

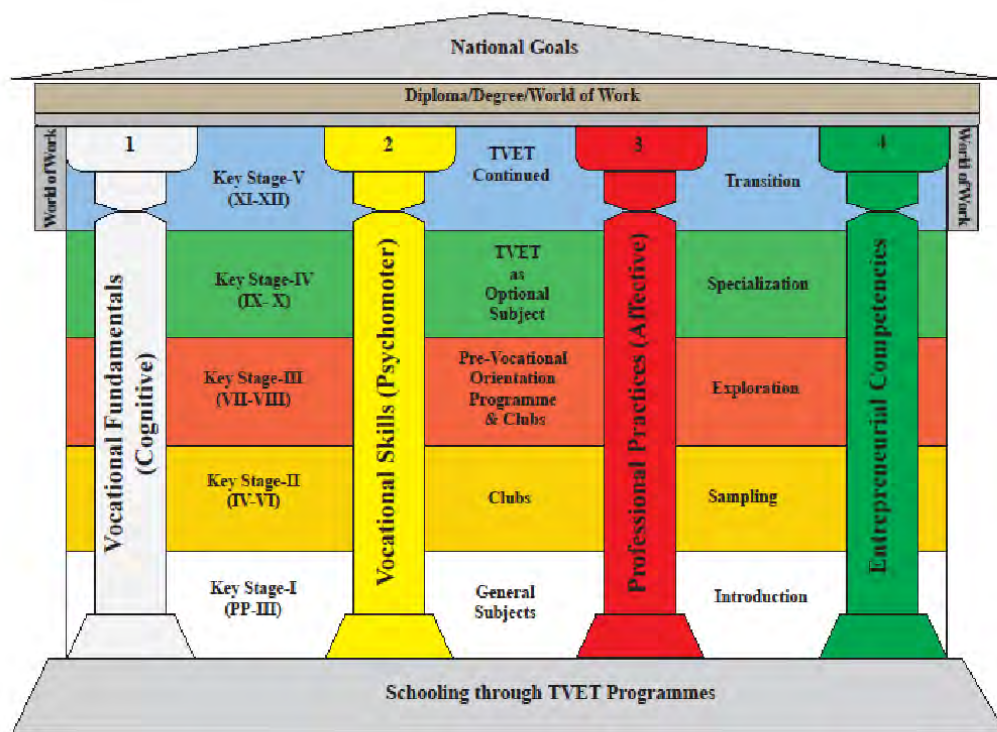
# TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING (TVET)

## NEW NORMAL CURRICULUM

### INSTRUCTIONAL GUIDE

#### (FURNITURE MAKING)

CLASS: XI



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Fax: +975-8-271991  
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**Advisors**

- i. Kinga Dakpa, Director General, Royal Education Council, Paro
- ii. Wangpo Tenzin, Dean, Curriculum Specialist, REC, Paro

**Researchers and writers**

- i. Thinley Choden, Assistant Instructor, Rangjung HSS, Trashigang
- ii. Kinley Namgyal, Specialist, REC, Paro

**Layout Designer**

Tashi Zangpo, REC, Paro

ISBN .....

## FOREWORD

COVID-19 has suddenly caused unforgiving disruptions in the public education all over the world, and brought about threats of fragmentation due to disparities in accessibility and connectivity in many systems. In Bhutan too, continuity of education and learning has been severely affected as a result of nationwide school closures and due to restrictions and health protocols. The disruptions have led to challenges in many existing patterns and trends in education resulting in a massive shift away from learning and teaching in traditional settings with physical interactions to the maximum in terms of relevancy and efficiency. This has caused a major problem for children living in poverty worldwide, who often rely on the physical settings of their schools for educational materials, guidance, and, sometimes, the only decent meal of the day.

In the new normal education, human interaction and well-being is a priority. Technology, particularly digital technology that enables communication, collaboration and learning across distance, is a formidable tool – not a panacea but a source of innovation and expanded potentials. As we embrace this exceptional opportunity to transform the world, and as we reimagine the organization of our educational institutions and learning environments, we will need to think about where we want to go.

