WEEK 1

Date:	**Period:**	**Subject:** Career Technology	
Duration: 100mins		**Strand:** Health and Safety	
Class: B7	**Class Size:**	**Sub Strand:** Personal Hygiene & Food Hygiene	
Content Standard: B7.1.1.1 Demonstrate knowledge of basic concept of staying healthy	**Indicator:** B7.1.1.1.1: Discuss the need to stay healthy		**Lesson:** 1 of 3
Performance Indicator: Learners can tell the importance of healthy living		**Core Competencies:** CC 8.1, CC 8.2, CP5.1, PL6.2	
References: Career Tech. Curriculum Pg.2			
Keywords: Balanced, consequences, healthy			

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Using questions and answers, find out what learners already know about healthy living. Share with learners the performance indicators.	Pictures, Posters and illustrations
PHASE 2: **NEW LEARNING**	Guide learners to explain what is meant by staying healthy. E.g. *Staying healthy: physical, mental, and social wellbeing, and as a resource for living a full life* *(exercise the body, have enough rest, eat a balanced diet, avoid drug abuse and negative peer pressure)* Learners to discuss and present in groups the consequences of not taking good care of one's body E.g., Contract disease and fall ill. Engage learners to use different ways or means for presentation; • power point, posters, pictures, illustrations Have learners research and write on materials and strategies (ways) used for improving personal hygiene and discuss, in group <u>Assessment</u> 1. What is meant by staying healthy? 2. Mention any four practices that can help us live a healthy life.	
PHASE 3: **REFLECTOIN**	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson. Ask learners how the lesson will benefit them in their daily lives.	

WEEK 2

Date:	**Day:**	**Subject:** Career Technology	
Duration: 100mins		**Strand:** Health and Safety	
Class: B7	**Class Size:**	**Sub Strand:** Personal Hygiene & Food Hygiene	
Content Standard: B7.1.1.1 Demonstrate knowledge of basic concept of staying healthy	**Indicator:** B7.1.1.1.2: Describe ways of maintaining personal hygiene	**Lesson:** 2 of 3	
Performance Indicator: Learners can identify some personal hygiene practices		**Core Competencies:** CC 8.1, CC 8.2, CP5.1, PL6.2	
References: Career Tech. Curriculum Pg.2			
Keywords: personal hygiene,			

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Using questions and answers, find out what learners already know about personal hygiene. In turns, let learners mention some of the personal hygiene practices they observe at home. Share with learners the performance indicators.	Pictures, Posters and illustrations
PHASE 2: **NEW LEARNING**	Brainstorm the meaning of Personal hygiene from learners. In groups, engage learners to discuss ways of maintaining personal hygiene. E.g., - Wash the body often. - Clean the teeth at least twice a day. - Wash hands after visiting the toilet. Guide learners to demonstrate the personal hygiene practices in groups. E.g., Care of finger nails, hair, nose, ear, mouth and teeth <u>Assessment</u> 1. What is personal hygiene? 2. Mention any four personal hygiene practices.	
PHASE 3: **REFLECTOIN**	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson. Ask learners how the lesson will benefit them in their daily lives.	

Date:	**Day:**	**Subject:** Career Technology	
Duration: 100mins		**Strand:** Health and Safety	
Class: B7	**Class Size:**	**Sub Strand:** Personal Hygiene & Food Hygiene	
Content Standard: B7.1.1.1 Demonstrate knowledge of basic concept of staying healthy	**Indicator:** B7.1.1.1.3: discuss food hygiene		**Lesson:** 3 of 3
Performance Indicator: Learners can describe the conditions and measures needed to ensure safety of food from production to consumption		**Core Competencies:** CC 8.1, CC 8.2, CP5.1, PL6.2	
References: Career Tech. Curriculum Pg.3			
Keywords:			

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Revise with learners on the previous lesson. Let learners answer few questions to review their understanding on the topic Recap with learners to find out what they already know about food hygiene. Share with learners the performance indicators.	Pictures, Posters and illustrations
PHASE 2: **NEW LEARNING**	Brainstorm learners to explain what is meant by food hygiene. E.g., Conditions and measures needed to ensure safety of food from production to consumption. Research into food hygiene practices, in groups and report in class for discussion. E.g., *Proper storage and preservation of food* *Cook food thoroughly* *Eat cooked foods immediately* *Store cooked foods carefully* *Reheat cooked foods thoroughly* *Avoid contact between raw foods and cooked foods* <u>Assessment</u> 1. What is food hygiene? 2. Mention at least four safe food practice.	
PHASE 3: **REFLECTOIN**	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson. Ask learners how the lesson will benefit them in their daily lives.	

