

# FIRST TERM

## WEEKLY LESSON NOTES

### WEEK 1

|   |   |   |                          |
|---|---|---|--------------------------|
| <b>Week Ending:</b> 13-10-2023  | <b>Day:</b>   | <b>Subject:</b> Career Technology                                       |                          |
| <b>Duration:</b> 60MINS   |   | <b>Strand:</b> Health And Safety  |                          |
| <b>Class:</b> B8  | <b>Class Size:</b>  | <b>Sub Strand:</b> Personal Hygiene                                     |                          |
| <b>Content Standard:</b><br>B8.1.1.1 Demonstrate understanding of basic practices that depict personal and food hygiene |   | <b>Indicator:</b><br>B8.1.1.1.1: Demonstrate skills of personal hygiene | <b>Lesson:</b><br>1 of 2 |
| <b>Performance Indicator:</b><br>Learners can demonstrate skills of personal hygiene.                                   |   | <b>Core Competencies:</b><br>CP 6.5: CI 5.4: CI 5.2: CI 6.10:           |                          |
| <b>Reference:</b> Career Technology Curriculum Pg. 41   |   |   |                          |
|   |   |   |                          |
| <b>Phase/Duration</b>   | <b>Learners Activities</b>  | <b>Resources</b>  |                          |
| <b>PHASE 1:<br/>STARTER</b>   | Revise with learners to review their understanding in the previous lesson.<br><br>Share performance indicators with learners.   |   |                          |
| <b>PHASE 2: NEW<br/>LEARNING</b>  | Have learners to think-pair-share on the causes of bad body odor.<br>E.g., not bathing well.<br><br>Engage learners to prepare personal hygiene cards/posters in groups to show causes of bad body odor.<br><br>Guide learners to identify the appropriate materials used to prevent bad body odor. E.g., Lime/lemon, deodorant.<br><br>Demonstrate how to prevent bad body odor using the materials.<br><br>Let learners plan and organize campaigns to educate the school community on the elimination of bad body odor.<br><br><u>Assessment</u><br>1. What is meant by Personal hygiene?<br>2. Mention any four Personal hygiene practices. | Pictures and charts of food   |                          |
| <b>PHASE 3:<br/>REFLECTION</b>  | Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.<br><br>Take feedback from learners and summarize the lesson.<br><br>Ask learners how the lesson will benefit them in their daily lives.  |   |                          |

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| <b>Week Ending:</b> 13-10-2023  | <b>Day:</b>   | <b>Subject:</b> Career Technology                             |
| <b>Duration:</b> 60MINS   |   | <b>Strand:</b> Health And Safety                              |
| <b>Class:</b> B8  | <b>Class Size:</b>  | <b>Sub Strand:</b> Personal Hygiene                           |
| <b>Content Standard:</b><br>B8.1.1.1 Demonstrate understanding of basic practices that depict personal and food hygiene | <b>Indicator:</b><br>B8.1.1.1.1: Demonstrate skills of personal hygiene   | <b>Lesson:</b><br>2 of 2                                      |
| <b>Performance Indicator:</b><br>Learners can demonstrate skills of personal hygiene.                                   |   | <b>Core Competencies:</b><br>CP 6.5: CI 5.4: CI 5.2: CI 6.10: |
| <b>Reference:</b> Career Technology Curriculum Pg. 41   |   |   |
|   |   |   |
| <b>Phase/Duration</b>   | <b>Learners Activities</b>  | <b>Resources</b>  |
| <b>PHASE 1: STARTER</b>   | Revise with learners to review their understanding in the previous lesson.<br><br>Share performance indicators with learners.   |   |
| <b>PHASE 2: NEW LEARNING</b>  | Have learners to think-pair-share on the causes of bad body odor.<br>E.g., not bathing well.<br><br>Engage learners to prepare personal hygiene cards/posters in groups to show causes of bad body odor.<br><br>Guide learners to identify the appropriate materials used to prevent bad body odor. E.g., Lime/lemon, deodorant.<br><br>Demonstrate how to prevent bad body odor using the materials.<br><br>Let learners plan and organize campaigns to educate the school community on the elimination of bad body odor.<br><br><u>Assessment</u><br>1. What is meant by Personal hygiene?<br>2. Mention any four Personal hygiene practices. | Pictures and charts of food                                   |
| <b>PHASE 3: REFLECTION</b>  | Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.<br><br>Take feedback from learners and summarize the lesson.<br><br>Ask learners how the lesson will benefit them in their daily lives.  |   |

# FIRST TERM

## WEEKLY LESSON NOTES

### WEEK 2

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|---|---|--|--------------------------|
| <b>Week Ending:</b> 20-10-2023  | <b>Day:</b>   | <b>Subject:</b> Career Technology  |                          |
| <b>Duration:</b> 60MINS   |   | <b>Strand:</b> Health And Safety   |                          |
| <b>Class:</b> B8  | <b>Class Size:</b>  | <b>Sub Strand:</b> First Aid   |                          |
| <b>Content Standard:</b><br>B8.1.2.1 Demonstrate knowledge of preventing accidents in the workshop/site/ food/sewing laboratory |   | <b>Indicator:</b><br>B8.1.2.1.1: Demonstrate basic skills in applying First Aid to self and others | <b>Lesson:</b><br>1 of 2 |
| <b>Performance Indicator:</b><br>Learners can demonstrate basic skills in applying First Aid to self and others                 |   | <b>Core Competencies:</b><br>CP 6.5: CI 5.4: CI 5.2: CI 6.10:                                      |                          |
| <b>Reference:</b> Career Technology Curriculum Pg. 43   |   |  |                          |
|   |   |  |                          |
| <b>Phase/Duration</b>   | <b>Learners Activities</b>  | <b>Resources</b>   |                          |
| <b>PHASE 1:<br/>STARTER</b>   | Revise with learners to review their understanding in the previous lesson.<br><br>Share performance indicators with learners.   |  |                          |
| <b>PHASE 2: NEW<br/>LEARNING</b>  | Explain what is meant by First Aid.<br>E.g., It is a help given to an injured/sick person till full medical treatment is available.<br><br>Identify and discuss the contents of a First Aid box. E.g., plaster, gauze, scissors, methylated spirit.<br><br>Demonstrate how to administer first aid to persons affected with any of the following:<br>- Cuts: this is a long, narrow incision in the skin made by a sharp object. How to administer first aid: Rinse the cut with water and apply pressure with sterile gauze, a bandage, or a clean cloth.<br><br>- Burns: Is tissue damage that results from dry heat– by an iron or fire, overexposure to the sun or other radiation. How to administer first aid: After holding the burns under cool running water, apply cool wet compresses until the pain subsides.<br><br><u>Assessment</u><br>What is meant by first Aid<br>When is first Aid administered to a patient?<br>Identify five kinds of accidents that occurs at the workshop. | Pictures, Posters and illustrations  |                          |
| <b>PHASE 3:<br/>REFLECTION</b>  | Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.<br><br>Take feedback from learners and summarize the lesson.   |  |                          |

