SECOND TERM

Week Ending: 06-04	04-2023 Day: Subject: Career Technology				logy		
Duration: 60MINS				Strand: Tools	, Equipmen	t & Processes	
Class: B8		Class Size	e:	Sub Strand: Care For Cutting & Shapi Tools			
Content Standard: B8.3.2.1 Demonstra cutting and shaping t for making artefacts/	ools and eq products	_		B8.3.2.1.3: Demonstrate how to care for and maintain shaping and cutting tools and			
cutting tools and equ	demonstrate how to care for and maintain shaping and and equipment CP 6.5: CI 5					mpetencies: 5.4: Cl 5.2: Cl 6.1	10:
Reference: Career T	echnology	Curriculum	1 Pg. 56				
Phase/Duration	Learners A	Activities				Resources	
PHASE I: STARTER	Revise win	Revise with learners to review their understanding in the previous lesson.					
PHASE 2: NEW LEARNING	Share performance indicators with learners. Revise with learners on the different types of cutting and shaping tools in the wood and metal workshop. Hand saws: Hand saws are used for cutting wood and metal by hand. There are different types of hand saws available, such as crosscut saws, rip saws, and hacksaws, each designed for specific types of cuts. Power saws: Power saws are motorized cutting tools used for cutting wood and metal. Examples include circular saws, jigsaws, and band saws. Chisels: Chisels are cutting tools with a sharpened edge used for shaping and carving wood and metal. They come in different shapes and sizes to create various cuts and shapes. Planes: Planes are tools used for shaping and smoothing wood. They are used to remove small amounts of wood to achieve a flat, even surface. Files: Files are cutting tools used to shape and smooth metal. They come in different shapes and sizes to create various cuts and shapes. Grinders: Grinders are power tools used for shaping and smoothing metal. They use an abrasive wheel to remove excess metal and create a smooth surface. Welding torches: Welding torches are used to heat and melt metal to join two pieces together. They are commonly used in metal fabrication. Discuss how to care for and maintain cutting and shaping tools and equipment used in the wood and metal workshop. Store the tools in a dry and clean place to prevent rust, moisture, or					charts of food	

	After use, wipe the tools with a clean cloth to remove any dirt or
	debris.
	Keep the tools organized and in their designated places to prevent them from getting lost or damaged.
	 Avoid dropping or banging the tools as they may become damaged or lose their accuracy.
	Sharpen and clean cutting tools such as scissors and rotary cutters regularly to maintain their sharpness and prevent snagging fabric.
	Lubricate any moving parts of the tools such as the measuring tape, seam gauge, or ruler to keep them moving smoothly.
	Replace any broken or damaged tools immediately to avoid any
	mishaps during sewing projects.
	Assessment
	What is a hand saw used for in a wood and metal workshop?
	What are power saws, and what makes them different from hand saws?
	What is the purpose of chisels in a wood and metal workshop?
	What are planes, and what are they used for in woodworking?
	What is a file, and how is it used in metalworking?
	What is the function of a welding torch in metal fabrication?
PHASE 3:	Use peer discussion and effective questioning to find out
REFLECTION	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.

SECOND TERM

Week Ending: 14-04	eek Ending: 14-04-2023 Day: Subject: Career Te			er Technol	Technology		
Duration: 60MINS				Strand: Tools, Equipment & Processes			Processes
Class: B8		Class Size	e:	Sub Strand: Joining & Assembling Mate			bling Materials
Content Standard: B8.3.3.1 Demonstrat joining and assemblir and equipment used products	ng materials, for making	tools	Indicator: B8.3.3.1.1: Identify joining and assembling materials, tools and equipment used for making artefacts/products Lessor			Lesson:	
Performance Indica Learners can identify equipment	earners can identify joining and assembling materials, tools and CP 6.5: CI						cencies: Cl 5.2: Cl 6.10:
Reference: Career T	echnology	Curriculum	Pg. 56				
Dhana/Darrati	1.00	A _4:. ::e:				ח	
Phase/Duration	Learners		An mandarralla *		: 41	Kes	sources
PHASE I: STARTER	previous I	esson.	to review their	J	in the		
PHASE 2: NEW						D:	
LEARNING	Share performance indicators with learners. Brainstorm learners to mention some joining and assembling tools used in the wood workshop. Paste a chart of pictures of joining and assembling tools used in the wood workshop. Have learners identify the tools and relate to them. Identify materials, tools and equipment used for joining and assembling and their uses. Hammer: Used to drive nails into wood. Nail gun: A tool that uses compressed air to shoot nails into wood quickly. Power drill: Used for drilling holes in wood and for driving screws. Screwdriver: Used for tightening or loosening screws. Jigsaw: A saw with a fine blade used for making curved cuts in wood. Table saw: A saw with a circular blade used for making straight cuts in wood. Clamps: Used to hold wood in place while gluing or joining pieces together. Router: A tool used to carve and shape wood. Guide learners to sketch and label some tools in each of the trade areas.					arts of food	