WEEK 3

Date:	**Period:**	**Subject:** Career Technology	
Duration:		**Strand:** Health and Safety	
Class: B7	**Class Size:**	**Sub Strand:** Personal, Workshop & Food Laboratory Safety	
Content Standard: B7.1.2.1 Demonstrate knowledge of preventing accidents in the workshop/site and laboratory		**Indicator:** B7.1.2.1.1: Describe accidents in the workshop/site/laboratory	**Lesson:**
Performance Indicator: Learners can identify workshop accidents and their causes		**Core Competencies:** CC 8.2: CP5.2:	
Keywords:			

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Revise with learners on the previous lesson. Let learners answer few questions to review their understanding on the topic Share with learners the performance indicators.	Pictures, Posters and illustrations
PHASE 2: **NEW LEARNING**	Brainstorm learners to explain what is meant by accidents. E.g., Accidents in the workshops are injuries that occur in the workshop/site or laboratory unexpectedly. Guide learners to discuss the types of accidents that occur in the workshop. E.g., Falls, Cuts, Bruises and Explosions Let learners identify the causes of accidents that can occur in the workshop/food laboratory. E.g., Tiredness/fatigue, poor lightening and ventilation.	
PHASE 3: **REFLECTOIN**	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson.	

Date:	**Period:**	**Subject:** Career Technology
Duration:		**Strand:** Health and Safety
Class: B7	**Class Size:**	**Sub Strand:** Personal, Workshop & Food Laboratory Safety

Content Standard: B7.1.2.1 Demonstrate knowledge of preventing accidents in the workshop/site and laboratory	**Indicator:** B7.1.2.1.2: Explain the need for keeping the workshop/site and the laboratory safe	**Lesson:**
Performance Indicator: Learners can describe how to keep the workshop site safe	**Core Competencies:** CC 8.2: CP5.2:	
Keywords:		

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Revise with learners on the previous lesson. Let learners answer few questions to review their understanding on the topic Share with learners the performance indicators.	Pictures, Posters and illustrations
PHASE 2: **NEW LEARNING**	Guide learners to identify personal safety measures in the workshop or laboratory. E.g., *Proper use of personal protective equipment in the workshop and laboratory and adherence to safety rules and regulations*. Learners to discuss how to keep tools and equipment safe to prevent accidents in the workshop or laboratory. E.g., Proper storage of food, materials, tools and equipment. Demonstrate ways of preventing accidents in the workshop/site//food laboratory. E.g. • *Follow instructions and do not rush through work* • *Good lighting and ventilation, work systematically and carefully* • *Keep oneself from harm, observe safety precautions,* • *Wear personal protective equipment (PPE) such as goggles, nose masks and boots*	
PHASE 3: **REFLECTOIN**	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson.	

WEEK 4

Date:	**Day:**	**Subject:** Career Technology	
Duration:		**Strand:** Health and Safety	
Class: B7	**Class Size:**	**Sub Strand:** Environmental Health	
Content Standard: B7.1.3.1 Demonstrate knowledge of basic concept of Environmental Health	**Indicator:** B7.1.3.1.1 Discuss the factors of environmental health	**Lesson:** 1 of 2	
Performance Indicator: Learners can discuss the causes of Environmental Health		**Core Competencies:** CC 8.2: CP5.2:	
Reference: Career Technology P.g. 6			
Keywords: Environmental Health, *sanitation, climate*			

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Have learners to watch a video or pictures on environment degradation. Ask learners to talk about parts of the video or the pictures. Share performance indicators and introduce the lesson.	
PHASE 2: **NEW LEARNING**	Brainstorm learners to explain what is meant by Environmental Health. E.g., *It is a way of protecting quality of life through the prevention and treatment of disease that relates to the natural and built environment that may affect human health and fosters healthy and safe communities.* Guide learners to Identify and discuss the factors of environmental health, in groups. E.g., *Disease control, clean water, sanitation and hygiene, climate change, etc.* Guide learners to Identify and discuss the causes of environmental health and other sources and report in class. E.g., *Air, water and soil pollutions, chemical exposures, etc.*	
PHASE 3: **REFLECTOIN**	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson. Ask learners how the lesson will benefit them in their daily lives.	

