work place communication is the exchange of information and ideas within an organization, and good communication is essential in the workplace for companies to work effectively and productively.

Having the problem on hand at the work place, individuals should devise the ways for effective problem solving. It should be taken into considerations that effective problem solving does not mean going away and coming up with an answer immediately. Such types of rash solution findings may work for a short period but not be sustainable.

Problem-solving is a comprehensive process and should pass through a series of steps. First, we need to define a problem; determining the cause of the problem, identifying, prioritizing, and selecting alternatives for a solution; and implementing a solution. It means first, we need to define the problem. Defining the problem should include understanding the real existence of the problem. Followed by searching for the root causes (what are the reasons for the happening of the problem). Then proposing possible solutions and prioritizing which solution is more feasible. Finally, it is important to implement and evaluate the prioritized solution (s) and follow-up.

The common workplace problems include, but not limited to:

Conflict: a clash between individuals arising out of a difference in thought process, attitudes, understanding, and interests. It is normal to have a difference in thought, attitudes, understanding, or interests, but the important thing is how to manage them. The common methods to manage conflicts include communication, listening, and working together to find solutions. There is a story about workplace conflicts. You can read the story to your students and show figure 6.1.

Poor communication skills: poor communication skills are may be a source of problems in an organization.

Discrimination: it is common to have discrimination at work place. It may be based on characteristics such as race, gender, age, or some kind of disabilities.


Harassment: the act of systematic and/or continued unwanted and annoying actions of one party or a group, including physical threats.

Job dissatisfaction: refers to unhappy or negative feelings about work or the work environment. The responsible factors for job dissatisfaction may include poor working conditions, overwork, low levels of payment (salary), lack of career advancement, and lack of recognition.


Workplace gossip: is informal communication that people share about their colleagues, co-workers, or supervisors. Gossip affects morale, trust, respect, relationship, and may result in poor work performance.

6.I.I.2 Teaching-learning process

The proposed teaching-learning processes are:

 **Suggested teaching methods:** active-learning methods and should include a variety of teaching methods. This could enable inclusiveness of the teaching-learning process. The suggested teaching methods for this lesson are but not

limited: brainstorming, explanation (lecture), pair/small-group discussion, and question and answer.

 **Suggested support materials** - any material you may use that supports students to clearly understand concepts, skills, and understandings of the lesson. We suggest the following support materials for this lesson, chalkboards, and pictures.

Lesson preparation

- a. Read the textbook and other resources on workplace problems.
- b. Prepare a diagram that illustrates the selected workplace problems.
- c. Decide which active-learning methods and evaluation techniques that you want to use during the lesson. Plan when to use them during the lesson- at the beginning, during the presentation or at the end of the lesson.
- d. Prepare a lesson Plan: it helps you for presentation, use of time and how and when to use support materials. For the preparation of lesson plan, please follow the sample given in unit 1 and your school's format.

Lesson Presentation - the delivery 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.
- Use brainstorming to widen the critical thinking abilities. Let the students share what they understand about the concepts of work place conflicts.

• **Main Body of the Lesson:** Use the teaching methods you already decided in the lesson plan as described below.

- Explain the meaning of workplace problems.
- 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 workplace problems (please use Figures 5.1) which shows the common workplace problems.

- **Summarize the lesson** after finishing the presentation. Review the key ideas and concepts of the lesson. For example, a workplace problem is a concern or complaint that workers may have related to any aspect of their work.

Assessment and follow up

- Check your students' understanding of the subject matter by asking oral questions and giving them classwork.

Answers for the Unit 6 Review Questions

I. Write 'True' if the statements is correct, and write 'False' if the statement is incorrect.

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

II. Choose the correct answer for the following questions.

1. C 2. A

Part IV: Dear students please copy the following questions into your exercise book and give your answers accordingly.