In the post COVID 19 era, we must prioritize the development of the whole person not just academic knowledge. Inspiration for the change can be drawn from the 1996 Delors report, *Learning the treasure within*, in its specification of four pillars of learning as “learning to know”, “to do”, “to be”, and “to live together”. Therefore, curricula must be increasingly perceived as an integrated and based on themes and problems that allows learners to learn to live in peace with our common humanity and our common planet. This has the potential in the development of a strong base of knowledge about one’s self and about the world and find purpose and be better able to participate in social and political milieu.

The New Normal Curriculum is, not just a mere response to the pandemic, but also a culmination of the curriculum reform work for the last four years by the Royal Education Council. It is an attempt to transform education from the teaching of “what” to learning of “how” and “why” towards empowering learners with the transversal competencies and the 21st century skills, and preparing them to be lifelong learners. We are optimistic that this move orients our education process towards nurturing nationally rooted and globally competent citizens.

Wish all our learners and teachers a life enriching experiential teaching and learning.

**Kinga Dakpa,**  
**Director General**

## INTRODUCTION

Technical and Vocational Education and Training (TVET) is education and training which provides knowledge and skills for employment. It comprises of education, training and skills development related to a wide range of occupational fields, production, services and livelihood. The Royal Education Council and Ministry of Education envisage that the TVET curriculum has a place in the mainstream education system, as it is the case in most of the education systems of the developed world. The formal Technical and Vocational Education and Training (TVET) began in 1965 at Don Bosco Technical School (DBTS), in Kharbandi (presently known as Rinchending) in Phuntsholing. Even after that, major curriculum reform was planned by the then Department of Curriculum Research and Development (DCRD) under the Ministry of Education in an attempt to make education relevant to the Bhutanese society through diversification of Secondary Education Curriculum in the schools, which included the introduction of TVET.

As per ‘National Education Framework’ developed collaboratively by the Royal Education Council (REC) and the Ministry of Education (MoE), it provides a pathway on integrating technical/vocational education in the mainstream school education curriculum and as elective subjects in higher classes (NEF, 2009; page 64).

With the collaborative efforts of the Ministry of Labour and Human Resources and the erstwhile Department of Curriculum Research and Development under Ministry of Education, Vocational Curriculum has been introduced in the schools with assistance from TTIs since 2011. After the first MoU that was signed between MoE and MoLHR in 2011, the second MoU was signed again in 2014, to improve technical/vocational courses. The technical/vocational courses offered by the TTIs/IZCs are adapted and redesigned and are offered in schools aligning to the ‘Bhutan Education Blue Print’ 2014-2024, which recommends upscaling and diversification of TVET in schools through the provision of alternative pathways in schools and the tertiary education systems, owing to the limited access to such courses, despite the growing demand for technical skills in the country.

The resolutions of the National School Curriculum Conference 2016, also strongly emphasised the need to upscale and deepen TVET. Accordingly, the TVET framework is developed from classes PP to XII, schools equipped with necessary resources and instructors trained. Tripartite MoU among REC, MoE and MoLHR was also signed in 2018 to implement the programmes collaboratively.

Although the TVET curriculum is competency based with more emphasis on hands-on experience, further improvements have been made taking care of cognitive and affective domains besides psychomotor. Teaching and learning approaches have also been enriched with the recommendation to use ICT and online resources. Since the pandemic (COVID-19) has resulted in the closure of schools, it has taught us lessons to be prepared for such an untoward situation in the future. Thus, the New Normal Curriculum Instructional Guide is prepared not only to encourage blended learning but also to facilitate remote learning. Thus, the guide would help the schools to implement the curriculum effectively without limiting to contact teaching/learning besides using a variety of pedagogies.

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## Module II: Making table and chair

### Chapter 1: Making Table

#### A. Learning objectives/ Broad theme / Strand/Chapter/topic:

Learning objectives	Core concepts (Chapters/Topics)
1.1.1 Define table. 1.1.2 State the components of the table. 1.1.3 State the function of the circular saw machine. 1.1.4 Label the parts of the circular saw machine. 1.1.5 State the purpose of the surface planer machine. 1.1.6 Label the parts of the surface planer machine. 1.1.7 State the function of the thicknesser machine. 1.1.8 Label the parts of the thicknesser machine. 1.1.9 Prepare the table components	<b>1.1 Preparing table components</b>

#### B. Competencies:

- ✓ Make a table with a different design using a circular saw machine, surface planer machine, and thicknesser machine.