Date:	**Day:**	**Subject:** Career Technology	
Duration:		**Strand:** Health and Safety	
Class: B7	**Class Size:**	**Sub Strand:** Environmental Health	
Content Standard: B7.1.3.1 Demonstrate knowledge of basic concept of Environmental Health	**Indicator:** B7.1.3.1.1 Discuss the factors of environmental health	**Lesson:** 2 of 2	
Performance Indicator: Learners can discuss the causes of Environmental Health		**Core Competencies:** CC 8.2: CP5.2:	
Reference: Career Technology P.g. 6			
Keywords: Environmental Health, sanitation, climate			

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Have learners to watch a video or pictures on environment degradation. Ask learners to talk about parts of the video or the pictures. Share performance indicators and introduce the lesson.	
PHASE 2: **NEW LEARNING**	Revise with learners to discuss the factors of environmental health. Recap with learners on the causes of environmental health. Engage learners to research the consequences of poor environmental health, in groups and present for class discussions. E.g., Transmission of diseases such as cholera, diarrhoea, dysentery, hepatitis A, typhoid, polio, Novel Coronavirus (COVID-19) and exacerbates stunting	
PHASE 3: **REFLECTOIN**	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson. Ask learners how the lesson will benefit them in their daily lives.	

WEEK 5

Date: 18th FEB, 2022	**Day:**	**Subject:** Career Technology	
Duration:		**Strand:** Health and Safety	
Class: B7	**Class Size:**	**Sub Strand:** Environmental Health	
Content Standard: B7.1.3.1 Demonstrate knowledge of basic concept of Environmental Health	**Indicator:** B7.1.3.1.1 Discuss the factors of environmental health		**Lesson:** 2 of 2
Performance Indicator: Learners can discuss the causes of Environmental Health		**Core Competencies:** CC 8.2: CP5.2:	
Reference: Career Technology P.g. 6			
Keywords: Environmental Health, sanitation, climate			

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Have learners to watch a video or pictures on environment degradation. Ask learners to talk about parts of the video or the pictures. Share performance indicators and introduce the lesson.	
PHASE 2: **NEW LEARNING**	Revise with learners to discuss the factors of environmental health. Recap with learners on the causes of environmental health. Engage learners to research the consequences of poor environmental health, in groups and present for class discussions. E.g., Transmission of diseases such as cholera, diarrhoea, dysentery, hepatitis A, typhoid, polio, Novel Coronavirus (COVID-19) and exacerbates stunting	Pictures, Posters and illustrations
PHASE 3: **REFLECTION**	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson. Ask learners how the lesson will benefit them in their daily lives.	

Date:	**Period:**	**Subject:** Career Technology	
Duration:		**Strand:** Health and Safety	
Class: B7	**Class Size:**	**Sub Strand:** Environmental Health	
Content Standard: B7.1.3.1 Demonstrate knowledge of basic concept of Environmental Health	**Indicator:** B7.1.3.1.2: Demonstrate the preventive measures of environmental health	**Lesson:** 1 of 1	
Performance Indicator: Learners can discuss ways of preventing poor environmental health		**Core Competencies:** CP6.3: CC 8.4: CP6.7: CI 5.1:	
Keywords: 7			

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Revise with learners to review their understanding in the previous lesson. Share performance indicators and introduce the lesson.	
PHASE 2: **NEW LEARNING**	Guide learners to identify and discuss preventive measures of poor environmental health. E.g. - *Avoid polluting water bodies* *- Avoid littering* *- Avoid defecating indiscriminately* In groups, have learners present their findings to the whole class. Engage learners to undertake a project in tree planting around the school/community. Task learners to document the growth stages of the tree and report in class for appraisal using charts, pictures and videos. <u>Assessment</u> 1. State two ways of preventing poor environmental health. 2. State three effects of poor environmental health	Pictures, Posters and illustrations
PHASE 3: **REFLECTION**	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson.	

WEEK 6

Date:	**Period:**	**Subject:** Career Technology	
Duration:		**Strand:** Materials for Production	
Class: B7	**Class Size:**	**Sub Strand:** Compliant Materials	
Content Standard: B7.2.1.1 Demonstrate knowledge of basic concept of compliant materials	**Indicator:** B7.2.1.1.1: Describe compliant materials	**Lesson:**	
Performance Indicator: Learners can identify and describe a compliant material	**Core Competencies:** CC 8.2: CP5.2:		
Reference: Career Technology Curriculum P.g.8			
Keywords: Card, Compliant, Fabric, Materials, Paper, Textiles			

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Revise with learners to review their understanding in the previous lesson. Share performance indicators and introduce the lesson.	
PHASE 2: **NEW LEARNING**	Display a chart of pictures of materials on the board for learners to observe.  Guide learners to identify and describe compliant materials such as paper/card, fabric/textiles Guide learners to explain what is meant by compliant materials E.g., *Compliant materials are materials that have recognized, predictable and consistent properties such as paper/card, fabric/textiles.* *A material is a compliant material, if it conforms to a known performance criteria.*	Realia/charts/ pictures of compliant, manila cards, markers, poster colours, ICT tools and internet facilities

	 *The paper used is a compliant material*  *The fabric is a compliant material* Put learners in groups to sort out compliant materials from the variety of available materials. Engage learners to write a summary of the explanation and sorting. <u>Assessment</u> 1. What is a compliant material? 2. Give three examples of a compliant material.	
PHASE 3: **REFLECTION**	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson.	