1. a. Conflict b. Gossip c. Job dissatisfaction d. Harassment
 e. Discrimination, and others

UNIT

7

ENTREPRENEURSHIP

(8 periods)

LEARNING OUTCOMES

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

- ✎ Define the term Entrepreneurship and Entrepreneur
- ✎ Describe four types of Entrepreneurship
- ✎ Identify the types of entrepreneurs
- ✎ Describe the seven characteristics of entrepreneurs

Periods	Contents	Learning competencies Students will be able to:	Suggested methodology	Suggested follow-up and assessments
1 periods	Definitions of entrepreneurship	<ul style="list-style-type: none"> Define the term Entrepreneurship 	<ul style="list-style-type: none"> Brainstorming, explanation (lecture), Pair /small-group discussion, question. 	<ul style="list-style-type: none"> Oral question Group work and report
1 periods	Who is Entrepreneur?	<ul style="list-style-type: none"> Define the term Entrepreneur 	<ul style="list-style-type: none"> Explanation (lecture), Pair/small-group discussion, question. 	<ul style="list-style-type: none"> Oral question Group work and report
2 periods	Four types of Entrepreneurship	<ul style="list-style-type: none"> Describe four types of entrepreneurship 	<ul style="list-style-type: none"> Lecture, group discussion, 	<ul style="list-style-type: none"> Oral question Group work and report
2 periods	Types of Entrepreneurs	<ul style="list-style-type: none"> Identify the types of entrepreneurs 	<ul style="list-style-type: none"> Explanation (lecture), Pair/small-group discussion, question 	<ul style="list-style-type: none"> Oral question Group work and report
2 periods	Seven characteristics of an entrepreneur	<ul style="list-style-type: none"> Describe the seven characteristics of entrepreneurs. 	<ul style="list-style-type: none"> Explanation (lecture), Pair/small-group discussion, question 	<ul style="list-style-type: none"> Oral question Group work and report

7.1. Definition of Entrepreneurship

7.1.1. Lesson One:

Period allotted: 1

7.1.1.1 Lesson Overview


In this lesson, students learn the meaning of entrepreneurship. *Entrepreneurship is a process. It is purposeful and organized search for change, conducted after systematic analysis of opportunities in the environment.*


Entrepreneurship is a process. It is not a combination of some incidents. It is the purposeful and organized search for change; conducted after systematic analysis of opportunities in the environment.

After discussing entrepreneurship, let the students discuss in pairs, and share their understanding about entrepreneurship.

7.1.1.2 Teaching-learning process

The proposed teaching-learning processes are:

 **Suggested teaching methods:** active-learning methods and should include a variety of teaching methods. This could enable inclusiveness of the teaching-learning process. The suggested teaching methods for this lesson are but not limited to: Brainstorming, explanation (lecture), pair/small-group discussion, question. Ask students: ‘what is entrepreneurship?’ after explaining the concept (while teaching).

 **Suggested support materials** - any material you may use that support students to clearly understand concepts, skills and understandings of the lesson. We suggest the following support materials for this lesson: Chalkboards or bulletin boards where you can post pictures related to entrepreneurship.

Lesson preparation

- Read the textbook and other resources on entrepreneurship.

Lesson Presentation - the delivery 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.
 - Use brainstorming to widen the students' critical thinking abilities. Let the students share what they understand about the concepts.
- **Main Body of the Lesson:** Use the teaching methods you already decided in the lesson plan as described below. Explain the meaning of entrepreneurship by presenting different definitions. Summarize the lesson after finishing the presentation. Review the key ideas and concepts of the lesson.

Assessment and follow up

Check your students' understanding of the subject matter by asking oral questions and giving them classwork. Ask oral questions such as what is entrepreneurship?

7.2. Who is Entrepreneurs?

7.2.1. Lesson Two:

Period allotted: 1

7.2.1.1 Lesson overview

In this lesson, students learn the concepts of entrepreneurs. First, define the word entrepreneur. The word entrepreneur stems from the French word 'entreprenre' meaning one who undertakes or one who is a 'go-between'. In other words, it implies a person who starts an enterprise. Besides, different fields of study defined entrepreneurs in various ways. To put it very simply, an entrepreneur is someone who

perceives opportunity, organizes resources needed for exploiting that opportunity, and exploits it.

