SECOND TERM
WEEKLY LESSON NOTES
WEEK 1

Week Ending: 12-01-2024	**Day:**	**Subject:** Career Technology	
Duration: 60MINS		**Strand:** Materials For Production	
Class: B9	**Class Size:**	**Sub Strand:** Food Commodities (Animal And Plant Sources)	
Content Standard: B9.2.4.1 Demonstrate skills in selecting food commodities in meal preparation	**Indicator:** B9.2.4.1.1: Discuss how to select food commodities used for meal preparation		**Lesson:** 1 of 2
Performance Indicator: Learners can explain the meaning of meaning of food commodities and categorize food commodities as plant or animal sources.		**Core Competencies:** CP 6.5: CI 5.4: CI 5.2: CI 6.10:	
Reference: Career Technology Curriculum Pg. 89			
New words:			

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Begin by asking learners what they think of when they hear the word "food." List their answers on the board. Explain that food commodities are the basic ingredients we use to prepare different types of food. They can be raw materials like cassava or processed items like milk or wheat flour. Use an example familiar to the learners, like making a soup. Explain how different food commodities like vegetables, meat, and spices come together to create the final dish Share performance indicators with learners.	
PHASE 2: **NEW LEARNING**	Ask each group to come up with a list of 10 common food commodities found in their community. Encourage them to think about ingredients used in various dishes and snacks. Each group presents their list to the class. Discuss the different items mentioned and ensure all understand the concept of food commodities. Guide the learners to categorize the listed food commodities as plant or animal sources. Create a chart on the board with two columns: "Plant Source" and "Animal Source." Place each item in the appropriate category.	Pictures of various food commodities (or real objects

	Provide each group with chart paper or butcher paper and assorted pictures of food commodities (or real objects, if available). Ask each group to create a collage of food commodities under the two categories: plant and animal. Encourage them to be creative and represent the different types of food available in their community. Each group presents their collage to the class, explaining the food commodities included and why they categorized them as plant or animal sources. Discuss the variety of options available in each category and how they contribute to a balanced diet. <u>Assessment</u> 1. What are food commodities? 2. Give two examples of common food commodities found in your community. 3. Where do food commodities come from? (Choose two options: plants, animals, or the sea) 4. Why is it important to include both plant and animal sources in our diet?	
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 Ending: 12-01-2024	**Day:**		**Subject:** Career Technology
Duration: 60MINS			**Strand:** Materials For Production
Class: B9	**Class Size:**		**Sub Strand:** Food Commodities (Animal And Plant Sources)
Content Standard: B9.2.4.1 Demonstrate skills in selecting food commodities in meal preparation	**Indicator:** B9.2.4.1.1: Discuss how to select food commodities used for meal preparation		**Lesson:** 1 of 2
Performance Indicator: Learners can describe importance of quality when buying food commodities			**Core Competencies:** CP 6.5: CI 5.4: CI 5.2: CI 6.10:
Reference: Career Technology Curriculum Pg. 89			
New words:			

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Begin by asking learners what they consider the most important factors when buying food. List their answers on the board. Explain that not all food commodities are created equal. Discuss the importance of choosing fresh, safe, and properly packaged items for health and taste. Use a relatable example, like buying vegetables for a salad. Explain how wilted or discolored veggies can affect the dish. Share performance indicators with learners.	
PHASE 2: **NEW LEARNING**		Pictures of various food commodities (or real objects

Food Type	Freshness Indicators	Safety Indicators	Packaging Concerns
Fruits & Vegetables	Ripe but firm, vibrant color, free of bruises or blemishes, natural scent	No mold, rot, or excessive moisture	Undamaged containers, proper ventilation
Meat & Poultry	Bright red/pink color, firm flesh, minimal fat marbling, no off-putting odor	No discoloration, slimy texture, or excessive liquid in packaging	Sealed, leak-proof packaging, proper refrigeration
Fish & Seafood	Clear, bright eyes, firm flesh, shiny scales, mild ocean smell	No discoloration, bulging eyes, strong fishy odor, slimy texture	Sealed, leak-proof packaging, stored on ice or refrigerated
Dairy Products	Smooth texture, consistent color, pleasant smell	No lumps, discoloration, rancid odor, swollen packaging	Sealed, undamaged containers, proper refrigeration
Grains & Cereals	No lumps, moths, or foreign objects, pleasant aroma	No discoloration, stale odor, insect infestation	Sealed, undamaged packaging, stored in a cool, dry place

	Dry Goods	Consistent color and texture, no lumps or moisture, minimal dust	No discoloration, insect infestation, expired date	Sealed, undamaged packaging, stored in a cool, dry place	
	Assign each group a specific food type from the table (e.g., fruits & vegetables, dairy products, etc.). Ask each group to review the table and identify the key qualities to look out for when buying their assigned food type. Encourage them to discuss and make notes. Each group presents their findings to the class, highlighting the indicators of freshness, safety, and proper packaging for their assigned food type. Provide each student with a grocery store flyer or pictures of various food commodities. Challenge learners to choose five different food items from the flyer/pictures, applying the knowledge they learned about quality indicators. Encourage them to explain their choices and discuss any concerns they might have.				
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.				

SECOND TERM
WEEKLY LESSON NOTES
WEEK 2

Week Ending: 19-01-2024	**Day:**	**Subject:** Career Technology (HE)	
Duration: 60MINS		**Strand:** Materials For Production	
Class: B9	**Class Size:**	**Sub Strand:** Food Commodities (Animal And Plant Sources)	
Content Standard: B9.2.4.2 Demonstrate skills in planning meals for various members of the family	**Indicator:** B9.2.4.1.2: Discuss the basic food requirements for different members of the family		**Lesson:** 1 of 4
Performance Indicator: Learners can discuss the basic food requirements for different members of the family		**Core Competencies:** CP 6.5: CI 5.4: CI 5.2: CI 6.10:	
Reference: Career Technology Curriculum Pg. 90			
New words: Grooming, Hygiene, Appearance, Self-care			

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Begin by asking learners to name different members of a family. List them on the board. Explain that each family member has different nutritional needs based on age, activity level, health conditions, and other factors. Define meal planning as the process of selecting and preparing healthy meals for the family, considering everyone's needs and preferences. Share performance indicators with learners.	
PHASE 2: **NEW LEARNING**	Assign each group a different family member (e.g., toddler, pregnant mother, elderly grandfather, athlete teenager). Ask each group to research the basic food requirements and dietary needs of their assigned family member. Encourage them to consider factors like calorie intake, essential nutrients, appropriate food textures, and any specific limitations. Each group presents their findings to the class, creating a profile with information about their assigned family member's nutritional needs.	Pictures of different family members (optional) Food pyramids

Different members of the family	Basic food requirements
Toddler	Body building and protective foods

Adolescent	Body building Protective iron
Pregnant/ lactating mothers	Body building Protective iron
Aged	Vitamins
Invalids	Vitamins

Ask learners to choose one family member from their research and plan a complete meal (breakfast, lunch, or dinner) based on their specific dietary needs. Encourage them to use food pyramids diagram as guides.