Date:	**Period:**	**Subject:** Career Technology	
Duration:		**Strand:** Materials for Production	
Class: B7	**Class Size:**	**Sub Strand:** Compliant Materials	
Content Standard: **B7.2.1.1 Demonstrate knowledge of basic concept of compliant materials**	**Indicator:** B7.2.1.1.2: Distinguish between types of compliant materials	**Lesson:**	
Performance Indicator: Learners can Identify and classify compliant materials in their various categories		**Core Competencies:** CC 8.1: CP5.6.3:	
Reference: Career Technology Curriculum P.g.8			
Keywords: Card, Compliant, Fabric, Materials, Paper, Textiles			

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Revise with learners to review their understanding in the previous lesson. Share performance indicators and introduce the lesson.	
PHASE 2: **NEW LEARNING**	Guide learners to identify the types of compliant materials. Example: metals, polymers, ceramics and composites. In groups, learners classify the various compliant materials under their types: - Paper - Card - Fabric/Textile Learners to give examples of each class of compliant materials: - Paper - copy paper, construction paper - Card - solid white board, corrugated card, - Fabric/Textile - cotton, nylon Engage learners to make a chart on compliant materials based on their common characteristics and present in class for appraisal. 0 <u>Assessment</u> 1. State and explain the types of compliant materials. 2. Give two examples of each of the following a. Paper b. Card c. Fabric/textile	Realia/charts/ pictures of compliant, manila cards, markers, poster colours, ICT tools and internet facilities
PHASE 3: **REFLECTION**	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson.	

WEEK 7

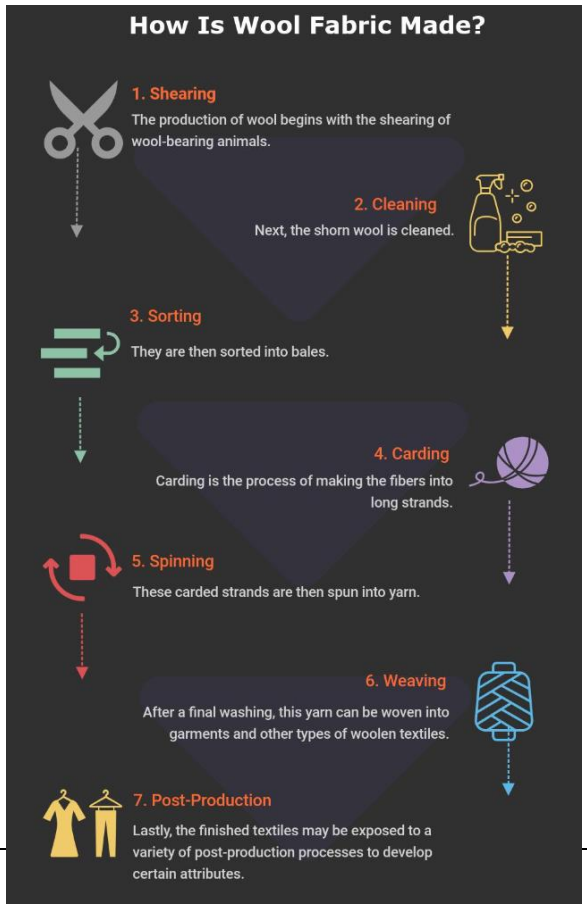
Date:	**Period:**	**Subject:** Career Technology	
Duration:		**Strand:** Materials for Production	
Class: B7	**Class Size:**	**Sub Strand:** Compliant Materials	
Content Standard: B7.2.1.1 Demonstrate knowledge of basic concept of compliant materials	**Indicator:** B7.2.1.1.3: Explain how compliant materials are manufactured/produced	**Lesson:**	
Performance Indicator: Learners can describe the process in making a paper	**Core Competencies:** CC 8.2: CP5.2:		
Reference: Career Technology Curriculum P.g.9			
Keywords: Card, Compliant, Fabric, Materials, Paper, Textiles			