Dear teacher, please read the **Story 1:**


Life history of entrepreneur Bethlehem Tilahun. Then ask the students how the story initiated them. What did they learn from the story?

To create a clear understanding of the word entrepreneur, use the following definitions.


Moreover, there are several definitions of entrepreneurs. One of them is: *Entrepreneurs are innovators who use a process of competing with the existing products and services through developing new products, and new services.*

7.2.1.2 Teaching-learning process

It creates a suitable environment to facilitate the interaction that they have with each other and with you.

 **Suggested teaching methods:** active-learning methods with a variety of teaching methods like an explanation (lecture), pair/small-group discussion, and question and answer.

- Ask students: ‘what is entrepreneur?’

 **Suggested support materials** - chalkboards and figures are the important suggested support materials. Please use the picture indicated in figure 7.1 in the students textbook.

 **Lesson preparation**

- Read the textbook and other resources on concepts of entrepreneurs.

 **Lesson Presentation - the delivery 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.

- Use brainstorming to widen the critical thinking abilities. Let the students share what they understand about the concepts.
- **Main Body of the Lesson:** Use the teaching methods you already decided in the lesson plan as described below.
 - Explain the entrepreneurs by presenting different definitions.
 - You can 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. For example, let them recall who is the entrepreneur?

Assessment and follow up

- Check your students' understanding of the subject matter by asking oral questions and giving them classwork.

7.3. Four types of Entrepreneurship

7.3.1. Lesson Three:

Period allotted: 2

7.3.1.1 Lesson overview

In this lesson, students learn the types of entrepreneurship. There are four types of entrepreneurship. Let us see one by one as follows:


1. **Small Business:** A small business could be any company, restaurant, or retail store that is started by a founder, without any intention of growing the business into a chain, or corporation. (Fig 7.2). In the student textbook the procedures for implementing self-employment opportunities are presented.
2. **Scalable Startup:** it is less common than small businesses. These businesses begin on a very small scale, often as just the seeds of an idea. In these types of entrepreneurship, the involvement of outside investors is a common feature (Fig 7.3).
3. **Large Company:** entrepreneurs work within the context of a larger, established

company (See fig 7.4 and the example of agro-industry).


4. **Social Entrepreneurship:** the other three types of entrepreneurship mentioned above are organized for profit. But social entrepreneurship is organized to serve the community. Its objective is giving service rather than profit.

7.3.1.2 Teaching-learning process

Create a suitable environment to facilitate the interaction that they have with each other and with you. The possible teaching methods but not limited are:

 **Suggested teaching methods:** active-learning methods, with a variety of teaching methods, like explanation (lecture), pair/small-group discussion, and question and answer.

- Ask students: 'what are the four types of entrepreneurship?'
- Please let the students to prepare their own business plan using the sample template presented in the section.

 **Suggested support materials** - chalk boards and figures are the important suggested support materials. Please use the picture indicated in figure (7.3-7.6) in the students textbook.

 **Lesson preparation**

- Read the textbook and other resources on types of entrepreneurship.

 **Lesson Presentation- the delivery 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.
- **Main Body of the Lesson:** Use the teaching methods you already decided in the lesson plan as described below.
 - Explain the types of entrepreneurship by presenting different definitions.
 - You can 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. For example, let them recall the difference between small business and large company?

Assessment and follow up

- Check your students' understanding of the subject matter by asking oral questions and giving them classwork.

7.4. Types of Entrepreneurs

7.4.1. Lesson Four:

Period allotted: 2


7.4.1.1 Lesson Overview

In this lesson, students learn the types of entrepreneurs. Entrepreneurs can be classified on various bases. Entrepreneurs based on the stage of economic development and classification based on their motivation and characteristics.


Dear teacher, please refer student textbook about the classification of entrepreneurs based on different criteria.