Each student presents their planned meal to the class, explaining how they considered the family member's nutritional needs and food preferences.

Facilitate a discussion about their choices and provide constructive feedback

<u>Assessment</u>

1. Who are some different members of a family and how might their food needs differ?
2. What are three important factors to consider when planning meals for your family?
3. If you were planning a lunch for a pregnant woman, what foods would you include and why?
4. Why is it important to involve everyone in the family in meal planning?

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 Ending: 19-01-2024	**Day:**	**Subject:** Career Technology (HE)
Duration: 60MINS		**Strand:** Tools, Equipment And Processes
Class: B9	**Class Size:**	**Sub Strand:** Measuring And Marking Out

Content Standard: B9.3.1.1 Demonstrate understanding of measuring and marking out tools and equipment for making artefacts/ products and care and maintain	**Indicator:** B9.3.1.1.2 Demonstrate how to use the tools and equipment for measuring and marking out	**Lesson:** 2 of 4

Performance Indicator: Learners can demonstrate the use of measuring and marking tools in food labs (kitchens) and sewing. Learners can acquire proper care and maintenance practices for relevant measuring and marking equipment.	**Core Competencies:** CP 6.5: CI 5.4: CI 5.2: CI 6.10:
Reference: Career Technology Curriculum Pg. 92	
New words:	

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Revise with learners on the previous lesson through questions and answers. Share performance indicators with learners.	
PHASE 2: **NEW LEARNING**	Show learners how to use different measuring cups and spoons for dry and liquid ingredients. Demonstrate measuring liquids accurately in a graduated measuring cup. Explain the importance of weighing ingredients using a kitchen scale for precise recipes. Guide them in using a measuring tape to portion and arrange ingredients on baking sheets. Teach learners how to take accurate body measurements (chest, waist, hips, inseam, etc.) using a tape measure. Show them how to transfer measurements to fabric or a pattern paper using a ruler and fabric marker. Demonstrate marking seam allowances and cutting fabric with fabric scissors following the marked lines. Divide learners into pairs and provide them with pattern paper or pre-marked patterns. Guide them in using body measurement charts and instructions to adjust the dress/blouse pattern to their size.	**Food Lab (Kitchen**): Measuring cups and spoons in various sizes Graduated liquid measuring cup Kitchen scale Measuring tape Mixing bowls and utensils Ingredients for a simple recipe (e.g., cookies) **Sewin**g: Tape measure Ruler Fabric marker Fabric scissors Sewing needle and thread, Scrap fabric or pre-cut pattern

	Encourage them to practice marking and cutting fabric accurately based on the adjusted pattern. Assign learners the recipe for two people and have them analyze the nutritional information of the ingredients. Challenge them to use measuring cups and spoons to portion ingredients following the recipe and considering recommended serving sizes. Let them experiment with preparing the meal for two, focusing on portion control and healthy food choices. Gather all used tools and equipment. Demonstrate proper cleaning and maintenance techniques for each tool, using soft cloths and mild cleaning solution as needed. Discuss the importance of storing tools correctly in toolboxes or containers to prevent damage and ensure their longevity. Highlight safety practices like using kitchen tools safely and handling sewing needles with care.	**Tool care and maintenance**: Soft cloths Mild cleaning solution Storage containers or toolboxes
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 Ending: 19-01-2024	**Day:**	**Subject:** Career Technology (PT)	
Duration: 60MINS		**Strand:** Tools, Equipment And Processes	
Class: B9	**Class Size:**	**Sub Strand:** Measuring And Marking Out	
Content Standard: B9.3.1.1 Demonstrate understanding of measuring and marking out tools and equipment for making artefacts/ products and care and maintain		**Indicator:** B9.3.1.1.1 Discuss tools and equipment used for measuring and marking out	**Lesson:** 3 of 4
Performance Indicator: Learners can identify various tools and equipment used for measuring and marking out in different trade areas.			**Core Competencies:** CP 6.5: CI 5.4: CI 5.2: CI 6.10:
Reference: Career Technology Curriculum Pg. 91			
New words:			

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Revise with learners on the previous lesson through questions and answers. Share performance indicators with learners.	
PHASE 2: **NEW LEARNING**	Briefly discuss the importance of accurate measurement and marking in various trades. Show pictures or displays of tools and equipment, asking learners to guess their uses and name the trade areas they might be used in. Divide the class into groups and assign each group a trade area. Provide them with pictures and descriptions of relevant measuring and marking tools. Ask them to match the tools to their functions and discuss their importance in that specific trade. On the chart paper or whiteboard, create three columns representing the building site, wood workshop, and metal/plastic workshop. Challenge learners to sort the listed tools or pictures from activity 2 into the appropriate categories based on their primary use in each trade area. Divide learners into smaller groups and provide them with basic tools like rulers, squares, and chalk lines. Set up simple tasks like measuring distances, marking lines, or checking right angles with these tools.	Pictures or displays of measuring and marking tools for each trade area (building site, wood workshop, metal/plastic workshop

	Ensure they practice safe handling and proper techniques. <u>Assessment</u> 1. What is the main difference between a steel tape measure used on a building site and a ruler used in a wood workshop? 2. In metalworking, why might a center punch be used before starting to drill a hole? 3. Why is it important to choose the right tool for measuring and marking in each trade area? 4. Can you name one tool that can be used in all three trade areas of building, wood, and metalwork?	
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 Ending: 19-01-2024	**Day:**	**Subject:** Career Technology (PT)
Duration: 60MINS		**Strand:** Tools, Equipment And Processes
Class: B9	**Class Size:**	**Sub Strand:** Measuring And Marking Out

Content Standard: B9.3.1.1 Demonstrate understanding of measuring and marking out tools and equipment for making artefacts/ products and care and maintain	**Indicator:** B9.3.1.1.2 Demonstrate how to use the tools and equipment for measuring and marking out	**Lesson:** 4 of 4

Performance Indicator: Learners can understand and demonstrate the use of measuring and marking tools in building, woodworking, and metalworking. Learners can learn proper care and maintenance of measuring and marking equipment.	**Core Competencies:** CP 6.5: CI 5.4: CI 5.2: CI 6.10:

Reference: Career Technology Curriculum Pg. 92
New words:

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Revise with learners on the previous lesson through questions and answers. Share performance indicators with learners.	
PHASE 2: **NEW LEARNING**	Show learners how to set out a wall by using a tape measure to mark precise distances on the cardboard sheet. Demonstrate using a spirit level to ensure the wall is perfectly vertical. Explain how to snap a straight line using chalk line for marking the wall outline. Use a ruler to measure accurate lengths and widths on the wooden board scrap. Show learners how to mark parallel lines for cutting using a marking gauge. If using a saw, emphasize using the marked lines as guides for straight cuts. Guide learners in measuring dimensions on the sheet metal using a ruler. Demonstrate marking lines with a marker, emphasizing precision and legibility. Explain the optional use of a center punch to mark starting points for drilling holes (if applicable).	**Building (Mock Project**): Large cardboard sheet (representing a wall) Masking tape Spirit level Chalk line Tape measure Pencil **Woodworking (Mock Project**): Wooden board scrap Ruler Marking gauge Pencil **Metalworking (Mock Project):** Thin sheet metal scrap Ruler Metal snips Markers

	Divide learners into groups and assign each group one project (wooden chair, sheet metal funnel, or setting out a wall). Provide them with the designated materials and tools discussed in the demonstrations. Challenge them to apply their newly learned skills in selecting and using the appropriate tools to complete their assigned project. Gather all used tools and equipment. Demonstrate proper cleaning and maintenance techniques for each tool, using soft cloths and appropriate lubricants if needed. Discuss the importance of storing tools correctly in toolboxes or containers to prevent damage and ensure their longevity. Emphasize safety practices like keeping blades clean and covered when not in use	**Tool care and maintenance** materials: Soft cloths Lubricating oil (for specific tools) Tool boxes or storage containers
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.	