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|  | Ask learners how the lesson will benefit them in their daily lives. |  |
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| <b>Week Ending:</b> 20-10-2023  | <b>Day:</b>   | <b>Subject:</b> Career Technology  |                          |
| <b>Duration:</b> 60MINS   |   | <b>Strand:</b> Health And Safety   |                          |
| <b>Class:</b> B8  | <b>Class Size:</b>  | <b>Sub Strand:</b> First Aid   |                          |
| <b>Content Standard:</b><br>B8.1.2.1 Demonstrate knowledge of preventing accidents in the workshop/site/ food/sewing laboratory |   | <b>Indicator:</b><br>B8.1.2.1.1: Demonstrate basic skills in applying First Aid to self and others | <b>Lesson:</b><br>2 of 2 |
| <b>Performance Indicator:</b><br>Learners can demonstrate basic skills in applying First Aid to self and others                 |   | <b>Core Competencies:</b><br>CP 6.5: CI 5.4: CI 5.2: CI 6.10:                                      |                          |
| <b>Reference:</b> Career Technology Curriculum Pg. 43   |   |  |                          |
|   |   |  |                          |
| <b>Phase/Duration</b>   | <b>Learners Activities</b>  | <b>Resources</b>   |                          |
| <b>PHASE 1: STARTER</b>   | Revise with learners to review their understanding in the previous lesson.<br><br>Share performance indicators with learners.   |  |                          |
| <b>PHASE 2: NEW LEARNING</b>  | Demonstrate how to administer first aid to persons affected with any of the following:<br><br>- Suffocation: inability for one to breath.<br>How to administer first aid: Administer Cardiopulmonary resuscitation (CPR) on the person Note: Invite a resource person to demonstrate how to apply First Aid, especially CPR.<br><br>- Scalds: they are caused by something wet, such as hot water or steam.<br>How to administer first aid: cool the scald with cool or lukewarm running water for 20 minutes– do not use ice, chilled/cold water, or any creams or greasy substances such as butter.<br><br>- Falls: are events which results in a person coming to rest accidentally on the ground or floor or other lower level causing injury to the person.<br>How to administer first aid: Place a cold compress or ice pack on any bumps or bruises<br><br><u>Assessment</u><br>Identify and explain five kinds of accident that occurs at the workshop.<br>Describe how you will administer first Aid in the following accidents.<br>i. Falls ii. Scalds iii. Burns | Pictures, Posters and illustrations  |                          |

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| <b>PHASE 3:<br/>REFLECTION</b> | Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.<br><br>Take feedback from learners and summarize the lesson.<br><br>Ask learners how the lesson will benefit them in their daily lives. |  |
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# FIRST TERM

## WEEKLY LESSON NOTES

### WEEK 3

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|---|---|--|--------------------------|
| <b>Week Ending:</b> 27-10-2023  | <b>Day:</b>   | <b>Subject:</b> Career Technology  |                          |
| <b>Duration:</b> 60MINS   |   | <b>Strand:</b> Health And Safety   |                          |
| <b>Class:</b> B8  | <b>Class Size:</b>  | <b>Sub Strand:</b> Environmental Health  |                          |
| <b>Content Standard:</b><br>B8.1.3.1 Demonstrate understanding of the basic concept of Environmental health           |   | <b>Indicator:</b><br>B8.1.3.1.1: Discuss the causal factors, effects and prevention of desertification and deforestation | <b>Lesson:</b><br>1 of 2 |
| <b>Performance Indicator:</b><br>Learners can discuss the effects and prevention of desertification and deforestation |   | <b>Core Competencies:</b><br>CP 6.5: CI 5.4: CI 5.2: CI 6.10:  |                          |
| <b>Reference:</b> Career Technology Curriculum Pg. 45   |   |  |                          |
|   |   |  |                          |
| <b>Phase/Duration</b>   | <b>Learners Activities</b>  | <b>Resources</b>   |                          |
| <b>PHASE 1:<br/>STARTER</b>   | Revise with learners to review their understanding in the previous lesson.<br><br>Share performance indicators with learners.   |  |                          |
| <b>PHASE 2: NEW<br/>LEARNING</b>  | Brainstorm learners to define the following;<br>Desertification and Deforestation.<br><br>Guide learners to identify the causal factors and discuss the effects and preventive measures of desertification and deforestation, in groups.<br>E.g. Deforestation<br>Causal factors - mining, bush fires<br>Effects - polluted water bodies, global warming,<br>Prevention alternative livelihood (agriculture), greening the environment.<br><br>Desertification<br>Causal factors - deforestation, urbanization<br>Effects - loss of plant species, climate change<br>Prevention - afforestation, ruralization<br><br>Have learners research the causal factors, effects and preventive measures of desertification and deforestation and develop a folder.<br><br>Present project findings in a report for appraisal.<br><br><u>Assessment</u><br>What is Deforestation?<br>Identify four causes and effects of deforestation.<br>Identify four causes and effects of desertification | Pictures, Posters and illustrations  |                          |
| <b>PHASE 3:<br/>REFLECTION</b>  | Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.  |  |                          |

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|  | <p>Take feedback from learners and summarize the lesson.</p> <p>Ask learners how the lesson will benefit them in their daily lives.</p> |  |
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| <b>Week Ending:</b> 27-10-2023  | <b>Day:</b>  | <b>Subject:</b> Career Technology                             |
| <b>Duration:</b> 60MINS   |  | <b>Strand:</b> Health And Safety                              |
| <b>Class:</b> B8  | <b>Class Size:</b>   | <b>Sub Strand:</b> Environmental Health                       |
| <b>Content Standard:</b><br>B8.1.3.1 Demonstrate understanding of the basic concept of Environmental health           | <b>Indicator:</b><br>B8.1.3.1.1: Discuss the causal factors, effects and prevention of desertification and deforestation   | <b>Lesson:</b><br>1 of 2                                      |
| <b>Performance Indicator:</b><br>Learners can discuss the effects and prevention of desertification and deforestation |  | <b>Core Competencies:</b><br>CP 6.5: CI 5.4: CI 5.2: CI 6.10: |
| <b>Reference:</b> Career Technology Curriculum Pg. 45   |  |   |
|   |  |   |
| <b>Phase/Duration</b>   | <b>Learners Activities</b>   | <b>Resources</b>  |
| <b>PHASE 1:<br/>STARTER</b>   | Revise with learners to review their understanding in the previous lesson.<br><br>Share performance indicators with learners.  |   |
| <b>PHASE 2: NEW<br/>LEARNING</b>  | Brainstorm learners to define the following;<br>Desertification and Deforestation.<br><br>Guide learners to identify the causal factors and discuss the effects and preventive measures of desertification and deforestation, in groups.<br>E.g. Deforestation<br>Causal factors - mining, bush fires<br>Effects - polluted water bodies, global warming,<br>Prevention alternative livelihood (agriculture), greening the environment<br><br>Desertification<br>Causal factors - deforestation, urbanization<br>Effects - loss of plant species, climate change<br>Prevention - afforestation, ruralization<br><br>Have learners research the causal factors, effects and preventive measures of desertification and deforestation and develop a folder.<br><br>Present project findings in a report for appraisal.<br><br><u>Assessment</u><br>What is Deforestation?<br>Identify four causes and effects of deforestation.<br>Identify four causes and effects of desertification | Pictures, Posters and illustrations                           |
| <b>PHASE 3:<br/>REFLECTION</b>  | Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.<br><br>Take feedback from learners and summarize the lesson.  |   |