#### C. Pedagogy/Learning Experiences

##### • Contact:

- ✓ Make the students read information sheet 1.1.
- ✓ Make the students perform operation sheet 1.1.
- ✓ Teacher to brief and demonstrate to operate circular saw machine.
- ✓ Teacher to brief and demonstrate to operate surface planer machine.
- ✓ Teacher to brief and demonstrate to operate thicknesser machine.

##### • Non-contact:

- ✓ Make learners go through the given link to know more about operating circular saw machines and their safety measures. <https://www.einhell.de/en-de/blog/workshop/circular-table-saw-tips-tricks-for-beginners.html>
- ✓ Make learners take note of safety measures when dealing with circular saw machines. Make learners explore parts of the surface planer machine from available resources.
- ✓ Make learners go through the link that shows the details of the thicknesser machine including necessary adjustments and its safety. [https://www.youtube.com/watch?v=p\\_mtD3kqFzQ](https://www.youtube.com/watch?v=p_mtD3kqFzQ)
- ✓ Teacher to provide notes on purpose and parts of surface planer machine through google classroom.

- ✓ After watching videos, learners to be in groups of three (three machines) and discuss /explore everything related to a particular machine.
- ✓ The teacher provides questions on all three machines.

**D. Assessment**

- **Contact:**
  - ✓ Teacher to assess their task (chair components) using rubrics.
  - ✓ Assess the use of PPE and OHS while handling tools and machines.
- **Non-contact:**
  - ✓ Assess the learners based on work submitted in the Google Classroom (thicknesser and circular saw machine in groups and questions).

**E. Resources (online and offline):**

- CBLM
- <https://www.einhell.de/en-de/blog/workshop/circular-table-saw-tips-tricks-for-beginners.html> (Notes on circular saw machine)
- [https://www.youtube.com/watch?v=p\\_mtD3kqFzQ](https://www.youtube.com/watch?v=p_mtD3kqFzQ) (Details of thickness planer machine)

**A. Learning objectives/ Broad theme / Strand/Chapter/topic:**

Learning objectives	Core concepts (Chapters/Topics)
1.2.1 State the types of joint. 1.2.2 State the purpose of the pedestal drill machine. 1.2.3 Label the parts of the pedestal drilling machine. 1.2.4 State the function of the mortise machine. 1.2.5 Label the parts of the mortise machine. 1.2.6 Use a pedestal drilling machine. 1.2.7 Use a mortise machine. 1.2.8 Make table joints.	<b>1.2 Making table joints.</b>

**B. Competencies:**

- ✓ Make table using different joints.

**C. Pedagogy/Learning Experiences**

- **Contact:**
  - ✓ Make the students read information sheet 1.2.

✓ Make the students perform operation sheet 1.2.

• **Non-contact:**

✓ Make learners go through the textbook on parts and purpose of pedestal drilling machine and write notes on it.

✓ Make learners go through the given link

<https://www.youtube.com/watch?v=KO4GM7J3zmc> showing the operation of the mortise machine.

✓ Make learners explore joints that are best for making chairs.

✓ Learners to list the safety precaution while making chair joints.

**D. Assessment**

• **Contact:**

✓ The teacher may assess their task (chair components) using rubrics.

✓ Assess the use of PPE and OHS while handling tools and machines.

• **Non-contact:**

✓ Assess the learners based on work submitted in the Google Classroom ( joints best for chair and safety precaution).