SECOND TERM
WEEKLY LESSON NOTES
WEEK 3

Week Ending: 26-01-2024	**Day:**	**Subject:** Career Technology (HE)	
Duration: 60MINS		**Strand:** Tools, Equipment And Processes	
Class: B9	**Class Size:**	**Sub Strand:** Cutting/Shaping	
Content Standard: B9.3.2.1 Demonstrate the understanding of cutting/shaping tools and equipment used for making artefacts/ products	**Indicator:** B9.3.2.1.1 Discuss tools and equipment used for cutting and shaping		**Lesson:** 1 of 4
Performance Indicator: Learners can identify and differentiate cutting and shaping tools used in various trade areas and everyday applications.		**Core Competencies:** CP 6.5: CI 5.4: CI 5.2: CI 6.10:	
Reference: Career Technology Curriculum Pg. 93			
New words:			

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Revise with learners on the previous lesson through questions and answers. Share performance indicators with learners.	
PHASE 2: **NEW LEARNING**	Show learners pictures or displays of cutting and shaping tools from kitchen and sewing workshop. Ask them to identify the tools, discuss their functions, and differentiate them based on the materials they work with. Create a chart on the board, categorizing tools by trade area and highlighting similarities and differences in their purpose. Use the matching worksheet as a reinforcement activity. Divide learners into pairs and provide them with project materials. Have them analyze the pattern or fabric markings and discuss the required cuts and shapes. Guide them in selecting the appropriate cutting tools (scissors) and marking tools (pens, markers) for each step. Encourage them to practice safe and accurate cutting techniques. Briefly discuss the chosen recipe and identify the cutting tasks involved (chopping, slicing, grating, etc.).	Pictures or displays of cutting and shaping tools for each trade area (building site, wood workshop, metal/plastic workshop, kitchen, sewing).

	Ask learners to choose the appropriate kitchen utensils for each task based on size, sharpness, and material suitability. Observe their tool selection and provide guidance as needed Distribute instruction sheets or recipe cards for the chosen projects. Instruct learners to break down the process into smaller steps and identify the cutting and shaping activities involved in each step. Encourage them to discuss and problem-solve any challenges they might encounter. As they work, monitor their progress and provide support when needed. Gather the class and create a collective chart on the board. List the different activities involved in each project (e.g., measuring fabric, cutting sleeves, chopping vegetables, grating cheese). Beside each activity, have learners identify the specific tools used in both projects (e.g., scissors, ruler, knife, grater).	
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 Ending: 26-01-2024	**Day:**	**Subject:** Career Technology (HE)
Duration: 60MINS		**Strand:** Tools, Equipment And Processes
Class: B9	**Class Size:**	**Sub Strand:** Cutting/Shaping

Content Standard: B9.3.2.1 Demonstrate the understanding of cutting/shaping tools and equipment used for making artefacts/ products	**Indicator:** B9.3.2.1.2 Demonstrate how to use shaping and cutting tools and equipment for producing artefacts/products	**Lesson:** 2 of 4

Performance Indicator: Learners can identify and differentiate between various shaping and cutting tools in the kitchen and sewing lab.	**Core Competencies:** CP 6.5: CI 5.4: CI 5.2: CI 6.10:

Reference: Career Technology Curriculum Pg. 94

New words:

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Begin by showing pictures or videos of various artefacts/products created in the kitchen and sewing lab (e.g., decorated cakes, intricate quilts). Ask learners how these creations were made and what tools might have been used. Guide a discussion about the importance of shaping and cutting in different creative processes. Introduce the concept of specific tools designed for shaping and cutting in the kitchen and sewing lab Share performance indicators with learners.	
PHASE 2: **NEW LEARNING**	Divide learners into small groups and distribute pictures or real examples of kitchen shaping and cutting tools (knives, peelers, cookie cutters, rolling pin). Each group can research and present one tool, explaining its function and safe handling techniques. Repeat the process for sewing lab tools, showcasing scissors, rotary cutters, needles, and pins. Discuss the differences in materials and applications between kitchen and sewing tools Instruct learners to work in pairs or small groups to create a simple food artefact using the learned shaping and cutting skills. Provide a recipe with clear instructions and emphasize safe food handling practices.	**Kitchen**: Cutting board Knives (chef's knife, paring knife, serrated knife) Peeler Cookie cutters Rolling pin Mixing bowls Spoons Ingredients for a simple recipe (e.g., fruit salad, sandwiches) **Sewing Lab**: Fabric scissors Rotary cutter and mat

	For example, learners can make fruit salad using knives and cookie cutters to create fun shapes. Guide learners through a basic sewing project like a tote bag or headband. Demonstrate how to use fabric scissors or a rotary cutter to cut out pieces according to the template. Demonstrate how to care for and maintain cutting and shaping tools and equipment used in the following trade work places: E.g. - Food laboratory (kitchen)—wash, clean and sterilize tools - Sewing workshop/laboratory—dust, wipe, oil tools	Sewing needles and thread Pins Fabric scraps Templates for simple projects (e.g., tote bag, headband)
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 Ending: 26-01-2024	**Day:**	**Subject:** Career Technology (PT)	
Duration: 60MINS		**Strand:** Tools, Equipment And Processes	
Class: B9	**Class Size:**	**Sub Strand:** Cutting/Shaping	
Content Standard: B9.3.2.1 Demonstrate the understanding of cutting/shaping tools and equipment used for making artefacts/ products	**Indicator:** B9.3.2.1.1 Discuss tools and equipment used for cutting and shaping		**Lesson:** 3 of 4
Performance Indicator: Learners can identify various cutting and shaping tools used in woodworking and metalworking.		**Core Competencies:** CP 6.5: CI 5.4: CI 5.2: CI 6.10:	
Reference: Career Technology Curriculum Pg. 93			
New words:			

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Revise with learners on the previous lesson through questions and answers. Share performance indicators with learners.	
PHASE 2: **NEW LEARNING**	Show pictures of various tools and have learners name them and describe their functions. Divide learners into teams and challenge them to design and build simple projects like bottle openers, keychains, or small shelves. Guide them through planning, material selection, and tool usage. Demonstrate basic cutting and shaping techniques on scrap wood and metal, emphasizing safety. Learners work on their projects using appropriate tools under teacher supervision. Teams present their finished projects, explaining their construction process and challenges overcome. Prepare a chart showing the activities and the appropriate tools used. Display charts for appraisal <u>Assessment</u> 1. Which tool from the building site would you NOT use to cut wood? (a) Table saw (b) Circular saw (c) Hammer and chisel (d) Tile cutter 2. What tool in the wood workshop can create decorative edges on a table? (a) Jigsaw (b) Drill (c) Router (d) Sander	Pictures and charts of food