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|  | Ask learners how the lesson will benefit them in their daily lives. |  |
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# FIRST TERM

## WEEKLY LESSON NOTES


### WEEK 4

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|---|--------------------|---|
| <b>Week Ending:</b> 03-02-2023  | <b>Day:</b>        | <b>Subject:</b> Career Technology   |
| <b>Duration:</b> 60MINS   |                    | <b>Strand:</b> Materials For Production   |
| <b>Class:</b> B8  | <b>Class Size:</b> | <b>Sub Strand:</b> Compliant Materials  |
| <b>Content Standard:</b><br>B8.2.1.1 Demonstrate understanding of the properties of compliant materials |                    | <b>Indicator:</b><br>B8.2.1.1.2: Discuss the basic characteristics of compliant materials |
|   |                    | <b>Lesson:</b><br>1 of 2  |
| <b>Performance Indicator:</b><br>Learners can discuss the characteristics of compliant materials.       |                    | <b>Core Competencies:</b><br>CP 6.5: CI 5.4: CI 5.2: CI 6.10:                             |
| <b>Reference:</b> Career Technology Curriculum Pg. 47   |                    |   |

| Phase/Duration               | Learners Activities   | Resources                           |
|------------------------------|---|-------------------------------------|
| <b>PHASE 1: STARTER</b>      | <p>Revise with learners to review their understanding in the previous lesson.</p> <p>Share performance indicators with learners.</p>  |                                     |
| <b>PHASE 2: NEW LEARNING</b> | <p>Revise with learners on the meaning of compliant materials.<br/><i>Compliant materials are materials that have recognized, predictable and consistent properties such as paper/card, fabric/textiles.</i><br/><i>A material is a compliant material, if it conforms to a known performance criteria.</i></p> <p>Have learners give some examples of compliant materials.</p> <div style="text-align: center;">  </div> <p>Guide learners to identify the properties of paper and card board that make them suitable for use.<br/>E.g.<br/>- Paper: Medium weight, fairly smooth and fairly stiff; Ideal for making small paper models.</p> | Pictures, Posters and illustrations |

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|                                       | <p>- Cardboard: Stiff, smooth and thin; Good for creating greeting cards, paper models and other stand-up building projects.</p> <p>Learners in groups describe the properties of fabrics/textiles that make them suitable for use.<br/>E.g.</p> <ul style="list-style-type: none"> <li>- Absorbent:: can allow moisture vapor to pass through easily</li> <li>- Durable: can last long</li> </ul> <p><u>Assessment</u></p> <ol style="list-style-type: none"> <li>1. What is a compliant material?</li> <li>2. Give three examples of a compliant material.</li> <li>3. Identify three properties of paper and card board that make them suitable for use</li> <li>4. Identify two properties of fabrics and textiles that make them suitable for use</li> </ol> |  |
| <p><b>PHASE 3:<br/>REFLECTION</b></p> | <p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p> <p>Ask learners how the lesson will benefit them in their daily lives.</p>   |  |

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| <b>Week Ending:</b> 03-02-2023  | <b>Day:</b>        | <b>Subject:</b> Career Technology   |
| <b>Duration:</b> 60MINS   |                    | <b>Strand:</b> Materials For Production   |
| <b>Class:</b> B8  | <b>Class Size:</b> | <b>Sub Strand:</b> Compliant Materials  |
| <b>Content Standard:</b><br>B8.2.1.1 Demonstrate understanding of the properties of compliant materials |                    | <b>Indicator:</b><br>B8.2.1.1.2: Discuss the basic characteristics of compliant materials |
| <b>Performance Indicator:</b><br>Learners can discuss the characteristics of compliant materials.       |                    | <b>Lesson:</b><br>2 of 2  |
| <b>Reference:</b> Career Technology Curriculum Pg. 47   |                    | <b>Core Competencies:</b><br>CP 6.5: CI 5.4: CI 5.2: CI 6.10:                             |

| Phase/Duration               | Learners Activities   | Resources                           |
|------------------------------|---|-------------------------------------|
| <b>PHASE 1: STARTER</b>      | <p>Revise with learners to review their understanding in the previous lesson.</p> <p>Share performance indicators with learners.</p>  |                                     |
| <b>PHASE 2: NEW LEARNING</b> | <p>Revise with learners on the meaning of compliant materials.<br/><i>Compliant materials are materials that have recognized, predictable and consistent properties such as paper/card, fabric/textiles.</i></p> <p><i>A material is a compliant material, if it conforms to a known performance criteria.</i></p> <p>Have learners give some examples of compliant materials.</p> <div style="text-align: center;">  </div> <p>Guide learners to identify the properties of paper and card board that make them suitable for use.<br/>E.g.</p> <ul style="list-style-type: none"> <li>- Paper: Medium weight, fairly smooth and fairly stiff; Ideal for making small paper models.</li> <li>- Cardboard: Stiff, smooth and thin; Good for creating greeting cards, paper models and other stand-up building projects.</li> </ul> | Pictures, Posters and illustrations |

|                                       |   |  |
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|                                       | <p>Learners in groups describe the properties of fabrics/textiles that make them suitable for use.</p> <p>E.g.</p> <ul style="list-style-type: none"> <li>- Absorbent:: can allow moisture vapor to pass through easily</li> <li>- Durable: can last long</li> </ul> <p><u>Assessment</u></p> <ol style="list-style-type: none"> <li>5. What is a compliant material?</li> <li>6. Give three examples of a compliant material.</li> <li>7. Identify three properties of paper and card board that make them suitable for use</li> <li>8. Identify two properties of fabrics and textiles that make them suitable for use</li> </ol> |  |
| <p><b>PHASE 3:<br/>REFLECTION</b></p> | <p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p> <p>Ask learners how the lesson will benefit them in their daily lives.</p>   |  |