PHASE 3:	Use peer discussion and effective questioning to find out	
REFLECTION	from learners what they have learnt during the lesson.	
	Take feedback from learners and summarize the lesson.	
	Ask learners how the lesson will benefit them in their daily	
	lives.	

Week Ending: 14-04	Day:		Subject: Career Technology				
Duration: 60MINS				Strand: Tools, Equipmen		nt & Processes	
Class: B8		Class Size	e:	Sub Strand: J	oining & As	sembling Materials	
Content Standard: B8.3.3.1 Demonstrationing and assemblinand equipment used products	ng materials, for making	materials, too					
Performance Indica Learners can identify equipment	Learners can identify joining and assembling materials, tools and CP 65: CI					•	encies: I 5.2: CI 6.10:
Reference: Career T	echnology	Curriculum	Pg. 56				
Phase/Duration	Learners /	Activities				Resc	ources
PHASE I: STARTER	Revise wit previous I	Revise with learners to review their understanding in the previous lesson.					
PHASE 2: NEW LEARNING	Share performance indicators with learners. Brainstorm learners to mention some joining and assembling tools used in the metal workshop. Paste a chart of pictures of joining and assembling tools used in the metal workshop. Have learners identify the tools and relate to them. Identify materials, tools and equipment used for joining and assembling and their uses. • Welding machine: Used for joining metal pieces together by melting and fusing them. • Angle grinder: Used for cutting and shaping metal. • Drill press: Used for drilling holes in metal. • Taps and dies: Used for threading metal rods and bolts. • Vice: Used for holding metal pieces in place while working on them. Guide learners to sketch and label some tools in each of the trade areas.						
PHASE 3: REFLECTION	Use peer from learr Take feed	discussion a ners what t	play sketches fo and effective qu hey have learnt learners and su e lesson will be	lestioning to find during the less	on. sson.		

SECOND TERM

Week Ending: 21-04	Day: Subject: Career Technol			logy		
Duration: 60MINS				Strand: Tools, Equipment & Processes		
Class: B8		Class Size	e:	Sub Strand: J	ssembling Materials	
Content Standard: B8.3.3.1 Demonstrat joining and assemblin and equipment used products	ng materials, for making	materials, too	Indicator: B8.3.3.1.1: Identify joining and assembling materials, tools and equipment used for making artefacts/products Lesson: I of 2			
Performance Indica Learners can identify equipment	earners can identify joining and assembling materials, tools and CP 6.5: CI					
Reference: Career T	echnology	Curriculum	Pg. 56			
Phase/Duration	Learners	Activities				Resources
PHASE I: STARTER	Revise with previous I	th learners esson.	to review their	_	in the	resources
PHASE 2: NEW LEARNING	Paste a chin the bloot to them. Identify massembling Trowels: Troblocks. A pobetween the Mortar mixeefficiently. Tomortar is need to structurally Brick hammaround obstice.	d in block wart of pictuck work. Have atterials, too g and their owels are used in the blocks. Her: A mortar rangeded. A spirit level is tool is essent sound. Her: A brick have access or to create the control of t	res of joining a ave learners ide ols and equipme	nd assembling to entify the tools ent used for join or evenly and apply to apply mortar to larger projects what the blocks are at the finished was trim and shape blocks as need to blocks as need.	ools used and relate ning and rit to the othe joints and here a lot of level and ll is ocks to fit ed. This	Pictures and charts of food

	to cut or shape blocks quickly and accurately. Guide learners to sketch and label some joining and assembling tools used in the block work.	
	Have learners to display sketches for appraisal	
PHASE 3:	Use peer discussion and effective questioning to find out	
REFLECTION	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	