	3. To make a wooden handle for a bottle opener, you would NOT likely use: (a) Scroll saw (b) Hammer (c) Sander (d) Drill 4. Which step comes before shaping the metal in a bottle opener project? (a) Drilling the hole (b) Cutting the shape (c) Applying finish (d) Planning the design	
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 Ending: 26-01-2024	**Day:**	**Subject:** Career Technology (PT)
Duration: 60MINS		**Strand:** Tools, Equipment And Processes
Class: B9	**Class Size:**	**Sub Strand:** Cutting/Shaping

Content Standard: B9.3.2.1 Demonstrate the understanding of cutting/shaping tools and equipment used for making artefacts/ products	**Indicator:** B9.3.2.1.2 Demonstrate how to use shaping and cutting tools and equipment for producing artefacts/products	**Lesson:** 4 of 4

Performance Indicator: Learners can identify and differentiate various shaping and cutting tools in woodwork, building, and metalwork shops.	**Core Competencies:** CP 6.5: CI 5.4: CI 5.2: CI 6.10:

Reference: Career Technology Curriculum Pg. 94

New words:

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Show pictures or videos of diverse workshops (woodworking, construction, metalworking) and the amazing creations made there. Ask learners what tools they can identify and what role they play in shaping and cutting materials. Lead a discussion about the importance of shaping and cutting skills in these fields. Introduce the concept of specific tools designed for different materials and functions in each workshop. Share performance indicators with learners.	
PHASE 2: **NEW LEARNING**	Divide learners into small groups and rotate them through each workshop station (woodwork, building, metalwork). In each station, briefly demonstrates the main shaping and cutting tools, emphasizing safety protocols and proper handling techniques. Encourage learners to ask questions and try out the tools under supervision. In their chosen workshop, learners work in pairs to plan a simple project that utilizes skills learned from the exploration phase. Examples include: • Woodwork: Constructing a bird feeder with sawed wood pieces and assembled with nails.	Pictures or videos of workshops and projects showcasing shaping and cutting. Woodwork station: Safety gear (goggles, ear protection), workbench, variety of saws (hand saw, coping saw), chisel, mallet, sandpaper, wood scraps.

	• Building: Building a miniature house frame using wood pieces and secured with nails. • Metalwork: Cutting and bending metal sheets to create a decorative wall hanging using the template. With instructor guidance, learners begin executing their planned projects, prioritizing safety and proper tool usage. Encourage teamwork and problem-solving during the creation process Demonstrate how to care for and maintain cutting and shaping tools and equipment used in the following trade work places: E.g. • Building site—wash and dry the wooden tools • Wood workshop—clean and oil wood chisels and saws regularly. • Metal/plastic workshop—clean and oil metal parts of tools	Building station: Safety gear (goggles, gloves), hammer, nails, wood pieces, measuring tape, level
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.	

SECOND TERM
WEEKLY LESSON NOTES
WEEK 4

Week Ending: 02-02-2024	**Day:**	**Subject:** Career Technology	
Duration: 60MINS		**Strand:** Tools, Equipment And Processes	
Class: B9	**Class Size:**	**Sub Strand:** Joining And Assembling	
Content Standard: B9.3.3.1 Demonstrate understanding of materials. tools and equipment used for joining and assembling artefacts/products	**Indicator:** B9.3.3.1.1 Discuss joining and assembling materials, tools and equipment used for making products		**Lesson:** 1 of 2
Performance Indicator: Learners can identify and differentiate various joining and assembling tools and equipment in the kitchen and sewing lab.		**Core Competencies:** CP 6.5: CI 5.4: CI 5.2: CI 6.10:	
Reference: Career Technology Curriculum Pg. 94			
New words:			

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Show pictures or videos of delicious-looking dishes and beautiful stitched creations. Ask learners how these products were assembled and what tools might have been used. Lead a discussion about the importance of joining and assembling techniques in various creative fields. Introduce the concept of specific tools and equipment designed for these tasks in the kitchen and sewing lab Share performance indicators with learners.	
PHASE 2: **NEW LEARNING**	Divide learners into small groups and distribute pictures or real examples of joining and assembling tools in the kitchen (mixing bowls, molds, whisks, spoons). Each group can research and present one tool, explaining its function and safe handling methods. Repeat the process for sewing lab tools, showcasing needles, thread, pins, and scissors. Discuss the differences in materials and applications between kitchen and sewing joining methods. Instruct learners to work in pairs or small groups to create a dish featuring both traditional and modern joining techniques.	Kitchen: Mixing bowls Spoons Whisks Spoons Cookie cutters Silicone molds Ingredients for a recipe involving assembly (e.g., layered salad, sushi) Modern food binding ingredients (oats, gelatin, egg white)

	Provide a recipe with clear instructions, emphasizing safe food handling practices. For example, learners can make a layered salad using cookie cutters for assembly and gelatin or egg white to bind the layers. Guide learners through a basic sewing project like a bookmark or drawstring bag. Demonstrate how to join fabric pieces using needle and thread, emphasizing proper stitching techniques. Demonstrate how to care for and maintain joining and assembling tools and equipment used for making artefacts/products, in groups. E.g. - Wash and clean tools after use. - Dry tools thoroughly before storage	Sewing Lab: Fabric scraps Sewing needles and thread Pins Scissors or rotary cutter Templates for simple projects (e.g., bookmark, drawstring bag)
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 Ending: 02-02-2024	**Day:**	**Subject:** Career Technology	
Duration: 60MINS		**Strand:** Tools, Equipment And Processes	
Class: B9	**Class Size:**	**Sub Strand:** Joining And Assembling	
Content Standard: B9.3.3.1 Demonstrate understanding of materials. tools and equipment used for joining and assembling artefacts/products	**Indicator:** B9.3.3.1.2 Demonstrate appropriate skills in the use of joining and assembling tools and equipment for making artefacts/products		**Lesson:** 2 of 2
Performance Indicator: Learners can identify and differentiate various joining and assembling tools and equipment in woodwork, metalwork, and construction.		**Core Competencies:** CP 6.5: CI 5.4: CI 5.2: CI 6.10:	
Reference: Career Technology Curriculum Pg. 96			
New words:			

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Show pictures or videos of impressive buildings, intricate metal sculptures, and sturdy furniture. Ask learners how these structures were created and what tools might have been used to join and assemble the materials. Lead a discussion about the importance of joining and assembling skills in construction, metalworking, and woodworking. Introduce the concept of specific tools and techniques used for different materials and purposes in each workshop Share performance indicators with learners.	
PHASE 2: **NEW LEARNING**	Divide learners into small groups and rotate them through each workshop station (woodwork, metalwork, construction). In each station, a designated instructor briefly demonstrates the main joining and assembling tools and techniques, emphasizing safety protocols and proper handling procedures. Encourage learners to ask questions and try out the tools under supervision. In their chosen workshop, learners work in pairs to plan a simple project that utilizes skills learned from the exploration phase. Examples include: • Woodwork: Constructing a small bookshelf using wood pieces joined with nails and glue.	Woodwork station: Safety gear (goggles, ear protection), workbench, clamps, hammer, nails, wood glue, wood scraps. Metalwork station: Safety gear (goggles, gloves), welding torch (optional), metal clamp, metal sheets, rivets, nuts and