# FIRST TERM

## WEEKLY LESSON NOTES

### WEEK 5

| <b>Week Ending:</b> 10-02-2023  | <b>Day:</b>  | <b>Subject:</b> Career Technology  |                          |
|---|--|--|--------------------------|
| <b>Duration:</b> 60MINS   |  | <b>Strand:</b> Materials For Production  |                          |
| <b>Class:</b> B8  | <b>Class Size:</b>   | <b>Sub Strand:</b> Resistant Materials   |                          |
| <b>Content Standard:</b><br>B8.2.2.1 Demonstrate understanding of properties of resistant materials |  | <b>Indicator:</b><br>B8.2.2.1.1: Explain the basic properties of resistant materials   | <b>Lesson:</b><br>1 of 2 |
| <b>Performance Indicator:</b><br>Learners can explain the basic properties of resistant materials.  |  | <b>Core Competencies:</b><br>CP 6.5: CI 5.4: CI 5.2: CI 6.10:  |                          |
| <b>Reference:</b> Career Technology Curriculum Pg. 47   |  |  |                          |
|   |  |  |                          |
| Phase/Duration  | Learners Activities  | Resources  |                          |
| <b>PHASE 1: STARTER</b>   | Recap with learners to find out what they already know about plastic, wood, metal, ceramics and glass.<br><br>Share the performance indicators and introduce the lesson.   |  |                          |
| <b>PHASE 2: NEW LEARNING</b>  | <p>Revise with learners on identifying the different materials used for the school building and present in the form of a two-column table under the headings 'Material' and 'Use'.</p> <p>Display the realia or pictures or show video of resistant materials and ask learners to describe them. E.g. <i>resistant materials refer to a group of materials that have certain common characteristics such as plastic, wood, metal, ceramics, and glass.</i></p> <p>Guide learners to sort out resistant materials into various categories.<br/>E.g. plastics – thermoplastics and thermosetting plastics<br/>wood – hardwoods and softwoods<br/>metals – ferrous, non-ferrous, alloys and smart</p> <p>Brainstorm learners to explain what is meant by resistant materials.<br/>E.g., <i>Resistant materials are materials that are not pliable or flexible and cannot be easily compressed with bare hands (plastic, wood, metal, ceramics, and glass).</i></p> <p>Engage learners to sort out resistant materials from the variety of available materials.<br/>E.g., <i>plastic, wood, metal, ceramics, glass and their composites,</i></p> | <p>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</p> |                          |

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|                                       | <p>Have learners write down the summary of the explanation and sorting.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"><li>1. What are resistant materials?</li><li>2. Give four examples of resistant materials.</li></ol>                     |  |
| <p><b>PHASE 3:<br/>REFLECTION</b></p> | <p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p> <p>Ask learners how the lesson will benefit them in their daily lives.</p> |  |

| <b>Week Ending:</b> 10-02-2023  | <b>Day:</b>  | <b>Subject:</b> Career Technology  |                          |         |          |            |          |                                     |  |
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| <b>Duration:</b> 60MINS   |  | <b>Strand:</b> Materials For Production  |                          |         |          |            |          |                                     |  |
| <b>Class:</b> B8  | <b>Class Size:</b>   | <b>Sub Strand:</b> Resistant Materials   |                          |         |          |            |          |                                     |  |
| <b>Content Standard:</b><br>B8.2.2.1 Demonstrate understanding of properties of resistant materials |  | <b>Indicator:</b><br>B8.2.2.1.1: Explain the basic properties of resistant materials | <b>Lesson:</b><br>1 of 2 |         |          |            |          |                                     |  |
| <b>Performance Indicator:</b><br>Learners can explain the basic properties of resistant materials.  |  | <b>Core Competencies:</b><br>CP 6.5: CI 5.4: CI 5.2: CI 6.10:                        |                          |         |          |            |          |                                     |  |
| <b>Reference:</b> Career Technology Curriculum Pg. 47   |  |  |                          |         |          |            |          |                                     |  |
|   |  |  |                          |         |          |            |          |                                     |  |
| <b>Phase/Duration</b>   | <b>Learners Activities</b>   | <b>Resources</b>   |                          |         |          |            |          |                                     |  |
| <b>PHASE 1: STARTER</b>   | Revise with learners to review their understanding in the previous lesson.<br><br>Share performance indicators with learners.  |  |                          |         |          |            |          |                                     |  |
| <b>PHASE 2: NEW LEARNING</b>  | Guide learners to discuss the physical properties of resistant materials.<br>E.g., density, fusibility, electrical conductivity, thermal conductivity<br><br>Have learners investigate the working properties of resistant materials;<br>E.g., strength, hardness, toughness, malleability, ductility, elasticity<br><br>Make a chart on the various properties of resistant materials.<br><br>e.g.<br><table border="1" data-bbox="492 1186 1031 1295"> <thead> <tr> <th>Physical Properties</th> <th>Working Properties</th> </tr> </thead> <tbody> <tr> <td>Density</td> <td>Strength</td> </tr> <tr> <td>Fusibility</td> <td>Hardness</td> </tr> </tbody> </table> | Physical Properties  | Working Properties       | Density | Strength | Fusibility | Hardness | Pictures, Posters and illustrations |  |
| Physical Properties   | Working Properties   |  |                          |         |          |            |          |                                     |  |
| Density   | Strength   |  |                          |         |          |            |          |                                     |  |
| Fusibility  | Hardness   |  |                          |         |          |            |          |                                     |  |
| <b>PHASE 3: REFLECTION</b>  | Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.<br><br>Take feedback from learners and summarize the lesson.<br><br>Ask learners how the lesson will benefit them in their daily lives.   |  |                          |         |          |            |          |                                     |  |

# FIRST TERM

## WEEKLY LESSON NOTES

### WEEK 6

| <b>Week Ending:</b> 17-02-2023  | <b>Day:</b>  | <b>Subject:</b> Career Technology  |                          |         |          |            |          |  |  |
|---|--|--|--------------------------|---------|----------|------------|----------|--|--|
| <b>Duration:</b> 60MINS   |  | <b>Strand:</b> Materials For Production  |                          |         |          |            |          |  |  |
| <b>Class:</b> B8  | <b>Class Size:</b>   | <b>Sub Strand:</b> Resistant Materials   |                          |         |          |            |          |  |  |
| <b>Content Standard:</b><br>B8.2.2.1 Demonstrate understanding of properties of resistant materials |  | <b>Indicator:</b><br>B8.2.2.1.2: Describe the properties of building materials | <b>Lesson:</b><br>1 of 2 |         |          |            |          |  |  |
| <b>Performance Indicator:</b><br>Learners can describe the properties of building materials.        |  | <b>Core Competencies:</b><br>CP 6.5: CI 5.4: CI 5.2: CI 6.10:                  |                          |         |          |            |          |  |  |
| <b>Reference:</b> Career Technology Curriculum Pg. 47   |  |  |                          |         |          |            |          |  |  |
|   |  |  |                          |         |          |            |          |  |  |
| <b>Phase/Duration</b>   | <b>Learners Activities</b>   | <b>Resources</b>   |                          |         |          |            |          |  |  |
| <b>PHASE 1:<br/>STARTER</b>   | Recap with learners to find out what they already know about plastic, wood, metal, ceramics and glass.<br><br>Share the performance indicators and introduce the lesson.   |  |                          |         |          |            |          |  |  |
| <b>PHASE 2: NEW<br/>LEARNING</b>  | Guide learners to discuss the physical properties of resistant materials.<br>E.g., density, fusibility, electrical conductivity, thermal conductivity<br><br>Have learners investigate the working properties of resistant materials;<br>E.g., strength, hardness, toughness, malleability, ductility, elasticity, etc.<br><br>Make a chart on the various properties of resistant materials.<br><br>e.g.<br><table border="1" style="margin-left: 20px;"> <thead> <tr> <th>Physical Properties</th> <th>Working Properties</th> </tr> </thead> <tbody> <tr> <td>Density</td> <td>Strength</td> </tr> <tr> <td>Fusibility</td> <td>Hardness</td> </tr> </tbody> </table> | Physical Properties  | Working Properties       | Density | Strength | Fusibility | Hardness |  |  |
| Physical Properties   | Working Properties   |  |                          |         |          |            |          |  |  |
| Density   | Strength   |  |                          |         |          |            |          |  |  |
| Fusibility  | Hardness   |  |                          |         |          |            |          |  |  |
| <b>PHASE 3:<br/>REFLECTION</b>  | Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.<br><br>Take feedback from learners and summarize the lesson.<br><br>Ask learners how the lesson will benefit them in their daily lives.   |  |                          |         |          |            |          |  |  |