Week Ending: 21-04	Day: Subject: Career Technol			ogy				
Duration: 60MINS				Strand: Tools, Equipmen			t & Processes	
Class: B8		Class Size	e:	Sub Strand: J	oining & As	seml	oling Materials	
joining and assemblin	B8.3.3.1 Demonstrate understanding of joining and assembling materials, tools and equipment used for making artefacts/ products Indicator: B8.3.3.1.3: Demonstrate how to care for and maintain tools and equipment used for joining and assembling						Lesson: 21 of 2	
Performance Indicate Learners can demonst equipment used for j	strate how		and maintain to	ools and	Core Cor CP 6.5: CI		encies: Cl 5.2: Cl 6.10:	
Reference: Career T			Pg. 58					
Phase/Duration	Learners /	A ctivities				Ros	sources	
PHASE I:			to review their	understanding	in the	Kes	our ces	
STARTER	previous I		to review their	a.idei stailailig				
	Shana = a	formanaa :-	adicatora with I	oarnors				
PHASE 2: NEW			ndicators with l		for joining	Pict	ures and	
LEARNING					or joining			
	Revise with learners on tools and equipment used for joining and assembling in the various trade areas. Let learners sketch and label some tools and equipment used for joining and assembling in the various trade areas. Demonstrate how to care for and maintain tools and equipment used for joining and assembling the following: Clean the tools and equipment regularly: After every use, clean the tools and equipment thoroughly. Use a dry cloth or brush to remove any debris or dirt that may have accumulated on them. Avoid using water to clean tools unless they are specifically designed for use with water. Lubricate moving parts: Moving parts of tools, such as hinges or joints, should be lubricated regularly to prevent rust and wear. Use a small amount of oil or grease to lubricate the parts as recommended by the manufacturer. Store the tools and equipment properly: Store the tools and equipment in a dry and secure place to protect them from moisture, dust, and other contaminants that can damage them. Hang the tools on hooks or store them in a toolbox to keep them organized and easily accessible. Sharpen cutting tools: Cutting tools such as saw blades and drill							

	Replace damaged parts: If any part of the tool or equipment is damaged, replace it as soon as possible. Using damaged tools or equipment can result in poor performance and can even be dangerous.	
	Follow manufacturer's instructions: Always follow the manufacturer's instructions for using and maintaining the tools and equipment. This will help ensure that they perform effectively and last a long time.	
	Assessment State and explain four ways how to care for and maintain tools and equipment used for joining and assembling.	
PHASE 3:	Use peer discussion and effective questioning to find out	
REFLECTION	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.	

SECOND TERM

Duration: 60MINS Class: B8 Class Size: Sub Strand: Finishes & Finishing Content Standard: B8.3.5.1 Demonstrate understanding of application of finishes Performance Indicator: Core Competer	Lesson: I of 2 encies:
Content Standard: B8.3.5.1 Demonstrate understanding of application of finishes Performance Indicator: Indicator: B8.3.5.1.1: Demonstrate how to mix the various finishes Core Compete	Lesson: I of 2 encies:
B8.3.5.1 Demonstrate understanding of application of finishes Performance Indicator: B8.3.5.1.1: Demonstrate how to mix the various finishes Core Compete	l of 2 encies:
	1 5 2· CI 6 I0·
Learners can demonstrate how to mix the various finishes CP 6.5: CI 5.4: C	J. J.Z. C. 0.10.
Reference: Career Technology Curriculum Pg. 60	
	ources
PHASE I: Revise with learners to review their understanding in the	
STARTER previous lesson.	
Share performance indicators with learners.	
•	ures and
	rts of food
Finishes and finishing in wood and metal work refer to the	
process of applying a protective or decorative coating to the	
surface of the material to enhance its appearance, durability, and	
resistance to wear and tear.	
Guide learners to discuss the reasons for Finishes and	
finishing in wood and metal work.	
In woodwork, finishes can be applied to the surface of the wood	
to protect it from moisture, insects, and other environmental	
factors.	
In metalwork, finishes can be applied to the surface of the metal	
to enhance its appearance, prevent corrosion, and improve its	
resistance to wear and tear.	
Learners in their groups identify some common finishes in	
wood and metal work.	
Common finishes include varnish, lacquer, shellac, and oil-based	
stains. Common finishes include plating, painting, and powder	
coating.	
Guide learners to identify tools used for mixing finishes.	
E.g., containers, stirring rod	
PHASE 2. The poor discussion and effective greationing to find and	
PHASE 3: Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.	
REFLECTION from learners what they have learnt during the lesson.	
Take feedback from learners and summarize the lesson.	
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Ask learners how the lesson will benefit them in their daily	
lives.	