	• Metalwork: Creating a metal scoop using sheets joined with rivets or welding. • Construction: Bonding a miniature brick wall using cement and mortar (optional due to potential mess). With instructor guidance, learners begin executing their planned projects, prioritizing safety and proper tool usage. Encourage teamwork and problem-solving during the creation process. Demonstrate how to care for and maintain joining and assembling tools and equipment used for making artefacts/products, in groups. E.g. - Wash and clean tools after use. - Dry tools thoroughly before storage <u>Assessment</u> 1. What three workshops are featured in this lesson plan for joinery and assembly? 2. Can you name two tools used for joining wood in the lesson? 3. In metalwork, what type of joining method is mentioned besides welding? 4. Which workshop might use cement and bricks for joining and assembling?	bolts. Construction station: Safety gear (goggles, gloves), hammer, level, trowel, cement, bricks (optional)
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.	

SECOND TERM
WEEKLY LESSON NOTES
WEEK 5

Week Ending: 09-02-2024	**Day:**	**Subject:** Career Technology	
Duration: 60MINS		**Strand:** Tools, Equipment And Processes	
Class: B9	**Class Size:**	**Sub Strand:** Kitchen Essentials	
Content Standard: B9.3.4.1 Demonstrate skills of selecting and purchasing kitchen essentials and understanding and skills in the choice of basic kitchen essentials		**Indicator:** B9.3.4.1.1 Select and purchase suitable kitchen essentials to meet specific needs	**Lesson:** 1 of 2
Performance Indicator: Learners can identify key factors such as budget, storage space, intended use, and availability of spare parts.			**Core Competencies:** CP 6.5: CI 5.4: CI 5.2: CI 6.10:
Reference: Career Technology Curriculum Pg. 97			
New words:			

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Ask learners to brainstorm a list of kitchen essentials they use at home. Discuss the importance of having the right tools for the job in the kitchen. Share performance indicators with learners.	
PHASE 2: **NEW LEARNING**	Divide learners into small groups. Assign each group one of the four key factors: budget, storage space, intended use, or availability of spare parts. Provide each group with chart paper and markers. Ask them to brainstorm and list specific considerations for their assigned factor. For example, the budget group might list things like comparing prices, setting a limit, and considering discounts. After 5-7 minutes, ask each group to present their list to the class. Discuss the different considerations for each factor as a whole class. Show learners pictures or samples of various kitchen essentials. Briefly discuss their common uses. Divide learners into pairs. Give each pair a hypothetical budget and a scenario, for example: "You're moving into your first apartment and need to equip your kitchen for basic cooking. You have ₵100 to spend."	Pictures or samples of various kitchen essentials (pots, pans, utensils, etc.)

	Ask each pair to choose several essential items within their budget, considering the factors discussed earlier. Encourage them to explain their choices based on the scenarios. Have pairs share their selections and reasoning with the class. Facilitate a discussion about different choices and priorities. <u>Assessment</u> 1. Imagine you have a limited budget for new kitchen tools. How would you decide which items are most important to buy first? 2. You found the perfect pan, but it takes up a lot of space in your small kitchen. Would you still buy it? Why or why not? 3. You want to use your new kitchen essentials to bake delicious pies. What factors would you consider when choosing a pie pan? 4. Some kitchen appliances have readily available spare parts, while others don't. Why might this be important when making a purchase?	
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 Ending: 09-02-2024	**Day:**	**Subject:** Career Technology
Duration: 60MINS		**Strand:** Tools, Equipment And Processes
Class: B9	**Class Size:**	**Sub Strand:** Kitchen Essentials

Content Standard: B9.3.4.1 Demonstrate skills of selecting and purchasing kitchen essentials and understanding and skills in the choice of basic kitchen essentials	**Indicator:** B9.3.4.1.2 Demonstrate understanding of using mechanical or laborsaving kitchen essentials	**Lesson:** 2 of 2

Performance Indicator: Learners can demonstrate understanding of using mechanical or laborsaving kitchen essentials	**Core Competencies:** CP 6.5: CI 5.4: CI 5.2: CI 6.10:

Reference: Career Technology Curriculum Pg. 97

New words:

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Revise with learners on the previous lesson through questions and answers. Share performance indicators with learners.	
PHASE 2: **NEW LEARNING**	Guide learners to explain what is meant by mechanical or labor-saving kitchen essentials and give examples E.g., These are kitchen essentials that mostly use electricity to operate and are purposely for labour saving such as refrigerator, blender and food slicer. Learners in their groups discuss the advantages and disadvantages of using mechanical or labor-saving kitchen essentials. E.g., - Advantages— They help to save energy by speeding up the physical task involved in carrying out cooking process. - Disadvantages—They are expensive. In groups, undertake a research and present on the types of mechanical or labour saving kitchen essentials used in the school, home and community for appraisal. <u>Assessment</u> 1. A whisk beats eggs effortlessly, while a hand mixer requires electricity. Explain which tool might be better suited for someone with limited wrist strength and why. 2. Imagine you're making pasta by hand. How could a rolling pin and pasta cutter save you time and effort compared to traditional methods? 3. You need to shred a large amount of cheese for a pizza. Would a handheld grater or a food processor be more efficient? Analyze the advantages and drawbacks of each option. 4. Spiralizers create fun vegetable noodles, but cleaning	Pictures and charts of food

	them can be tricky. How could your knowledge of kitchen mechanics help you choose a user-friendly and easy-to-clean spiralizer?	
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.	

SECOND TERM
WEEKLY LESSON NOTES
WEEK 6

Week Ending: 16-02-2024	**Day:**	**Subject:** Career Technology	
Duration: 60MINS		**Strand:** Tools, Equipment And Processes	
Class: B9	**Class Size:**	**Sub Strand:** Finishes And Finishing	
Content Standard: B9.3.5.1 Demonstrate understanding of application of finishes	**Indicator:** B9.3.5.1.1 Demonstrate the techniques of applying finishes to resistant materials		**Lesson:** 1 of 2
Performance Indicator: Learners can demonstrate the techniques of applying finishes to resistant materials		**Core Competencies:** CP 6.5: CI 5.4: CI 5.2: CI 6.10:	
Reference: Career Technology Curriculum Pg. 97			
New words:			