|   |  |   |
|---|--|---|
| <b>Week Ending:</b> 17-02-2023  | <b>Day:</b>  | <b>Subject:</b> Career Technology                             |
| <b>Duration:</b> 60MINS   |  | <b>Strand:</b> Materials For Production                       |
| <b>Class:</b> B8  | <b>Class Size:</b>   | <b>Sub Strand:</b> Resistant Materials                        |
| <b>Content Standard:</b><br>B8.2.2.1 Demonstrate understanding of properties of resistant materials | <b>Indicator:</b><br>B8.2.2.1.2: Describe the properties of building materials | <b>Lesson:</b><br>1 of 2                                      |
| <b>Performance Indicator:</b><br>Learners can describe the properties of building materials.        |  | <b>Core Competencies:</b><br>CP 6.5: CI 5.4: CI 5.2: CI 6.10: |
| <b>Reference:</b> Career Technology Curriculum Pg. 47   |  |   |

| Phase/Duration               | Learners Activities  | Resources |
|------------------------------|--|-----------|
| <b>PHASE 1: STARTER</b>      | <p>Recap with learners to find out what they already know about plastic, wood, metal, ceramics and glass.</p> <p>Share the performance indicators and introduce the lesson.</p>  |           |
| <b>PHASE 2: NEW LEARNING</b> | <p>Brainstorm learners to identify some materials used in building. E.g. cement, sand, stones.</p> <p>Brainstorm learners to describe cement as a building material.<br/><i>A cement is a binder, a chemical substance used for construction that sets, hardens and adheres to other materials to bind them together.</i></p> <p>Show learners samples of cement discuss their characteristics.</p> <div data-bbox="555 1100 1133 1348" data-label="Image"> <p>The image shows four bags of GHACEM cement. From left to right: 1. 'EXTRA' (42.5M USES) - Ultra-high Strength for Heavy Structural Applications. 2. 'SUPER STRONG' (42.5R USES) - For more Blocks &amp; Precast Products. 3. 'SUPER RAPID' (32.5R USES) - For Plastering, Block Laying &amp; more. 4. 'SUPER COOL' (32.5N USES) - For general masonry applications.</p> </div> <p><u>Cement</u></p> <ul style="list-style-type: none"> <li>• Provides strength to masonry</li> <li>• Stiffens or hardens easily</li> <li>• Possesses good plasticity</li> <li>• Easily workable</li> <li>• Good moisture resistant</li> </ul> <p>Demonstrate the use of sand in construction and discuss its properties.<br/><i>Sand is a granular material composed of finely divided mineral particles.</i></p> <p>Show learners samples of sand discuss their characteristics.</p> |           |



Sand

- Grains should be sharp, strong and angular
- Should not contain any hygroscopic salts
- Should not contain clay and slit; usually 3-4% clay and slit is ordinarily permitted for practical reasons.
- There should be no organic matter.

Have learners identify other building materials and discuss their properties in relation to construction.

Guide learners use this building materials to erect a two coarse block work.

Have learners discuss reasons for choosing a type of material for a building project.  
E.g., Cement binds aggregates (sand and stone) in making mortar and concrete

Prepare a chart on properties of building materials.  
Present chart for appraisal

**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.

# FIRST TERM

## WEEKLY LESSON NOTES

### WEEK 7

| <b>Week Ending:</b> 24-02-2023   | <b>Day:</b>   | <b>Subject:</b> Career Technology                                   |                          |
|--|---|---|--------------------------|
| <b>Duration:</b> 60MINS  |   | <b>Strand:</b> Materials For Production                             |                          |
| <b>Class:</b> B8   | <b>Class Size:</b>  | <b>Sub Strand:</b> Smart And Modern Materials                       |                          |
| <b>Content Standard:</b><br>B8.2.3.1 Demonstrate understanding and the use of smart and modern materials |   | <b>Indicator:</b><br>B8.2.3.1.1: Discuss smart and modern materials | <b>Lesson:</b><br>1 of 2 |
| <b>Performance Indicator:</b><br>Learners can discuss smart and modern materials                         |   | <b>Core Competencies:</b><br>CP 6.5: CI 5.4: CI 5.2: CI 6.10:       |                          |
| <b>Reference:</b> Career Technology Curriculum Pg. 49  |   |   |                          |
|  |   |   |                          |
| Phase/Duration   | Learners Activities   | Resources   |                          |
| <b>PHASE 1:<br/>STARTER</b>  | Recap with learners to find out what they already know about plastic, wood, metal, ceramics and glass.<br><br>Share the performance indicators and introduce the lesson.  |   |                          |
| <b>PHASE 2: NEW<br/>LEARNING</b>   | Guide learners to define the following keywords.<br>Smart and modern materials:<br><i>They are materials that have been engineered to have improved properties and can be changed by exposure to stimuli, such as electric and magnetic fields, stress, etc.</i><br><br>Brainstorm learners to explain Smart workshop and identify some features of it.<br><i>Smart and modern workshops are workshops that are stuffed with highly sophisticated tools and equipment.</i><br><br>Identify areas where smart and modern materials are in use.<br>E.g., building industry<br><br>Using pictures guide learners to identify some smart and modern materials.<br><br>Have learners search for products made from smart and modern materials using ICT tools and other sources.<br>E.g.<br>- Modified starches used in pizza toppings<br>- Sanitized fabrics for sportswear and socks<br>- Liquid Crystal Displays (LCDs) for organic light-emitting diodes<br>- Photochromic pigments for lens in glass, windows |   |                          |
| <b>PHASE 3:<br/>REFLECTION</b>   | Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.<br><br>Take feedback from learners and summarize the lesson.   |   |                          |