**E. Resources (online and offline):**

• CBLM

• <https://www.youtube.com/watch?v=KO4GM7J3zmc> (Operation of mortise machine)

**A. Learning objectives/ Broad theme / Strand/Chapter/topic:**

Learning objectives	Core concepts (Chapters/Topics)
1.3.1 State the purpose of nails and screws. 1.3.2 State the types of nails. 1.3.3 State the types of screws. 1.3.4 State the types of clamps. 1.3.5 State the purpose of clamps. 1.3.6 State the purpose of glues 1.3.7 State the types of adhesive. 1.3.8 State the importance of pre- assembling. 1.3.9 Interpret design drawing 1.3.10 Assemble table components	<b>1.3 Assembling table components</b>

**B. Competencies:**

✓ Assemble table components to produce or repair.



**C. Pedagogy/Learning Experiences**

- **Contact:**
  - ✓ Make the students read information sheet 1.3.
  - ✓ Make the students perform operation sheet 1.3
  
- **Non-contact:**
  - ✓ Make learners explore on types of nails and screw with the help of the textbook
  - ✓ Make learners go through the given link showing the types of clamp <http://www.joineryequipment.com/tag/types-of-clamps/> and let them make notes on it.
  - ✓ Make learners explore adhesive used in wood construction.
  - ✓ Before assembling two components, it's important to do pre-assembling.
  - ✓ Make learners explore the given question.
  - ✓ Make learners watch videos on assembling tables themselves.
  - ✓ Make learners make one model of table.

**D. Assessment:**

- **Contact:**
  - ✓ The teacher may assess their task (assemble chair components) using rubrics.
  - ✓ Assess the use of PPE and OHS while handling tools and machines.
  
- **Non-contact:**
  - ✓ Assess the learners based on work submitted in the Google Classroom (types of clamps, nails, screw, and model of the table).

**E. Resources (online and offline):**

- CBLM
- <http://www.joineryequipment.com/tag/types-of-clamps/> (Types of the clamp)

**A. Learning objectives/ Broad theme / Strand/Chapter/topic:**

<b>Learning objectives</b>	<b>Core concepts (Chapters/Topics)</b>
1.4.1 State the function of the sanding machine.	<b>1.4 Performing finishing work</b>
1.4.2 State the types of sanding machines.	
1.4.3 State the purpose of wood filler.	
1.4.4 State the purpose of polish.	
1.4.5 State the types of polish	
1.4.6 Use sanding machine.	
1.4.7 Perform finishing work	

**B. Competencies:**

- ✓ Perform finishing work for any product.

**C. Pedagogy/Learning Experiences**

• **Contact:**

- ✓ Make the students read information sheet 1.4.
- ✓ Make the students perform operation sheet 1.4.

• **Non-contact:**

- ✓ Make learners explore on types of sanding and guideline to operate sanding machine through the given link <https://dengarden.com/appliances/best-sanders>
- ✓ Make learners explore eight types of wood polish.
- ✓ Make learners write short notes on the purpose of using polish.

**D. Assessment:**

• **Contact:**

- ✓ The teacher assesses their task (sanding and polishing) using rubrics.
- ✓ Assess the use of PPE and OHS while handling tools and machines.

• **Non-contact:**

- ✓ Assess the learners based on work submitted in the Google Classroom (Notes on types of polish.)

**E. Resources (online and offline):**

- CBLM
- <https://dengarden.com/appliances/best-sanders> (Types of sanding machine)

**Chapter 2: Making the chair**

**A. Learning objectives/ Broad theme / Strand/Chapter/topic:**

Learning objectives	Core concepts (Chapters/Topics)
2.1.1 Define chair. 2.1.2 State the types of chairs. 2.1.3 Label the components of the chair. 2.1.4 Prepare chair components.	<b>2.1 Preparing chair components</b>

**B. Competencies:**

- Use the components to make chairs of a different design.

**C. Pedagogy/Learning Experiences**

• **Contact:**

- ✓ Make the students read information sheet 2.1

- ✓ Make the students perform operation sheet 2.1
- **Non-contact:**
  - ✓ Teacher to feed learners with information on content (types of chairs and their components)
  - ✓ Make learners watch videos on making chairs.
  - ✓ Make learners go through the given link showing parts of the chair.  
<https://englishstudyonline.org/parts-of-a-chair/>
  - ✓ Make learners solve SAMPLE OF SELF CHECK 2.1
  - ✓ Make learners make a model of chair.