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Recap with learners to find out what they already know about paper production, Ask; 1. How are papers obtained? 2. What can be used in place of papers? 3. What importance does papers play in our everyday life? Share the performance indicators and introduce the lesson.	
PHASE 2: **NEW LEARNING**	Revise with learners the meaning of complaint materials. Let learners give examples of complaint materials and relate to them. Guide learners to search for information on how paper/card is obtained, in groups. E.g., *Paper is made from wood; a tree is felled, broken into chips, chips are boiled in water and chemicals added to form pulp; the pulp is pressed with rollers. The more the layers, the thicker the paper i.e. card.*  	Pictures, videos and charts

	Guide learners to explain the terms associated in paper making. Learners to write out findings and present in class. Brainstorm learners to come out with the uses of paper in everyday life. <u>Assessment</u> 1. Describe how papers are made	
PHASE 3: **REFLECTION**	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson.	

Date:	**Period:**	**Subject:** Career Technology
Duration:		**Strand:** Materials for Production
Class: B7	**Class Size:**	**Sub Strand:** Compliant Materials

Content Standard: B7.2.1.1 Demonstrate knowledge of basic concept of compliant materials	**Indicator:** B7.2.1.1.3: Explain how compliant materials are manufactured/produced	**Lesson:** 1 of 1
Performance Indicator: Learners can describe the process involved in making a fabric	**Core Competencies:** CC 8.2: CP5.2:	
Reference: Career Technology Curriculum P.g.9		
Keywords: Card, Compliant, Fabric, Materials, Paper, Textiles		

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Recap with learners to find out what they already know about the making of fibers. Share the performance indicators and introduce the lesson.	
PHASE 2: **NEW LEARNING**	Revise with learners the meaning of complaint materials. Let learners give examples of complaint materials and relate to them. Let learners find information from books and other sources on how fabric/textile is obtained, in groups E.g., *Fabric/Textile is obtained from natural and man-made fibres which are turned into yarns and threads. They are made through weaving, knitting, crocheting, braiding or bonding, knotting, and felting*.  	Pictures, videos and charts

	Guide learners to explain the terms associated in paper making. Learners to write out findings and present in class. Brainstorm learners to come out with the uses of fabrics in everyday life. <u>Assessment</u> 1. Describe how fabrics are made	
PHASE 3: **REFLECTION**	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson.	

WEEK 8

Date:	**Period:**	**Subject:** Career Technology	
Duration: 50MINS		**Strand:** Materials for Production	
Class: B7	**Class Size:**	**Sub Strand:** Resistant Materials	
Content Standard: B7.2.2.1 Demonstrate knowledge of basic concept of resistant materials	**Indicator:** B7.2.2.1.1: Describe resistant materials	**Lesson:** 1 of 1	
Performance Indicator: Learners can describe resistant materials and give examples.	**Core Competencies:** CC8.1: CP5.2		
Reference: Career Technology Curriculum P.g.10			
Keywords: plastic, wood, metal, ceramics and glass			

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Recap with learners to find out what they already know about plastic, wood, metal, ceramics and glass. Share the performance indicators and introduce the lesson.	
PHASE 2: **NEW LEARNING**	Review the lesson on resistant materials Ask learners to identify the different materials used for the school building and present in the form of a two-column table under the headings 'Material' and 'Use'. Display the realia or pictures or show video of resistant materials and ask learners to describe them. E.g. *resistant materials refer to a group of materials that have certain common characteristics such as plastic, wood, metal, ceramics, glass*. Guide learners to sort out resistant materials into various categories. E.g. plastics – thermoplastics and thermosetting plastics wood – hardwoods and softwoods metals – ferrous, non-ferrous, alloys and smart Brainstorm learners to explain what is meant by resistant materials. E.g., *Resistant materials are materials that are not pliable or flexible and cannot be easily compressed with bare hands (plastic, wood, metal, ceramics, glass).* Engage learners to sort out resistant materials from the variety of available materials. *E.g., plastic, wood, metal, ceramics, glass and their composites*, Have learners write down the summary of the explanation and sorting. <u>Assessment</u>	Realia, pictures, charts, videos, of wood, plastic, metal, ceramics, glass materials, samples of hard and soft wood, types of metals-ferrous, non-ferrous, alloys and smart, products from plastics, metals, ceramics, wood

	1. What are resistant materials? 2. Give four examples of resistant materials.	
PHASE 3: **REFLECTION**	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson.	