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Revise with learners on the previous lesson through questions and answers. Share performance indicators with learners.	
PHASE 2: **NEW LEARNING**	Guide learners to identify finishes and tools for finishing resistant materials E.g. - Finishes—lacquer, paints, thinner, turpentine - Tools—brushes, spray can, roller Learners to identify materials used for preparing surfaces of wood, metal and wall to be finished. E.g., sanding sealers, sand paper, emery cloth, filler Prepare the surface to be finished by using glass paper for wood, emery cloth for metal, and filler for walls. Demonstrate the procedure for applying finishes to resistant materials, in groups. E.g. - Mix lacquer with thinner - Apply first coat and allow to dry - Apply second coat and allow to dry Demonstrate how to wash the finishing tools after use. E.g. - Use thinner to wash brush used for applying lacquer - Use water to wash brush used for applying emulsion paint. <u>Assessment</u> 1. You need to paint a metal toolbox. Why is surface preparation like sanding and degreasing crucial before applying the paint? What are the potential consequences of skipping this step?	Pictures and charts of food

	2. Imagine you want to stain a concrete countertop. How would the application technique differ from staining wood? Explain the specific considerations for applying a finish to a porous material like concrete. 3. You decide to apply vinyl stickers to a ceramic mug. What techniques and materials would you need to ensure the stickers adhere well and don't peel off during washing? 4. Your child's plastic toy shows scratches and fading. Could spray painting be a good option to revive it? Discuss potential challenges and alternatives for finishing a resilient material like plastic.	
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 Ending: 16-02-2024	**Day:**	**Subject:** Career Technology	
Duration: 60MINS		**Strand:** Tools, Equipment And Processes	
Class: B9	**Class Size:**	**Sub Strand:** Finishes And Finishing	
Content Standard: B9.3.5.1 Demonstrate understanding of application of finishes	**Indicator:** B9.3.5.1.2: Demonstrate basic skills and processes for finishing edges of articles in sewing		**Lesson:** 2 of 2
Performance Indicator: Learners can learn and practice three basic finishing techniques: lacing, facing, and scalloping.		**Core Competencies:** CP 6.5: CI 5.4: CI 5.2: CI 6.10:	
Reference: Career Technology Curriculum Pg. 99			
New words:			

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Show learners various examples of finished edges on clothing, bags, or decorative items. Discuss the purpose and aesthetic appeal of different edge finishes. Explain that finishing raw edges is crucial for professional-looking projects and prevents fraying. Share performance indicators with learners.	
PHASE 2: **NEW LEARNING**	Demonstrate each technique step-by-step, emphasizing key points like fabric preparation, stitch types, and neatness. Use different fabrics and thread colors to showcase the versatility of each technique. Encourage learners to ask questions and observe closely. Provide handouts with clear instructions and diagrams as visual aids. Divide learners into small groups and provide them with fabric scraps, tools, and materials. Assign each group to practice one specific technique (lacing, facing, or scalloping). Encourage them to experiment with different fabrics and colors. Circulate among the groups, offering guidance and answering questions. Once comfortable, encourage learners to combine techniques for creative edge finishes. Gather learners as a class. Have each group showcase their finished samples and explain their creative choices.	Fabrics of different textures (scraps or small pieces) Sewing needles and thread in various colors Scissors

	Facilitate a discussion about the pros and cons of each technique, exploring their suitability for different types of projects. Ask learners to reflect on their learning experience and share any challenges or discoveries they encountered. <u>Assessment</u> 1. Imagine you're making a cute skirt for your little sister. On the bottom edge, you want something playful and decorative. Would you choose lacing, facing, or scalloping? Why? 2. You're sewing a sturdy tote bag to carry your school books. The edges need to be strong and prevent fraying. Which technique would be most suitable: lacing, facing, or scalloping? Explain your answer	
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.	

SECOND TERM

WEEKLY LESSON NOTES

WEEK 7

Week Ending:	**Day:**	**Subject:** Career Technology	
Duration: 60MINS		**Strand:** Technology	
Class: B9	**Class Size:**	**Sub Strand:** Simple Structures And Mechanisms	
Content Standard: B9.4.1.1 Demonstrate knowledge of mechanisms in projects construction	**Indicator:** B9.4.1.1.1 Describe mechanisms used for making products/ artefacts		**Lesson:** 1 of 2
Performance Indicator: Learners can describe mechanisms used for making products/ artefacts		**Core Competencies:** CP 6.5: CI 5.4: CI 5.2: CI 6.10:	
Reference: Career Technology Curriculum Pg. 100			
New words:			

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Revise with learners on the previous lesson through questions and answers. Share performance indicators with learners.	
PHASE 2: **NEW LEARNING**	Guide learners to explain what is meant by mechanisms. E.g. It is a system of parts working together in a machine; a piece of machinery. Learners in their groups explore different types of mechanisms using ICT tools and other sources. E.g. - Pulley system - Chain and sprocket system - Gear system - Screw mechanism - The crank mechanism - Cams - Levers and linkages Let them identify artefacts in the environment that operate on mechanisms. E.g., bicycles, vehicles, motor bikes. Divide learners into groups.	Pictures and charts

	Task them to research from different sources on how mechanisms operate, in groups. Groups write their findings and present in class for discussion.	
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 Ending: WEEK 7	**Day:**	**Subject:** Career Technology	
Duration: 60MINS		**Strand:** Technology	
Class: B9	**Class Size:**	**Sub Strand:** Simple Structures And Mechanisms	
Content Standard: B9.4.1.1 Demonstrate knowledge of mechanisms in projects construction	**Indicator:** B9.4.1.1.2 Describe the features and principles of operations of mechanisms		**Lesson:** 1 of 2
Performance Indicator: Learners can		**Core Competencies:** CP 6.5: CI 5.4: CI 5.2: CI 6.10:	
Reference: Career Technology Curriculum Pg. 99			
New words:			

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Revise with learners on the previous lesson through questions and answers. Share performance indicators with learners.	
PHASE 2: **NEW LEARNING**	Use charts, models or real objects to describe the features of the various types of mechanisms. Use simple diagrams to illustrate the operations of the various types of mechanisms. E.g. Rack and pinion, cams, levers and linkages. Discuss the advantages and disadvantages of the various types of mechanisms. E.g., Pulley system: - Advantages: No lubrication needed, quiet in operation	

	- Disadvantage: A slip can occur Watch videos on the various types of mechanisms in operation and discuss in class. E.g. The operations of the crank, cam, rack and pinion, chain and sprockets	
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 Ending: WEEK 8	**Day:**	**Subject:** Career Technology	
Duration: 60MINS		**Strand:** Technology	
Class: B9	**Class Size:**	**Sub Strand:** Simple Structures And Mechanisms	
Content Standard: B9.4.1.1 Demonstrate knowledge of mechanisms in projects construction	**Indicator:** B9.4.1.1.3: Design and make simple school technology projects using two or more of the mechanisms		**Lesson:** 1 of 2
Performance Indicator: Learners can		**Core Competencies:** CP 6.5: CI 5.4: CI 5.2: CI 6.10:	
Reference: Career Technology Curriculum Pg. 101			
New words:			

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Revise with learners on the previous lesson through questions and answers. Share performance indicators with learners.	
PHASE 2: **NEW LEARNING**	Identify simple school projects. E.g., wall clocks, crazy snake, toy cars, bicycles, aeroplane/air craft, train, wind turbine/mill Identify compliant and resistant materials, tools and equipment for making mockups/prototypes. Note: Select the appropriate mechanisms based on the function of the project. Discuss the reasons for the choice of mechanisms for a particular job. E.g. - Usage (easy to use) - Availability of mechanism - Cost of mechanism - Skills of designer Plan, design and prepare a folio of products/artefacts. Make the product/artefact following the appropriate procedure. E.g., Measuring, marking out, cutting, joining and assembling Test the product for function and modifications.	