**D. Assessment**

- **Contact:**
  - ✓ The teacher assesses their task (components of chair) using rubrics.
  - ✓ Assess the use of PPE and OHS while handling tools and machines.
- **Non-contact:**
  - ✓ Assesses the learners based on work submitted in the Google Classroom (types of chairs and their components, model of chair).

**E. Resources (online and offline):**

- CBLM
- <https://englishstudyonline.org/parts-of-a-chair/> (Parts of chair)

**A. Learning objectives/ Broad theme / Strand/Chapter/topic:**

Learning objectives	Core concepts (Chapters/Topics)
2.2.1 State the types of joints.	<b>2.2 Making chair joints</b>
2.2.2 Make chair joint	

**B. Competencies:**

- Use different joints to make different chairs.

**C. Pedagogy/Learning Experiences**

- **Contact:**
  - ✓ Make the students read information sheet 2.2.
  - ✓ Make the students perform operation sheet 2.2.
- **Non-contact:**
  - ✓ Make learners review on types of joints.

- ✓ Make learners watch videos on making a chair in the given link and write the process to make chair  
<https://www.youtube.com/watch?v=Y6ygA15K5bY>
- ✓ Make learners solve SAMPLE OF SELF CHECK 2.2.

**D. Assessment:**

- **Contact:**
  - The teacher assesses their task (components of chair) using rubrics.
  - Assess the use of PPE and OHS while handling tools and machines.
- **Non-contact:**
  - ✓ Assesses the learners based on work submitted in the Google Classroom (types of chairs and their components).

**E. Resources (Online and offline):**

- CBLM
- <https://www.youtube.com/watch?v=Y6ygA15K5bY> ( Process of making chair)

**A. Learning objectives/ Broad theme / Strand/Chapter/topic:**

Learning objectives	Core concepts (Chapters/Topics)
2.3.1 Interpret design drawing	2.3 Assembling chair joints
2.3.2 Make chair joint.	
2.3.3 Assembling chair joints	

**B. Competencies:**

- Use different joints to make a new chair/repair an old chair.

**C. Pedagogy/Learning Experiences**

- **Contact:**
  - ✓ Make the students read information sheet 2.3.
  - ✓ Make the students perform operation sheet 2.3.
- **Non-contact:**
  - ✓ Make learners watch videos on making a chair in the given link and write the process to make chair <https://www.youtube.com/watch?v=Y6ygA15K5bY>
  - ✓ Make learners solve SAMPLE OF SELF CHECK 2.3 to be submitted in google classroom.

**D. Assessment:**

- **Contact:**
  - ✓ The teacher assesses their task (components of chair) using rubrics.
  - ✓ Assess the use of PPE and OHS while handling tools and machines.

- **Non-contact:**
  - ✓ Assesses the learners based on work submitted in the Google Classroom (Sample questions).

**E. Resources (Online and offline):**

- CBLM
- <https://www.youtube.com/watch?v=Y6ygA15K5bY> (Process of making chair)

**Chapter 3: Making Divan**

**A. Learning objectives/ Broad theme / Strand/Chapter/topic:**

Learning objectives	Core concepts (Chapters/Topics)
3.1.1 Define divan. 3.1.2 Label the components of the divan. 3.1.3 Prepare divan component	<b>3.1 Preparing divan component</b>

**B. Competencies:**

- Use the components to make divan of a different design.

**C. Pedagogy/Learning Experiences**

• **Contact:**

- ✓ Make the students read information sheet 3.1.
- ✓ Make the students perform operation sheet 3.1.

• **Non-contact:**

- ✓ Make learners go through the definition and components of Divan and write notes to be submitted in Google classroom.
- ✓ Make learners list down the joints used in Divan.
- ✓ Link showing the making of Panel in Divan (Watch till 2 minutes)  
<https://www.youtube.com/watch?v=rCyi75FN3gY>

**D. Assessment:**

• **Contact:**

- ✓ The teacher assesses their task (components of Divan) using rubrics.
- ✓ Assess the use of PPE and OHS while handling tools and machines.