|  |   |  |
|--|---|--|
|  | Ask learners how the lesson will benefit them in their daily lives. |  |
|--|---|--|

|  |   |   |
|--|---|---|
| <b>Week Ending:</b> 24-02-2023   | <b>Day:</b>   | <b>Subject:</b> Career Technology                             |
| <b>Duration:</b> 60MINS  |   | <b>Strand:</b> Materials For Production                       |
| <b>Class:</b> B8   | <b>Class Size:</b>  | <b>Sub Strand:</b> Smart And Modern Materials                 |
| <b>Content Standard:</b><br>B8.2.3.1 Demonstrate understanding and the use of smart and modern materials | <b>Indicator:</b><br>B8.2.3.1.1: Discuss smart and modern materials | <b>Lesson:</b><br>2 of 2                                      |
| <b>Performance Indicator:</b><br>Learners can discuss smart and modern materials                         |   | <b>Core Competencies:</b><br>CP 6.5: CI 5.4: CI 5.2: CI 6.10: |
| <b>Reference:</b> Career Technology Curriculum Pg. 49  |   |   |

| Phase/Duration               | Learners Activities  | Resources |
|------------------------------|--|-----------|
| <b>PHASE 1: STARTER</b>      | Recap with learners to find out what they already know about plastic, wood, metal, ceramics and glass.<br><br>Share the performance indicators and introduce the lesson.   |           |
| <b>PHASE 2: NEW LEARNING</b> | Guide learners to define the following keywords.<br>Smart and modern materials:<br><i>They are materials that have been engineered to have improved properties and can be changed by exposure to stimuli, such as electric and magnetic fields, stress, etc.</i><br><br>Brainstorm learners to explain Smart workshop and identify some features of it.<br><i>Smart and modern workshops are workshops that are stuffed with highly sophisticated tools and equipment.</i><br><br>Identify areas where smart and modern materials are in use.<br>E.g., building industry<br><br>Using pictures guide learners to identify some smart and modern materials.<br><br>Have learners search for products made from smart and modern materials using ICT tools and other sources.<br>E.g.<br>- Modified starches used in pizza toppings<br>- Sanitized fabrics for sportswear and socks<br>- Liquid Crystal Displays (LCDs)for organic light-emitting diodes<br>- Photochromic pigments for lens in glass, windows |           |
| <b>PHASE 3: REFLECTION</b>   | Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.   |           |

|  |   |  |
|--|---|--|
|  | <p>Take feedback from learners and summarize the lesson.</p> <p>Ask learners how the lesson will benefit them in their daily lives.</p> |  |
|--|---|--|

# FIRST TERM

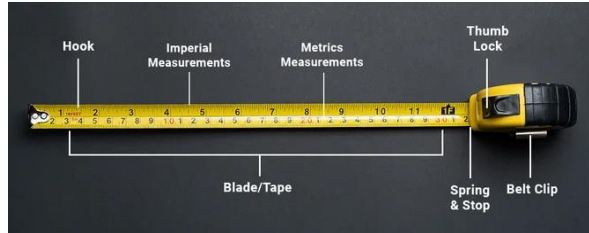
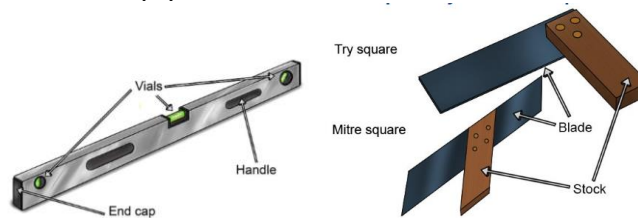
## WEEKLY LESSON NOTES

### WEEK 8

| <b>Week Ending:</b> 03-03-2023   | <b>Day:</b>   | <b>Subject:</b> Career Technology   |                          |
|--|---|---|--------------------------|
| <b>Duration:</b> 60MINS  |   | <b>Strand:</b> Tools, Equipment And Processes   |                          |
| <b>Class:</b> B8   | <b>Class Size:</b>  | <b>Sub Strand:</b> Measuring And Marking Out  |                          |
| <b>Content Standard:</b><br>B8.3.1.1 Demonstrate understanding of measuring and marking out tools and equipment for production |   | <b>Indicator:</b><br>B8.3.1.1.1: Identify tools and equipment for measuring and marking out | <b>Lesson:</b><br>1 of 2 |
| <b>Performance Indicator:</b><br>Learners can identify tools and equipment for measuring and marking out                       |   | <b>Core Competencies:</b><br>CP 6.5: CI 5.4: CI 5.2: CI 6.10:                               |                          |
| <b>Reference:</b> Career Technology Curriculum Pg. 51  |   |   |                          |
|  |   |   |                          |
| Phase/Duration   | Learners Activities   | Resources   |                          |
| <b>PHASE 1: STARTER</b>  | Recap with learners to find out what they already know about plastic, wood, metal, ceramics and glass.<br><br>Share the performance indicators and introduce the lesson.  |   |                          |
| <b>PHASE 2: NEW LEARNING</b>   | Brainstorm learners for the need of using measuring and marking tools.<br><i>Measuring and marking out tools are essential in masonry to ensure accurate and precise cuts, angles, and dimensions.</i><br><br>Guide learners to identify the uses of some measuring and marking tools in masonry.<br>1. Tape Measure - <i>Used to measure the length, width, and height of the masonry workpiece. A 25-foot tape measure is the most commonly used length.</i><br>2. Spirit Level - <i>Used to check whether a surface is level or plumb. It is a small level with a bubble that needs to be centered between two lines.</i><br>3. Squares - <i>Used to mark right angles and ensure that corners are square. They come in various sizes and are made from metal or plastic.</i><br>4. Chalk Line - <i>Used to create a straight line on the masonry workpiece. It is a reel with a string coated in chalk powder that can be snapped to create a straight line.</i><br>5. Mason's Line - <i>Used to mark out long straight lines for laying courses. It is a taut string attached to two stakes and is used as a guide for laying bricks or blocks.</i><br>6. Bevel - <i>Used to measure and transfer angles onto the masonry workpiece. It is a small adjustable tool with a handle and a blade that can be set at any angle.</i><br>7. Compass - <i>Used to mark circles or arcs on the masonry workpiece. It is a device with two arms that can be adjusted to a specific radius.</i> |   |                          |

Guide learners to describe the procedure for measuring and marking out artefacts/articles/products in the Building site

Sketch and label parts of some measuring and marking out tools and equipment.



Present the sketched tools and equipment for appraisal in class.

#### Assessment

1. Explain the role of measuring and marking out tools in masonry. Why are they important for ensuring accuracy and precision in masonry work?
2. Describe the different types of measuring and marking out tools used in masonry, including their purpose and features. How are they used in practice?
3. Draw and label the parts of any three measuring and marking out tools in masonry.