	Write down observations and discuss in, class in groups	
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.	

SECOND TERM

WEEKLY LESSON NOTES

WEEK 8

Week Ending:	**Day:**	**Subject:** Career Technology	
Duration: 60MINS		**Strand:** Technology	
Class: B9	**Class Size:**	**Sub Strand:** Simple Structures And Mechanisms	
Content Standard: B9.4.1.1 Demonstrate knowledge of mechanisms in projects construction	**Indicator:** B9.4.1.1.3: Design and make simple school technology projects using two or more of the mechanisms	**Lesson:** 1 of 2	
Performance Indicator: Learners can identify and analyze the materials, tools, and mechanisms suitable for creating mockups or prototypes of simple school projects.		**Core Competencies:** CP 6.5: CI 5.4: CI 5.2: CI 6.10:	
Reference: Career Technology Curriculum Pg. 101			
New words: Materials, Tools, Mechanisms, Simple, Function, Purpose,			

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Show images or samples of simple school projects like wall clocks, toy cars, or wind turbines. Ask learners to discuss in pairs or small groups what materials, tools, and mechanisms they think are involved in creating these projects. Facilitate a brief class discussion on their initial thoughts and expectations. Share performance indicators with learners.	
PHASE 2: **NEW LEARNING**	Define and discuss the terms materials, tools, and mechanisms in the context of creating prototypes. Present examples of simple school projects and discuss the role of materials, tools, and mechanisms in bringing these projects to life. Highlight the importance of considering function and purpose when choosing mechanisms for a project.	

	Present a list of simple school projects (e.g., toy cars, wind turbines). In small groups, ask learners to identify the materials and tools needed for each project. Discuss their findings as a class. Discuss different mechanisms that can be used in prototyping (e.g., wheels for toy cars, gears for clocks). Emphasize the importance of choosing mechanisms based on the function and purpose of the project. Assign each group a specific simple school project (e.g., toy cars, wall clocks). Instruct groups to brainstorm and plan the materials, tools, and mechanisms they would use to create a prototype of the assigned project. Each group will present their project plan to the class. <u>ASSESSMENT</u> 1. Imagine you're building a model bridge for a science project. What materials and mechanisms could you use to demonstrate its principles of load-bearing and stability? 2. You want to create a prototype of a sustainable water filtration system for a geography project. What readily available materials and simple mechanisms could you utilize for this purpose? 3. Let's say you're designing a board game for your art class. Which materials and tools would you choose to create visually appealing and functional game pieces and board? 4. Explain how you could use digital tools like 3D printing or simulation software to enhance your school project prototype and showcase your understanding of technology.	
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 Ending:	**Day:**	**Subject:** Career Technology	
Duration: 60MINS		**Strand:** Technology	
Class: B9	**Class Size:**	**Sub Strand:** Simple Structures And Mechanisms	
Content Standard: B9.4.1.1 Demonstrate knowledge of mechanisms in projects construction	**Indicator:** B9.4.1.1.3: Design and make simple school technology projects using two or more of the mechanisms		**Lesson:** 1 of 2
Performance Indicator: Learners can plan, design, and create a folio of products/artifacts using appropriate procedures.		**Core Competencies:** CP 6.5: CI 5.4: CI 5.2: CI 6.10:	
Reference: Career Technology Curriculum Pg. 101			
New words: Measurements, Marking out, Cutting, Joining, Assembling			

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Present a simple design challenge to the class, such as creating a paper tower using limited materials. In small groups, ask learners to quickly sketch their designs and discuss the materials and procedures they would use. Each group presents their design, and the class discusses the different approaches and considerations. Share performance indicators with learners.	
PHASE 2: **NEW LEARNING**	Define and discuss the terms design and prototyping. Introduce the design process, emphasizing steps like planning, measuring, marking out, cutting, joining, and assembling. Discuss the importance of following appropriate procedures in the design and creation of artifacts. Present a simple design challenge to the class (e.g., creating a small desk organizer using cardboard). In small groups, learners discuss and plan their designs, considering measurements, materials, and the step-by-step procedure.	

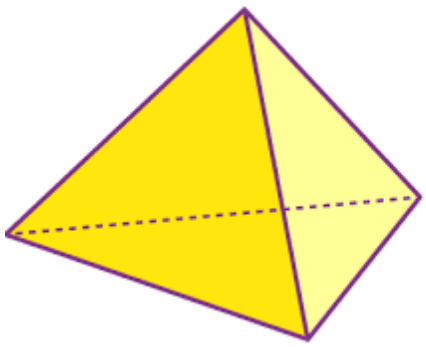
	Provide materials such as cardboard, rulers, scissors, and glue. Learners implement their designs, following the appropriate procedures. Emphasize safety measures during the creation process After completing the prototypes, learners test their products for functionality. Discuss the importance of testing to ensure that the artifact serves its intended purpose. Learners write down observations regarding the functionality and potential improvements needed. In groups, learners discuss their observations and propose modifications to enhance their artifacts. <u>ASSESSMENT</u> 1. What kind of products/artifacts are you showcasing? Are they physical objects, digital creations, art pieces, prototypes, or something else entirely? 2. What is the purpose of the folio? Is it for self-promotion, portfolio presentation, academic evaluation, or another reason? 3. Who is your target audience? Who will be viewing the folio? Understanding their expectations and preferences is crucial. 4. Do you have any specific format or presentation style in mind? Would you prefer a physical portfolio, a digital one, or a combination of both?	
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.	

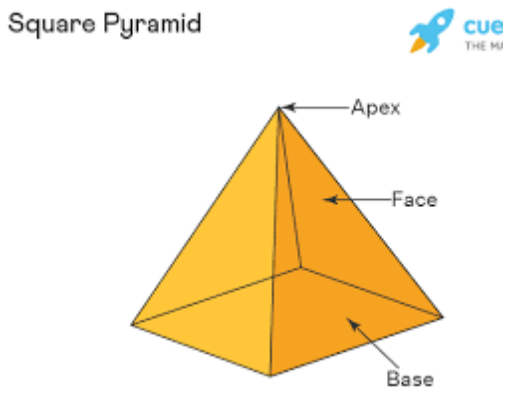
SECOND TERM

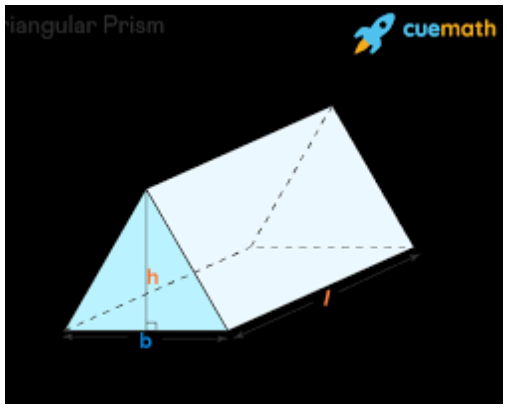
WEEKLY LESSON NOTES

WEEK 9

Week Ending:	**Day:**	**Subject:** Career Technology	
Duration: 60MINS		**Strand:** Designing And Making Of Artefacts	
Class: B9	**Class Size:**	**Sub Strand:** Communicating Designs	
Content Standard: B9.5.1.1 Demonstrate understanding of developing surfaces of objects for production/ manufacturing	**Indicator:** B9.5.1.1.1 Describe prisms and pyramids and discuss the importance of developing them	**Lesson:** 1 of 2	
Performance Indicator: Learners can describe prisms and pyramids and discuss the importance of developing them.		**Core Competencies:** CP 6.5: CI 5.4: CI 5.2: CI 6.10:	
Reference: Career Technology Curriculum Pg. 101			
New words: Materials, Tools, Mechanisms, Simple, Function, Purpose,			