• **Non-contact:**

- ✓ Assesses the learners based on work submitted in the Google Classroom (Notes on definition and components of divan).

**E. Resources (Online and offline)**

- CBLM
- <https://www.youtube.com/watch?v=rCy75FN3gY> (Preparing panel)

**A. Learning objectives/ Broad theme / Strand/Chapter/topic:**

Learning objectives	Core concepts (Chapters/Topics)
3.2.1 State the types of joints. 3.2.2 Define spindle moulder machine. 3.2.3 State the function of the spindle moulder machine. 3.2.4 Label the parts of the machine. 3.2.5 Use spindle moulder machine. 3.2.6 Make divan joint	<b>3.2 Making divan Joints</b>

**B. Competencies:**

- Use the joints to make a divan of different designs.

**C. Pedagogy/Learning Experiences**

• **Contact:**

- ✓ Make the students read information sheet 3.2.
- ✓ Make the students perform operation sheet 3.2.

• **Non-contact:**

- ✓ Make learners go through the given link showing the functions of splinder machine <https://www.youtube.com/watch?v=Mskvb82xStY>.
- ✓ Make learners explore on Splinder machine and its parts to be submitted in Google classroom.

**D. Assessment:**

• **Contact:**

- ✓ The teacher assesses their task (components of Divan) using rubrics.
- ✓ Assess the use of PPE and OHS while handling tools and machines.

• **Non-contact:**

- ✓ Assesses the learners based on work submitted in the Google Classroom (Notes on Splinder machine and its parts).

**E. Resources (Online and offline):**

- ✓ CBLM
- ✓ <https://www.youtube.com/watch?v=Mskvb82xStY> (Functions of splinder machine).

**A. Learning objectives/ Broad theme / Strand/Chapter/topic:**

<b>Learning objectives</b>	<b>Core concepts (Chapters/Topics)</b>
3.3.1 Define drawer. 3.3.2 State the purpose of the drawer. 3.3.3 State the types of joints. 3.3.4 Make Drawer	<b>3.3 Make Drawer</b>

**B. Competencies:**

- Make a drawer of a different design.

**C. Pedagogy/Learning Experiences**

- **Contact:**
  - ✓ Make the students read information sheet 3.3.
  - ✓ Make the students perform operation sheet 3.3.
- **Non-contact:**
  - ✓ Make learners go through the notes from a textbook about the following content to be submitted:
    - Definition of Drawer
    - Joints used in Drawer
    - Purpose of Drawer

**D. Assessment:**

- **Contact:**
  - ✓ The teacher assesses their task (drawer) using rubrics.
  - ✓ Assess the use of PPE and OHS while handling tools and machines.
- **Non-contact:**
  - ✓ Assesses the learners based on work submitted in the Google Classroom (Notes on given content)

**E. Resources (online and offline):**

- ✓ CBLM

**A. Learning objectives/ Broad theme / Strand/Chapter/topic:**

<b>Learning objectives</b>	<b>Core concepts (Chapters/Topics)</b>
3.4.1 Interpret design drawing. 3.4.2 Assemble divan components	<b>3.4 Assembling divan components</b>

**B. Competencies:**

- Assemble the components to make a new Divan.

**C. Pedagogy/Learning Experiences**

✓ **Contact:**

- ✓ Make the students read information sheet 3.4.
- ✓ Make the students perform operation sheet 3.4.

✓ **Non-contact:**

- Make learners make one model of divan using information given by the teacher.

**D. Assessment:**

• **Contact:**

- ✓ The teacher assesses their task (Making of drawer) using rubrics.
- ✓ Assess the use of PPE and OHS while handling tools and machines.

• **Non-contact:**

- ✓ Assesses the learners based on work submitted in the Google Classroom (Notes on given content and model of divan)

**E. Resources (Online and offline):**

- CBLM

**Chapter 3: Interpreting Basic Engineering Drawing.**

**A. Learning Objectives/Strand/Broad theme/Chapter/ topics**

<b>Learning objectives</b>	<b>Core concepts (Chapters/Topics)</b>
3.1.1 Define elevation	<b>3.1 Drawing stool</b>
3.1.2 Define section	
3.1.3 Draw elevation	
3.1.4 Draw section	
3.1.5 Draw stool	

**B. Competencies:**

- ✓ Draw stools of a different design.