Week Ending: 28-04	1-2023	Day: Subject: Career Techn			er Technol	logy		
Duration: 60MINS				Strand: Tools, Equipmen			t & Processes	
Class: B8		Class Size	:	Sub Strand: F	inishes & F	inishi	ing	
application of finishe	.3.5.1 Demonstrate understanding of blication of finishes B8.3.5.1.2 Demonstrate understanding of finishes in wood					emonstrate skills of applying 2 of 2		
Performance Indica Learners can demon work	Learners can demonstrate skills of applying finishes in wood and metal							
Reference: Career	Technology (Curriculum	Pg. 61					
Phase/Duration	Learners A	Activities				Res	ources	
PHASE I: STARTER	Revise wit previous I	th learners esson.	to review their	_	in the			
PHASE 2: NEW LEARNING	E.g., lacqu Demonstr E.g., add v Demonstr E.g., dilute stir. Demonstr work. Applying f Sand t coarse for a s Choo finishe stains. Apply finish betwe Sand t sandp	 Demonstrate skills of applying finishes in wood and metal work. Applying finishes in woodwork: Sand the wood surface to a smooth finish. Begin with a coarse grit sandpaper and gradually move to a finer grit for a smooth finish. Choose the type of finish you want to apply. Common finishes include varnish, lacquer, shellac, and oil-based stains. Apply the finish using a brush, spray, or rag. Apply the finish in thin, even coats, and allow it to dry completely between coats. 						
	depth • After to enl	and sheen. the final co	at has dried, po hine and smoot	olish or buff the				

	 Clean the metal surface thoroughly to remove any dirt, grease, or rust. Choose the type of finish you want to apply. Common finishes include plating, painting, and powder coating. Allow the finish to dry completely according to the manufacturer's instructions. For plating, polishing and buffing can be used to enhance the shine and smoothness of the surface. For painting and powder coating, polishing and buffing are not necessary.
	Display specimens/food products for appraisal.
PHASE 3:	Use peer discussion and effective questioning to find out
REFLECTION	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.

SECOND TERM

Week Ending: 05-	ek Ending: 05-05-2023 Day: Subject: Career Technology			er Technol	logy			
Duration: 60MINS				Strand: Techr	nology			
Class: B8		Class Size:		Sub Strand: S	Simple Struc	uctures		
Content Standard: B8.4.1.1 Demonstrate understanding of application of principles of forces acting on structures. Indicator: B8.4.1.1.1: Perform experiments of principles of forces on structures						Lesson:		
	Performance Indicator: Core Co Learners can perform experiments of principles of forces on structures CP 6.5: C						encies: CI 5.2: CI 6.10:	
Reference: Career	•				l			
Discoul Description	11	A - 41: -14:				_		
Phase/Duration	Learners A					Kes	sources	
PHASE I: STARTER	previous I	esson.		understanding earners.	in the			
PHASE 2: NEW					es that	Pict	tures and	
LEARNING	I. Compress a in columns of the colu	Share performance indicators with learners. Learners in their groups research for types of forces that can act on structural members in construction. 1. Compression: Compression is a force that tends to squeeze or compress a structural member, reducing its length. It is commonly seen in columns and beams that support loads from above. 2. Tension: Tension is a force that tends to stretch or elongate a structural member, increasing its length. It is commonly seen in cables and suspension bridges. 3. Shear: Shear is a force that tends to cut or slice through a structural member, causing it to bend or break. It is commonly seen in beams and girders that support loads from the sides. 4. Bending: Bending is a combination of compression and tension that occurs when a structural member is subjected to a load that causes it to bend. It is commonly seen in beams, trusses, and arches. 5. Torsion: Torsion is a twisting force that causes a structural member to twist or distort. It is commonly seen in shafts, axles, and bridges with curved decks. 6. Fatigue: Fatigue is a type of force that occurs when a structural member is subjected to repeated cycles of stress over time. It can cause the material to weaken and eventually fail. 7. Impact: Impact is a sudden force that occurs when a structural					rts of food	

Make sketches and notes of the types of forces acting on structural members. E.g., tension, compression, shear, torsion and bending

Identify suitable resistant materials that can be used to perform the experiments: Forces acting on structural members. E.g., wood, metal, plastic, brick.