Date:	**Period:**	**Subject:** Career Technology	
Duration: 50MINS		**Strand:** Materials for Production	
Class: B7	**Class Size:**	**Sub Strand:** Resistant Materials	
Content Standard: B7.2.2.1 Demonstrate knowledge of basic concept of resistant materials	**Indicator:** B7.2.2.1.2: Distinguish between the types of resistant materials	**Lesson:**	
Performance Indicator: Learners can distinguish between the types of resistant materials.		**Core Competencies:** CC8.1: CP5.2	
Reference: Career Technology Curriculum P.g.10			
Keywords: plastic, wood, metal, ceramics and glass			

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Recap with learners to find out what they already know about plastic, wood, metal, ceramics and glass. Share the performance indicators and introduce the lesson.	
PHASE 2: **NEW LEARNING**	Guide learners to make a chart to show the differences among the various types of resistant materials under their categories. Lead the class to discuss the two main sources (natural and synthetic) from which plastics are obtained. E.g Natural resources: - plants (cellulose), trees, animals, insects By-products: - table tennis balls, acetate films, wrapping; rubber, roads, paint, decoration, glues, polish Synthetic sources: - crude oil, coal and natural gas By-products: - chemically produced plastics – polymerizing vinyl, Chloride (PVC), polystyrene, polyethylene, acrylic. Ask learners to look for information from different sources including online, on the two types of plastics and give examples: Thermoplastics: - polythene, PVC, nylon Thermosetting plastics; - urea formaldehyde, polyester resin, epoxy resin Have learners make a table/chart and match products to the types of plastics they are made from. E.g.: product plastic type switches of nylon bristles of tooth brush pvc cable insulators bakelite.	Realia, pictures, charts, videos, of wood, plastic, metal, ceramics, glass materials, samples of hard and soft wood, types of metals-ferrous, non-ferrous, alloys and smart, products from plastics, metals, ceramics, wood
PHASE 3: **REFLECTION**	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson.	

WEEK 9

Date:	**Period:**	**Subject:** Career Technology	
Duration: 50mins		**Strand:** Materials for Production	
Class: B7	**Class Size:**	**Sub Strand:** Resistant Materials	
Content Standard: B7.2.2.1 Demonstrate knowledge of basic concept of resistant materials	**Indicator:** B7.2.2.1.3: Explain how each of the resistant materials is manufactured/produced		**Lesson:** 3 of 4
Performance Indicator: Learners can describe the process involved in making wood and plastic		**Core Competencies:** CC8.1: CC 8.2: CP5.2:	
Keywords: felled, converted, seasoned			

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Recap with learners to find out what they already know about the making of wood and plastic. Share the performance indicators and introduce the lesson.	
PHASE 2: **NEW LEARNING**	Revise with learners the meaning of resistant materials. Let learners give examples of resistant materials and relate to them. Guide learners to explain briefly how wood and plastic are obtained, in groups. E.g., *A mature living tree is felled, the branches are cut off to obtain the log, which is then converted (sawn) to standard sizes, then seasoned.* Guide learners to explain the terms associated in wood and plastic making. Learners to write out findings and present in class. Brainstorm learners to come out with the uses of wood and plastic in everyday life. Guide learners to distinguish between solid timber and man-made boards and give examples. E.g., *Solid timber is made from harvested trees or similar natural sources, whereas man-made boards are often produced from small pieces of wood or waste wood* In groups, learners compare the weight of products made from solid timber and man-made boards E.g. *Solid timber products: heavier in weight, less flexible Man-made board products: lighter in weight, more flexible.* <u>Assessment</u> 1. Describe how wood and plastic are obtained. 2. Mention any three uses of wood and plastic	Pictures, videos and charts

PHASE 3: **REFLECTION**	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson.	

Date:	**Period:**	**Subject:** Career Technology
Duration: 50mins		**Strand:** Materials for Production
Class: B7	**Class Size:**	**Sub Strand:** Resistant Materials

Content Standard: B7.2.2.1 Demonstrate knowledge of basic concept of resistant materials	**Indicator:** B7.2.2.1.3: Explain how each of the resistant materials is manufactured/produced	**Lesson:** 4 of 4

Performance Indicator: Learners can describe the process involved in making ceramics and glass	**Core Competencies:** CC8.1: CC 8.2: CP5.2:

Keywords: glazes, decorative, waterproof, ceramic

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Recap with learners to find out what they already know about the making of ceramics and glass. Share the performance indicators and introduce the lesson.	
PHASE 2: **NEW LEARNING**	Revise with learners the meaning of resistant materials. Let learners give examples of resistant materials and relate to them. Guide learners to explain briefly how ceramics and glass are obtained, in groups. E.g., *ceramics are generally made by taking mixtures of clay, earthen elements, powders and water and shaping them into desired forms. Once the ceramic has been shaped, it is fired in a high temperature oven known as a kiln. Often, ceramics are covered in decorative, waterproof, paint-like substances known as glazes..* Guide learners to explain the terms associated in ceramics and glass making. Learners to write out their findings and present in class. Brainstorm learners to come out with the uses of ceramics and glass in everyday life. <u>Assessment</u> 1. Describe how ceramics and glass are obtained. 2. Mention any three uses of ceramics and glass	Pictures, videos and charts
PHASE 3: **REFLECTION**	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson.	