#### **PHASE 3: REFLECTION**

Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.

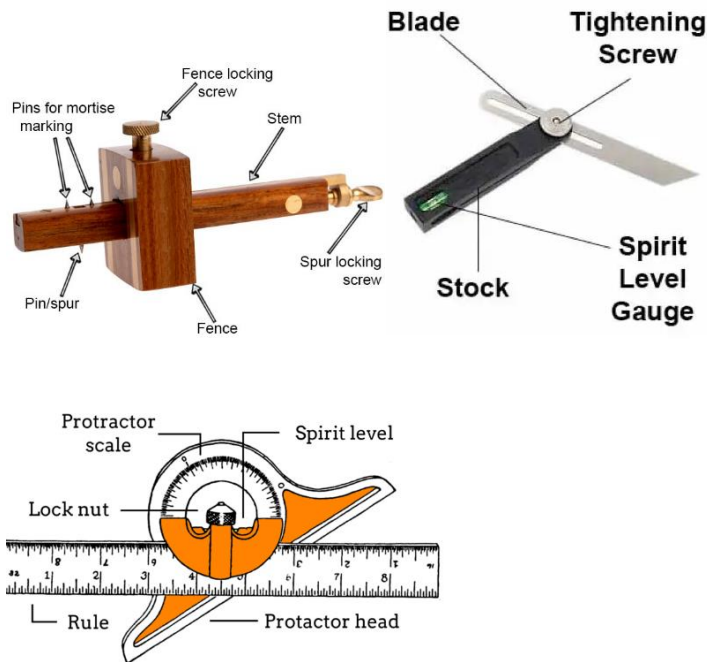
Take feedback from learners and summarize the lesson.

Ask learners how the lesson will benefit them in their daily lives.

|  |  |   |
|--|--|---|
| <b>Week Ending:</b> 03-03-2023   | <b>Day:</b>  | <b>Subject:</b> Career Technology                             |
| <b>Duration:</b> 60MINS  |  | <b>Strand:</b> Tools, Equipment And Processes                 |
| <b>Class:</b> B8   | <b>Class Size:</b>   | <b>Sub Strand:</b> Measuring And Marking Out                  |
| <b>Content Standard:</b><br>B8.3.1.1 Demonstrate understanding of measuring and marking out tools and equipment for production | <b>Indicator:</b><br>B8.3.1.1.1: Identify tools and equipment for measuring and marking out  | <b>Lesson:</b><br>2 of 2                                      |
| <b>Performance Indicator:</b><br>Learners can identify tools and equipment for measuring and marking out                       |  | <b>Core Competencies:</b><br>CP 6.5: CI 5.4: CI 5.2: CI 6.10: |
| <b>Reference:</b> Career Technology Curriculum Pg. 51  |  |   |
| <b>Phase/Duration</b>  | <b>Learners Activities</b>   | <b>Resources</b>  |
| <b>PHASE 1: STARTER</b>  | Recap with learners to find out what they already know about plastic, wood, metal, ceramics and glass.<br><br>Share the performance indicators and introduce the lesson.   |   |
| <b>PHASE 2: NEW LEARNING</b>   | Brainstorm learners for the need of using measuring and marking tools.<br><i>Measuring and marking out tools are essential in masonry to ensure accurate and precise cuts, angles, and dimensions.</i><br><br>Guide learners to identify the uses of some measuring and marking tools in the wood workshop.<br>1. Tape Measure - <i>Used to measure the length, width, and height of the wood workpiece. A 25-foot tape measure is the most commonly used length.</i><br>2. Combination Square - <i>Used to check whether a surface is square, level, or plumb, and also to mark lines at right angles to an edge. It has a ruler and a moveable head that can be adjusted to different angles.</i><br>3. Marking Gauge - <i>Used to mark lines parallel to an edge or a face of the wood workpiece. It has a fence that can be adjusted to a specific distance from the cutter, and a beam with a cutter at the end.</i><br>4. Sliding Bevel - <i>Used to transfer angles onto the wood workpiece. It has a handle and a blade that can be set at any angle.</i><br>5. Try Square - <i>Used to check whether a surface is square, level, or plumb. It is a small square with a handle and a blade set at a right angle.</i><br>6. Mortise Gauge - <i>Used to mark out mortise and tenon joints. It has two cutters and two beams that can be adjusted to different distances.</i><br>7. Dividers - <i>Used to mark out equal distances along a line or to scribe circles or arcs on the wood workpiece. They have two points that can be adjusted to different distances.</i> |   |

Guide learners to describe the procedure for measuring and marking out artefacts/articles/products in the Building site

Sketch and label parts of some measuring and marking out tools and equipment.



Present the sketched tools and equipment for appraisal in class.

**Assessment**

1. Explain the importance of measuring and marking out tools in a wood workshop. How do these tools contribute to the accuracy and precision of the finished product?
2. Describe the different types of measuring and marking out tools used in a wood workshop, including their purpose and features. How are they used in practice, and what are some common mistakes to avoid when using these tools?
3. Draw and label the parts of any three measuring and marking out tools in the wood workshop.

**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.

# FIRST TERM

## WEEKLY LESSON NOTES

### WEEK 9

| <b>Week Ending:</b> 10-03-2023   | <b>Day:</b>   | <b>Subject:</b> Career Technology   |                          |
|--|---|---|--------------------------|
| <b>Duration:</b> 60MINS  |   | <b>Strand:</b> Tools, Equipment And Processes   |                          |
| <b>Class:</b> B8   | <b>Class Size:</b>  | <b>Sub Strand:</b> Measuring And Marking Out  |                          |
| <b>Content Standard:</b><br>B8.3.1.1 Demonstrate understanding of measuring and marking out tools and equipment for production             |   | <b>Indicator:</b><br>B8.3.1.1.4: Demonstrate how to care for and maintain measuring and marking out tools used for production | <b>Lesson:</b><br>1 of 2 |
| <b>Performance Indicator:</b><br>Learners can demonstrate how to care for and maintain measuring and marking out tools used for production |   | <b>Core Competencies:</b><br>CP 6.5: CI 5.4: CI 5.2: CI 6.10:   |                          |
| <b>Reference:</b> Career Technology Curriculum Pg. 54  |   |   |                          |
|  |   |   |                          |
| Phase/Duration   | Learners Activities   | Resources   |                          |
| <b>PHASE 1:<br/>STARTER</b>  | Recap with learners to find out what they already know about plastic, wood, metal, ceramics and glass.<br><br>Share the performance indicators and introduce the lesson.  |   |                          |
| <b>PHASE 2: NEW<br/>LEARNING</b>   | Share experiences from home on how to care for tools and equipment for production.<br><br>Identify cleaning agents/materials used to clean and maintain tools and equipment based on the respective material used in making the tool.<br>E.g., Silvo for cleaning silver,<br>Brasso for cleaning brass, oil to avoid rust, cloth for cleaning and dusting.<br><br>Demonstrate how to clean measuring and marking out tools and equipment according to the materials used in making them |   |                          |
| <b>PHASE 3:<br/>REFLECTION</b>   | Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.<br><br>Take feedback from learners and summarize the lesson.<br><br>Ask learners how the lesson will benefit them in their daily lives.  |   |                          |