Guide learners to perform experiments to show the following:

- how tension force can force a member to 'stretch' Tension is a force that tends to pull or stretch a structural member, increasing its length. When a structural member is subjected to a tensile force, the forces acting on the member are distributed along its length, causing it to elongate. This elongation occurs due to the separation of atoms or molecules within the material of the member, which allows it to stretch.
- how compression force can cause a member to 'squash' or 'buckle'

When a compressive force is applied to a member, the material within the member experiences a force that tries to compress it. This force is distributed along the length of the member, causing the material to deform and buckle if the compressive force is large enough. The amount of deformation and the load capacity of the member depend on its cross-sectional area, length, and material properties, such as its compressive strength.

- how shear force can cause a material to slide over each other.

When a structural member is subjected to a shear force, the forces acting on the member are parallel to the cross-sectional area of the member, causing it to deform and potentially fail. In a material, shear forces cause adjacent layers or particles to slide over each other, leading to deformation or failure of the material. The amount of deformation or failure depends on the magnitude of the shear force, the shape and size of the cross-sectional area of the member, and the properties of the material, such as its shear strength.

- how torsion force can cause a member to twist When a torsional force is applied to a member, the material within the member experiences a force that tries to twist it around its longitudinal axis. This force is distributed around the cross-sectional area of the member, causing it to deform and twist if the torsional force is large enough. The amount of deformation and the load capacity of the member depend on its cross-sectional shape, size, and material properties, such as its torsional strength.
- how a bending force which acts at an angle to a member tends to make it bend

Write their observations and discuss in class, in groups.

<u>Assessment</u>

	How can shear forces lead to failure in structural members, and what measures can be taken to prevent such failures?	
	What is the difference between tension and compression forces, and how do they affect the behavior and design of structural members in construction?	
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.	

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Week Ending: 05-0	Week Ending: 05-05-2023			Subject: Career Technology			
Duration: 60MINS				Strand: Technology			
Class: B8		Class Size:		Sub Strand: S	imple Struc	ture	S
Content Standard: B8.4.1.1 Demonstrate understanding of application of principles of forces acting on structures.			Indicator: B8.4.1.1.1.2: Design and make simple school technology projects			Lesson: e	
Performance Indicate Learners can design a		mple school	technology pi	ojects	Core Con CP 6.5: Cl		encies: Cl 5.2: Cl 6.10:
Reference: Career T	echnology	Curriculum F	Pg. 60				
Phase/Duration	Learners /					Res	ources
PHASE I:			review their	understanding	in the		
STARTER	previous l	esson.					
	Share per	formance inc	licators with I	earners.			
PHASE 2: NEW LEARNING	Share performance indicators with learners. Take learners out of the classroom to identify simple school technology projects. E.g., see-saw, pushchair for babies, cantilever, beams, types of roof, mobile stage, bridge. Let learners explain reasons for choosing the project. E.g., availability of materials and tools, preference, skills Guide learners to identify suitable materials, tools and equipment for making the project. E.g., cardboard, empty tins, plastic bottles Learners in their groups prepare a folio for the project. Remind learners to follow the design process:						

	Test and evaluate the project indicating the strengths and weaknesses. Make modifications where needed.
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.

SECOND TERM

Week Ending: 12-	05-2023	Day:		Subject: Career Technology			logy	
Duration: 60MINS				Strand: Techr	nology			
Class: B8		Class Si	ze:	Sub Strand:	Draw plane	e figures		
drawing plane figure using drawing instru	rate understanding of rees and solid objects ruments. Indicator: B8.5.1.1.1: Draw plane figures using instruments					Lesson:		
Performance Indicate Learners can draw p							encies: Cl 5.2: Cl 6.10:	
Reference: Career	Technology (Curriculu	m Pg. 60					
Phase/Duration	Learners /	Activities				Ros	sources	
PHASE I: STARTER	Revise wit previous I	th learner esson.	s to review their	J	in the	ives	ources	
PHASE 2: NEW LEARNING	Guide lear objects E.g., circle Draw circle instrument To draw a Select of the Chood from to circle. Take a at the Keepi 360 do comple To draw a Select corne Draw direct be loce From anothe secon	s, triangles s, triangles ts. circle a point of circle to see the race the center properties are compassed are circles are cir		polygons s and polygons sere you want to e, which is the coint on the edge d radius, and places. Tobject steady, point. This will sere you want coated. sired length in the corner of the transfer length to line should be	using the center distance of the ace its tip rotate it draw a one of the the riangle to aw create a		tures and rts of food	