**C. Pedagogy/Learning experiences**

• **Contact:**

- ✓ Make learners read INFORMATION SHEET 3.1
- ✓ Make learners perform OPERATION SHEET 3.1 individually.
- ✓ Teacher to explain the following content:
  - Section
  - Elevation
- ✓ Teacher to demonstrate/explain with drawing



- Draw elevation
  - Draw section
  - Draw stool
- **Non-Contact**
    - ✓ Make learners explore the definition of elevation and section from the textbook and other resources.
    - ✓ Make learners go through the given link that shows the differences between plan view, elevation view, and section view <https://www.nda.ac.uk/blog/identify-plans-elevations-sections/>
    - ✓ Make learners go through the given link on the plan view and elevation of some block <https://www.youtube.com/watch?v=BnwoipoGWJ8>
    - ✓ The teacher provides drawing to draw elevation and section.

**D. Assessment**

- **Contact:**
  - ✓ Assess the learner’s conceptual understanding of different types of drawing instruments and their function by conducting the class test.
  - ✓ Make learners answer the SAMPLE SELF CHECK 1.3 and given additional questions.
- **Non-Contact:**
  - ✓ Based on the information gathered from the video, the learners develop elevation and section of drawing provided by the teacher.

**E. Resources (Online and offline)**

- Competency-Based Learning Materials.
- <https://www.youtube.com/watch?v=BnwoipoGWJ8> (Differences between plan, elevation, and section view)

**A. Learning Objectives/Strand/Broad theme/Chapter/ topics**

Learning objectives	Core concepts (Chapters/Topics)
3.2.1 Draw elevation	<b>3.2 Drawing chair</b>
3.2.2 Draw section	
3.2.3 Draw chair	

**B. Competencies:**

- ✓ Draw a chair of a different design.

**C. Pedagogy/Learning experiences**

- **Contact:**
  - ✓ Make learners read INFORMATION SHEET 3.2
  - ✓ Make learners perform OPERATION SHEET 3.2 individually.

- ✓ Teacher to demonstrate/explain with drawing of the following:
  - Draw elevation
  - Draw section
  - Draw chair

- **Non-Contact**

- ✓ The teacher provides drawing to draw elevation and section of the chair.

**D. Assessment**

- **Contact:**

- ✓ Assess learner's elevation and section drawing of a chair.
- ✓ Make learners answer the SAMPLE SELF CHECK 1.4 and given additional questions.

- **Non-Contact:**

- ✓ Assess learners through the drawing submitted on the chair.

**E. Resources (Online and offline)**

- CBLM

**A. Learning Objectives/Strand/Broad theme/Chapter/ topics**

Learning objectives	Core concepts (Chapters/Topics)
3.3.1 Draw elevation	<b>3.3 Drawing table</b>
3.3.2 Draw section	
3.3.3 Draw table	

**B. Competencies:**

- ✓ Draw a table of different designs.

**C. Pedagogy/Learning experiences**

- **Contact:**

- ✓ Make learners read INFORMATION SHEET 3.3
- ✓ Make learners perform OPERATION SHEET 3.3 individually.
- ✓ Teacher to demonstrate/explain with drawing:
  - Draw elevation
  - Draw section
  - Draw table

- **Non-Contact**

- ✓ The teacher provides drawing to draw elevation and section of the table.

**D. Assessment**

- **Contact:**

- ✓ Assess learner's elevation and section drawing of the table.
- ✓ Make learners answer the SAMPLE OF SELF CHECK 3.3 and given additional questions.

- **Non-Contact:**

- ✓ Assess learners through the drawing submitted on the chair.

**E. Resources (Online and offline)**

- CBLM.

**RESOURCES**

- 1) Technical and Vocational Education and Training (TVET) Curriculum Framework (Classes PP-XII)
- 2) Competency-Based Learning Materials (Furniture Making)