|  |  |   |                          |
|--|--|---|--------------------------|
| <b>Week Ending:</b> 10-03-2023   | <b>Day:</b>  | <b>Subject:</b> Career Technology   |                          |
| <b>Duration:</b> 60MINS  |  | <b>Strand:</b> Tools, Equipment And Processes   |                          |
| <b>Class:</b> B8   | <b>Class Size:</b>   | <b>Sub Strand:</b> Measuring And Marking Out  |                          |
| <b>Content Standard:</b><br>B8.3.1.1 Demonstrate understanding of measuring and marking out tools and equipment for production             |  | <b>Indicator:</b><br>B8.3.1.1.4: Demonstrate how to care for and maintain measuring and marking out tools used for production | <b>Lesson:</b><br>2 of 2 |
| <b>Performance Indicator:</b><br>Learners can demonstrate how to care for and maintain measuring and marking out tools used for production |  | <b>Core Competencies:</b><br>CP 6.5: CI 5.4: CI 5.2: CI 6.10:   |                          |
| <b>Reference:</b> Career Technology Curriculum Pg. 54  |  |   |                          |
|  |  |   |                          |
| <b>Phase/Duration</b>  | <b>Learners Activities</b>   | <b>Resources</b>  |                          |
| <b>PHASE 1: STARTER</b>  | Recap with learners to find out what they already know about plastic, wood, metal, ceramics and glass.<br><br>Share the performance indicators and introduce the lesson.   |   |                          |
| <b>PHASE 2: NEW LEARNING</b>   | Share experiences from home on how to care for tools and equipment for production.<br><br>Identify cleaning agents/materials used to clean and maintain tools and equipment based on the respective material used in making the tool.<br>E.g., Silvo for cleaning silver, Brasso for cleaning brass, oil to avoid rust, cloth for cleaning and dusting.<br><br>Demonstrate how to clean measuring and marking out tools and equipment according to the materials used in making them |   |                          |
| <b>PHASE 3: REFLECTION</b>   | Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.<br><br>Take feedback from learners and summarize the lesson.<br><br>Ask learners how the lesson will benefit them in their daily lives.   |   |                          |

**FIRST TERM**  
**WEEKLY LESSON NOTES**  
**WEEK 10**  
**REVISION AND END OF TERM ASSESSMENT**

|  |  |   |                          |
|--|--|---|--------------------------|
| <b>Week Ending:</b> 17-03-2023   | <b>Day:</b>  | <b>Subject:</b> Career Technology   |                          |
| <b>Duration:</b> 60MINS  |  | <b>Strand:</b> Strands for the term   |                          |
| <b>Class:</b> B8   | <b>Class Size:</b>   | <b>Sub Strand:</b> Sub strands for the term   |                          |
| <b>Content Standard:</b><br>Demonstrate knowledge and understanding in the topics treated so far.            |  | <b>Indicator:</b><br>Recall and summarize all what they have learnt within the term | <b>Lesson:</b><br>1 of 1 |
| <b>Performance Indicator:</b><br>Learners can recall and summarize all what they have learnt within the term |  | <b>Core Competencies:</b><br>CP 6.5: CI 5.4: CI 5.2: CI 6.10:                       |                          |
| <b>Reference:</b> Career Technology Curriculum Pg. 54  |  |   |                          |
|  |  |   |                          |
| <b>Phase/Duration</b>  | <b>Learners Activities</b>   | <b>Resources</b>  |                          |
| <b>PHASE 1: STARTER</b>  | Recap with learners to find out what they already know about plastic, wood, metal, ceramics and glass.<br><br>Share the performance indicators and introduce the lesson.   |   |                          |
| <b>PHASE 2: NEW LEARNING</b>   | Demonstrate basic skills in applying First Aid to self and others.<br><br>Identify and discuss the contents of a First Aid box. E.g., plaster, gauze, scissors, methylated spirit.<br><br>Demonstrate how to administer first aid to persons affected with burns and cuts.<br><br>Explain the basic properties of resistant materials<br><br>Guide learners to discuss the physical properties of resistant materials.<br>E.g., density, fusibility, electrical conductivity, thermal conductivity<br><br>Have learners investigate the working properties of resistant materials;<br>E.g., strength, hardness, toughness, malleability, ductility, elasticity, etc.<br><br>Make a chart on the various properties of resistant materials<br><br><u>Assessment</u><br>What is meant by first Aid<br>When is first Aid administered to a patient? | Pictures and charts   |                          |

|                                |  |  |
|--------------------------------|--|--|
|                                | Identify five kinds of accidents that occurs at the workshop   |  |
| <b>PHASE 3:<br/>REFLECTION</b> | Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.<br><br>Take feedback from learners and summarize the lesson.<br><br>Ask learners how the lesson will benefit them in their daily lives. |  |

|  |  |   |                          |
|--|--|---|--------------------------|
| <b>Week Ending:</b> 17-03-2023   | <b>Day:</b>  | <b>Subject:</b> Career Technology                     |                          |
| <b>Duration:</b> 60MINS  |  | <b>Strand:</b> Strands treated for the term           |                          |
| <b>Class:</b> B8   | <b>Class Size:</b>   | <b>Sub Strand:</b> Sub strands for the term           |                          |
| <b>Content Standard:</b><br>Demonstrate knowledge and understanding in the topics treated so far.                  |  | <b>Indicator:</b><br>Preparation towards vacation     | <b>Lesson:</b><br>1 of 1 |
| <b>Performance Indicator:</b><br>Learners can answer all end of term assessment questions in their exercise books. |  | <b>Core Competencies:</b><br>CP 6.5: CI 5.4: CI 5.2:  |                          |
| <b>Reference:</b> Career Technology Curriculum   |  |   |                          |
|  |  |   |                          |
| <b>Phase/Duration</b>  | <b>Learners Activities</b>   | <b>Resources</b>                                      |                          |
| <b>PHASE 1: STARTER</b>  | Ask learners to bring and display all the materials needed for the assessment.<br><br>Educate them on the consequences of examination mal practice.  | Exercise books, pen, pencils, erasers, Answer sheets. |                          |
| <b>PHASE 2: NEW LEARNING</b>   | Engage learners to arrange themselves properly to sit for the assessment test.<br><br>Mark learners answer sheets or exercise books.<br><br>Fill in learner's SBA books and report cards.<br><br>Distribute learners answer sheets or exercise books for feedback. | SBA, Assessment Questions and exercise books.         |                          |