	Finally, draw a third line segment to complete the triangle by connecting the endpoint of the second line segment to the starting point of the first line segment. Learners in their groups draw quadrilaterals and polygons.	
	Have learners cut shapes of plane figures drawn and prepare an album. Use the cut-out shapes to make a game. E.g., flash cards	
	Exhibit work 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.	

Week Ending: 12-	Week Ending: 12-05-2023 Day: Subject: Career Technolog							
Duration: 60MINS				Strand: Techr	nology			
Class: B8		Class Si	ze:	Sub Strand: D	raw plane	olane figures		
Content Standard: B8.5.1.1 Demonstrate drawing plane figures using drawing instrui	using	Lesson: 2 of 2						
Performance Indica					Core Cor	mpetencies:		
Learners can draw p					CP 6.5: CI	5.4: CI 5.2: CI 6.10:		
Reference: Career T	echnology C	Curriculu	m Pg. 60					
Diagram / Danier diagram	I					l D		
Phase/Duration PHASE I:	Learners A		s to review their	understanding	in the	Resources		
STARTER	previous le	esson.		_	iii die			
PHASE 2: NEW LEARNING	objects E.g., circles Draw circl instrument To draw a Select of the Choose from t circle. Take a at the Keepir 360 de comple To draw a Select corner Draw directi be loca	 E.g., circles, triangles, quadrilaterals, polygons Draw circles, triangles, quadrilaterals and polygons using instruments. To draw a circle Select a point on your paper where you want the center of the circle to be located. Choose the radius of your circle, which is the distance from the center point to any point on the edge of the circle. Take a compass with the desired radius, and place its tip at the center point you have chosen. Keeping the compass or circular object steady, rotate it 360 degrees around the center point. This will draw a complete circle To draw a triangles Select a point on your paper where you want one of the corners of the triangle to be located. 						
	triangle segme	e by coni nt to the	third line segmen necting the endpo starting point of coups draw quadr	pint of the seco the first line se	nd line gment.			

	Have learners cut shapes of plane figures drawn and prepare an album. Use the cut-out shapes to make a game. E.g., flash cards Exhibit work 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.	

SECOND TERM

Week Ending: 19-	05-2023	Day:		Subject: Career Technology				
Duration: 60MINS				Strand: Techr	nology			
Class: B8		Class Si	ze:	Sub Strand: [raw plane	figure	es	
B8.5.1.1 Demonstrated drawing plane figures using drawing instructions.	s and solid objects instruments					Lesson:		
Performance Indica Learners can draw p		using inst	rumonts		Core Con		encies: Cl 5.2: Cl 6.10:	
Reference: Career					CF 6.5. CI	3. 4 . C	J. 3.2. CI 6.10.	
	67		6. 00					
Phase/Duration	Learners A					Res	ources	
PHASE I: STARTER	previous I	esson.	indicators with l	_	in the			
PHASE 2: NEW LEARNING	Guide lead objects E.g., circle Draw circle instrument To draw a Select of the Choo from to circle. Take: at the Keepi 360 d comple To draw a Select corne Draw direct be loc From anoth secon	rners to i s, triangle les, triangle ts. circle a point of circle to se the rac the cente a compas center p ng the co egrees ar lete circle a point of triangles a point of triangles triangles triangles triangles triangles a point of the a line seg ion you w tated. the endp er line se d side of	dentify two diments, quadrilaterals, gles, quadrilaterals on your paper where be located. dius of your circles or point to any poss with the desired oint you have chost or circular ound the center personal	polygons s and polygons ere you want t e, which is the c int on the edge d radius, and pla osen. Tobject steady, point. This will ere you want c ated. sired length in te corner of the tr ne segment, dra sired length to line should be	using he center distance of the ace its tip rotate it draw a one of the the iangle to aw create a		rures and rts of food	

	Finally, draw a third line segment to complete the triangle by connecting the endpoint of the second line segment to the starting point of the first line segment. Learners in their groups draw quadrilaterals and polygons.	
	Have learners cut shapes of plane figures drawn and prepare an album. Use the cut-out shapes to make a game. E.g., flash cards	
	Exhibit work 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.	