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Revise with learners on the previous lesson. Share performance indicators with learners.	
PHASE 2: **NEW LEARNING**	Guide learners to identify types of prism and pyramid. E.g., - Prisms; cylinder, square prism, triangular prism, rectangular prism - Pyramids: cone, square pyramid, triangular pyramid, rectangular pyramid Demonstrate by sketching the types of prism and pyramid. E.g., cone, square pyramid, triangular pyramid 	


Square Pyramid
Apex
Face
Base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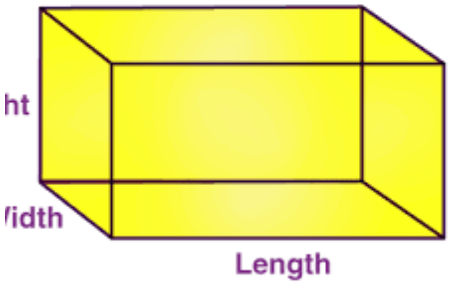
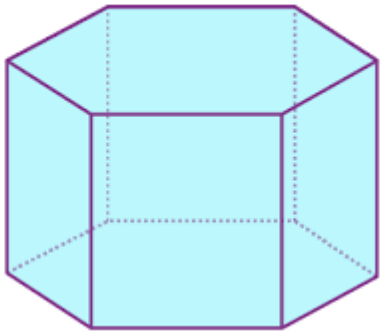

Length



	Learners in their groups differentiate between prisms and pyramids. E.g. Prisms have their front view in the form of rectangles, whereas, pyramids have their front view in the form of triangles Guide learners to discuss the importance of developing surfaces of objects before manufacturing them. E.g. - Enables easier duplication of templates - Minimizes waste of materials - Saves time spent on production <u>Assessment</u> 1. Sketch the following types of prism and pyramid. 2. (cone, square pyramid, triangular pyramid) 3. Identify 2 types each of prism and pyramid. 4. State three importance of developing surfaces of objects before manufacturing them	
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 Ending:	**Day:**	**Subject:** Career Technology	
Duration: 60MINS		**Strand:** Designing And Making Of Artefacts	
Class: B9	**Class Size:**	**Sub Strand:** Communicating Designs	
Content Standard: B9.5.1.1 Demonstrate understanding of developing surfaces of objects for production/ manufacturing	**Indicator:** B9.5.1.1.2 Develop surfaces of pyramids using instruments	**Lesson:** 1 of 2	
Performance Indicator: Learners can develop surfaces of pyramids using instruments		**Core Competencies:** CP 6.5: CI 5.4: CI 5.2: CI 6.10:	
Reference: Career Technology Curriculum Pg. 101			
New words: Materials, Tools, Mechanisms, Simple, Function, Purpose,			

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Revise with learners on the previous lesson. Share performance indicators with learners.	
PHASE 2: **NEW LEARNING**	Guide learners to Illustrate the techniques of developing prisms and pyramids using instruments E.g., Draw the front view and plan, and then project them to draw the surface development of the prism and pyramids. Guide learners to develop surfaces of simple objects (cylinder, cone, square prism, square pyramid) to required dimensions. Learners in their groups cut out the shapes of developed surfaces leaving flaps for joining. Demonstrate by folding and join the cut-outs as expected to obtain the objects E.g., milk tin, milo tin, match box, sugar box, pizza box, funnel, Christmas hat. Plan and mount an exhibition of the objects 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.	

SECOND TERM

WEEKLY LESSON NOTES

WEEK 10

Week Ending:	**Day:**	**Subject:** Career Technology	
Duration: 60MINS		**Strand:** Designing And Making Of Artefacts	
Class: B9	**Class Size:**	**Sub Strand:** Communicating Designs	
Content Standard: B9.5.1.1 Demonstrate understanding of developing surfaces of objects for production/ manufacturing	**Indicator:** B9.5.1.2.1- Describe the principles of orthographic projections		**Lesson:** 1 of 2
Performance Indicator: Learners can develop surfaces of pyramids using instruments		**Core Competencies:** CP 6.5: CI 5.4: CI 5.2: CI 6.10:	
Reference: Career Technology Curriculum Pg. 101			
New words: Materials, Tools, Mechanisms, Simple, Function, Purpose,			

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Revise with learners on the previous lesson. Share performance indicators with learners.	
PHASE 2: **NEW LEARNING**	Explain what is meant by orthographic projection. E.g. Drawing the three views of objects in two dimensions. Discuss the principles of orthographic projections for both first and third angle orthographic projections. E.g. - For first angle (British method), the plan is projected below the front view - For third angle (American method), the plan is projected above the front view. Note: Use mock-ups to facilitate understanding Sketch the symbols for first and third angle orthographic projections. Discuss the importance of drawing orthographic projections of objects. E.g., To get detailed dimensions of parts for production of artefacts/ products.	

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 Ending:	**Day:**	**Subject:** Career Technology	
Duration: 60MINS		**Strand:** Designing And Making Of Artefacts	
Class: B9	**Class Size:**	**Sub Strand:** Communicating Designs	
Content Standard: B9.5.1.1 Demonstrate understanding of developing surfaces of objects for production/ manufacturing	**Indicator:** B9.5.1.2.2.2: Draw objects in first and third angle orthographic projection		**Lesson:** 1 of 2
Performance Indicator: Learners can draw objects in first and third angle orthographic projection		**Core Competencies:** CP 6.5: CI 5.4: CI 5.2: CI 6.10:	
Reference: Career Technology Curriculum Pg. 101			
New words: Materials, Tools, Mechanisms, Simple, Function, Purpose,			

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Revise with learners on the previous lesson. Share performance indicators with learners.	
PHASE 2: **NEW LEARNING**	Sketch objects in pictorial indicating the appropriate dimensions, and directions of the three views (front view, plan and end view). Draw the three views to the given dimensions, at their respective positions using the appropriate projection lines. Note: Draw the front view first. Indicate the dimensions on the views and label the views appropriately. Use the idea to prepare detailed drawings of artefacts to be made.	

	Project work: Go round the community, observe artefacts and draw four (4) artefacts in both first and third angle orthographic projections. Prepare a sketch album and present in class 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.	