WEEK 10

Date:	**Period:**	**Subject:** Career Technology	
Duration:		**Strand:** Materials for Production	
Class: B7	**Class Size:**	**Sub Strand:** Smart And Modern Materials	
Content Standard: B7.2.3.1 Demonstrate understanding of the properties of smart and modern materials	**Indicator:** B7.2.3.1.1: Explore the general properties of smart and modern materials	**Lesson:** 1 of 1	
Performance Indicator: Learners can describe the properties of smart and modern materials		**Core Competencies:** CC 8.2: CP6.5:CC 8.2: CC8.1:	
Reference: Career Technology Curriculum Pg. **14**			

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Recap with learners to find out what they already know about smart materials. Share the performance indicators and introduce the lesson.	
PHASE 2: **NEW LEARNING**	Describe smart and modern materials. E.g. - *Smart materials (intelligent or responsive materials) are designed materials that have one or more properties that can be significantly changed in a controlled fashion by external stimuli, such as stress, moisture, electric or magnetic fields, light, temperature, pH or chemical compounds*. - *Modern materials are materials developed through the invention of new or improved process to have improved properties and are used for sportswear, medical and safety wear, and fashion clothing*. Identify the main factors that affect the properties of smart and modern materials. E.g. Light, temperature (hot/cold/warm), moisture. Describe the effects of light on smart and modern materials and products. E.g. - Light causes photomechanical materials to change shape when exposed to it. - Photochromic materials change color in response to light	Pictures, videos and charts
PHASE 3: **REFLECTION**	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson.	

Date:	**Period:**	**Subject:** Career Technology	
Duration:		**Strand:** Materials for Production	
Class: B7	**Class Size:**	**Sub Strand:** Smart And Modern Materials	
Content Standard: B7.2.3.1 Demonstrate understanding of the properties of smart and modern materials	**Indicator:** B7.2.3.1.1: Explore the general properties of smart and modern materials	**Lesson:**	
Performance Indicator: Learners can describe the properties of smart and modern materials		**Core Competencies:** CC 8.2: CP6.5:CC 8.2: CC8.1:	
Reference: Career Technology Curriculum Pg. **14**			

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Recap with learners to find out what they already know about smart materials. Share the performance indicators and introduce the lesson.	
PHASE 2: **NEW LEARNING**	Guide learners to explain the effects of temperature on smart and modern materials and products. E.g., Thermochromic materials change in color depending on temperature Guide learners to discuss how moisture affects products made from smart and modern materials and products E.g., Graphene oxide (electrical insulator) based materials bend when exposed to moisture. 6. Present finding in class for discussion	Pictures, videos and charts
PHASE 3: **REFLECTION**	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson. Ask learners how the lesson will benefit them in their daily lives.	

WEEK 11

Date:	**Period:**	**Subject:** Career Technology	
Duration: 50 mins		**Strand:** Materials for Production	
Class: B7	**Class Size:**	**Sub Strand:** Food Commodities	
Content Standard: B7.2.4.1 Demonstrate knowledge of basic food commodities	**Indicator:** B7.2.4.1.1: Discuss food commodities	**Lesson:** 1 of 2	
Performance Indicator: Learners can explain the term food commodities and give examples		**Core Competencies:** CC8.1: CP6.5: CC 8.2:	
Reference: Career Technology Curriculum Pg.16			
Keywords: edible, commodity, ingredients			

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Bring food items to the class and display them on the teachers table. Call learners in turns to identify the names of the food items. Let learners relate to the items and tell their uses. Share performance indicators and introduce the lesson.	cassava, okro, orange
PHASE 2: **NEW LEARNING**	Learners to brainstorm on the meaning of Food and give examples. E.g., *Food is any edible substance either solid or liquid which when eaten is used by the body to maintain life.* Learners to brainstorm on the meaning of Food commodities and give examples. E.g., *Food commodities generally refer to ingredients needed to produce different varieties of food*. Give examples of common food commodities in the community E.g., Meat, Eggs Fish Poultry Milk and milk products Fruits Vegetables Cereals and grains fats, and oils. Teacher to bring real foodstuff to class for pupils to examine. Guide learners to enumerate the two (2) main sources of food commodities. E.g. Plant and animal. <u>Assessment</u> 1. Define the term food and give three examples. 2. What is a food commodity? 3. Write three examples of food commodities.	Pictures, Posters and illustrations
PHASE 3: **REFLECTION**	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson.	