7.4.1.2 Teaching-learning process

It creates a suitable environment to facilitate the interaction that they have with each other and with you. The possible teaching methods but not limited are:

 **Suggested teaching methods:** active-learning methods with a variety of teaching methods like explanation (lecture), pair/small-group discussion, and question and answer can be used.

- Ask students: 'what are the types of entrepreneurs based on motivation?'

 **Suggested support materials** - chalk boards and figures are the important suggested support materials.

Lesson preparation

- Read the textbook and other resources on types of entrepreneurs and prepare a lesson Plan.

Lesson Presentation - the delivery 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.
 - Use brainstorming to widen the critical thinking abilities. Let the students share what they understand about the concepts.
- **Main Body of the Lesson:** Use the teaching methods you already decided in the lesson plan as described below.
 - Explain the types of entrepreneurs by presenting different definitions.
- **Summarize the lesson** after finishing the presentation. Review the key ideas and concepts of the lesson. For example, let them recall the difference between innovative and Fabian entrepreneurs.

Assessment and follow up

- Check your students' understanding of the subject matter by asking oral questions and giving them classwork.

7.5. Seven characteristics of an entrepreneur

7.5.1. Lesson Five:

Period allotted: 2

7.5.1.1 Lesson Overview

In this lesson, students learn the characteristics of entrepreneurs.

Activity 3: Dear teacher,


- Let the students think about their life so far, and list the three major achievements in their personal life.
- Then let them share their successful history with their classmates,


While entrepreneurs have in common certain characteristics and skills, there is a wide range of individuality among them.

Dear Teacher, please refer student textbook to understand the characteristics of entrepreneurs.

7.5.1.2 Teaching-learning process

It creates a suitable environment to facilitate the interaction that they have with each other and with you. The possible teaching methods but not limited are:

 **Suggested teaching methods:** active-learning methods with a variety of teaching methods like explanation (lecture), pair/small-group discussion, and question and answer can be used.

 **Suggested support materials** - chalk boards and figures are the important suggested support materials.

 **Lesson preparation**

- Read the textbook and other resources on characteristics of entrepreneurs.

 **Lesson presentation - the delivery 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.
 - Use brainstorming to widen the critical thinking abilities. Let the students share what they understand about the concepts.
- **Main Body of the Lesson:** Use the teaching methods you already decided in the lesson plan as described below.

- Explain the characteristics of entrepreneurs by presenting different definitions.
- You can ask students open-ended questions at different points during your explanation to encourage them to participate. You can arrange pair discussions.
- **Summarize the lesson** after finishing the presentation. Review the key ideas and concepts of the lesson. For example, let them recall some of the characteristics of entrepreneurs.

Assessment and follow up

- Check your students' understanding of the subject matter by asking oral questions and giving them classwork.

Answers for the Unit 7 Review Questions

I. Write 'True' if the statement is correct, and write 'False' if the statement is incorrect.

1. True 2. False 3. True

II. Fill in the blank space with a correct answer.

1. Entrepreneurship
2. Business plan

III. Choose the correct answer for the following questions.

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

IV. Short answer

1. There are different types of entrepreneurship. The two exemplar definitions of entrepreneurship are:

a. Entrepreneurship can be described as a process of action an entrepreneur undertakes to establish his/her enterprise.

a. It is the ability to create and build something from practically nothing.

The two exemplar definitions of entrepreneurs are:

a. The entrepreneur is the visionary in us; the dreamer, the energy behind every human activity; the imagination that sparks the fire of the future; and the catalyst for change.

a. The entrepreneur lives in the future; never in the past and rarely in the present.

2. Characteristics of entrepreneurs:

- a. Passion
- b. Self-confidence
- c. Risk-taking
- d. Creativity
- e. Visionary
- f. Motivation
- g. Personal effectiveness

3. List down the four types of Entrepreneurs based on the economic development criteria.

- a) Innovating Entrepreneurs
- b) Adoptive or Imitative Entrepreneur
- c) Fabian Entrepreneur
- d) Drone Entrepreneur