Date:	**Period:**	**Subject:** Career Technology	
Duration: 50 mins		**Strand:** Materials for Production	
Class: B7	**Class Size:**	**Sub Strand:** Food Commodities	
Content Standard: B7.2.4.1 Demonstrate knowledge of basic food commodities	**Indicator:** B7.2.4.1.1: Discuss food commodities	**Lesson:** 2 of 2	
Performance Indicator: Learners can classify sources of food commodities into Plant and animal sources.		**Core Competencies:** CC8.1: CP6.5: CC 8.2:	
Reference: Career Technology Curriculum Pg.16			
Keywords: edible, commodity, ingredients			

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Revise previous lesson with learners using questions and answers.	
PHASE 2: **NEW LEARNING**	Guide learners to classify food commodities under the two main sources, i.e., plant source and animal source. Plant - cassava, okro, orange, etc. Animal - fish, milk, meat, etc. Learners brainstorm to discuss reasons for eating food; E.g., To satisfy our hunger, build body, provide heat energy, protect body from diseases. Make a chart on the two (2) main sources of food commodities and their examples. <u>Assessment</u> 1. Identify the two main sources of food commodities. 2. Give three examples each under plant and animal source.	Pictures, Posters and illustrations
PHASE 3: **REFLECTION**	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson.	

WEEK 12

REVISION AND END OF TERM ASSESSMENT

Date:	**Period:**	**Subject:** Career Technology
Duration: 50 mins		**Strand:** Strands treated for the term
Class: B7	**Class Size:**	**Sub Strand:** Sub strands for the term
Content Standard: Demonstrate knowledge and understanding in the topics treated so far.	**Indicator:** Recall and summarize all what they have learnt within the term.	
Performance Indicator: Learners can recall and summarize all what they have learnt within the term	**Core Competencies:** • Speak clearly and explain ideas, • Ability to select alternatives that adequately meet selected criteria • Explain ideas in a clear order with relevant details	
Reference: Career Technology Curriculum Pg. 1 to 16		

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Revise previous lesson with learners using questions and answers.	
PHASE 2: **NEW LEARNING**	Revise with learners to explain what is meant by staying healthy. E.g. *Staying healthy: physical, mental, and social wellbeing, and as a resource for living a full life* *(exercise the body, have enough rest, eat a balanced diet, avoid drug abuse and negative peer pressure)* Revise with learners the consequences of not taking good care of one's body E.g., *Contract disease and fall ill.* Brainstorm the meaning of Personal hygiene from learners. In groups, engage learners to discuss ways of maintaining personal hygiene. E.g., - Wash the body often. - Clean the teeth at least twice a day. - Wash hands after visiting the toilet. Revise with learners to explain what is meant by compliant materials E.g., *Compliant materials are materials that have recognized, predictable and consistent properties such as paper/card, fabric/textiles.* *A material is a compliant material, if it conforms to a known performance criteria.* Put learners in groups to sort out compliant materials from the variety of available materials. Put learners into appropriate groups for a quiz competition.	Pictures, Posters and illustrations

	Assessment 1. What is meant by staying healthy? 2. Mention any four practices that can help us live a healthy life. 3. What is personal hygiene? 4. Mention any four personal hygiene practices. 5. What is a compliant material? 6. Give three examples of a compliant material.	
PHASE 3: **REFLECTION**	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson.	

Date:	**Period:**	**Subject:** Career Technology
Duration: 50 mins		**Strand:** Strands treated for the term
Class: B7	**Class Size:**	**Sub Strand:** Sub strands for the term
Content Standard: Demonstrate knowledge and understanding in the topics treated so far.	**Indicator:** Preparation towards vacation	**Lesson:**
Performance Indicator: Learners can answer all end of term assessment questions in their exercise books.	**Core Competencies:** • Speak clearly and explain ideas, • Ability to select alternatives that adequately meet selected criteria • Explain ideas in a clear order with relevant details	
Reference: Career Technology Curriculum Pg. 1 to 16		

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Ask learners to bring and display all the materials needed for the assessment. Educate them on the consequences of examination mal practice.	Exercise books, pen, pencils, erasers, Answer sheets.
PHASE 2: **NEW LEARNING**	Engage learners to arrange themselves properly to sit for the assessment test. Mark learners answer sheets or exercise books. Fill in learner's SBA books and report cards. Distribute learners answer sheets or exercise books for feedback.	SBA, Assessment Questions and exercise books.