Week Ending: 19-0	05-2023	Day: Subject: Career Technol			ogy		
Duration: 60MINS				Strand: Techr	nology		
Class: B8		Class Si	ze:	Sub Strand: D	raw plane	e figures	
drawing plane figures	B8.5.1.1 Demonstrate understanding of drawing plane figures and solid objects using drawing instruments. Indicator: B8.5.1.1: Draw plane figures using instruments						
Performance Indica	tor:				Core Cor	npet	encies:
Learners can draw pl					CP 6.5: CI	5.4: C	CI 5.2: CI 6.10:
Reference: Career T	echnology (Curriculu	m Pg. 60				
Phase/Duration	Learners A	\				Doo	
PHASE I:			s to review their	understanding	in the	res	sources
STARTER	previous le	esson.	indicators with l	_	iii dic		
PHASE 2: NEW LEARNING	Guide lear objects E.g., circles E.g., circles Instrument To draw a Select of the Choose from the circle. Take a at the Keeping 360 de comple To draw a Select corner Draw direction be loce From another second meet to Finally triangle segment.	les, triangles ts. circle a point of the center a compas center per the compas center per the compas center per the compas a point of the circle triangles a point of the a line seguing the endp the endp the first line, draw a the by company to the	dentify two dime es, quadrilaterals, gles, quadrilateral on your paper where be located. dius of your circles repoint to any poss with the desired oint you have chost of the center point the center ound the center is	polygons s and polygons sere you want the which is the coint on the edge of radius, and players. To object steady, point. This will sere you want content of the transfer of the second the first line second the first line second the transfer of the second the first line second the s	using he center distance of the ace its tip rotate it draw a one of the che iangle to aw create a angled to he nd line gment.		tures and

	Have learners cut shapes of plane figures drawn and prepare an album. Use the cut-out shapes to make a game. E.g., flash cards Exhibit work 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.	

SECOND TERM

Week Ending: 26-0	05-2023	Day:		Subject: Career Technology				
Duration: 60MINS				Strand: Technology				
Class: B8		Class Si	ze:	Sub Strand: Pictorial Drav			wing	
Content Standard: B8.5.1.1 Demonstrate understanding of drawing plane figures and solid objects using drawing instruments. Indicator: B8.5.1.1.2: Draw objects in pictorial using instruments						Lesson:		
Performance Indica Learners can draw p	tor:	using inst	ruments		Core Cor CP 6.5: CI	npet 5.4: 0	encies: Cl 5.2: Cl 6.10:	
Reference: Career T					l			
Phase/Duration	Learners A					Res	ources	
PHASE I: STARTER	Revise win		s to review their	understanding	in the			
	Share per	Share performance indicators with learners.						
PHASE 2: NEW LEARNING	E.g., Draw length, bro Identify m E.g.: Isomo Illustrate to oblique ar Draw objoinstrumen	Explain what is meant by pictorial drawing.					cures and rts of food	
PHASE 3:	Use peer discussion and effective questioning to find out							
REFLECTION	Take feed	back from	they have learnt I learners and sur The lesson will be	mmarize the les	sson.			

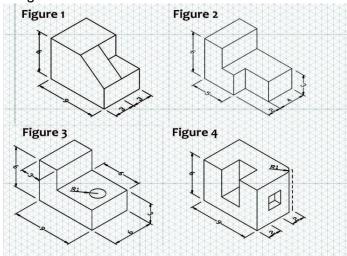
SECOND TERM

Week Ending: 02-0	06-2023	Day:		Subject: Career Technology			
Duration: 60MINS				Strand: Technology			
Class: B8		Class Size:		Sub Strand: P	ictorial Dra	awing	
Content Standard: B8.5.1.1 Demonstrat drawing plane figures drawing instruments.	and solid o	_	Indicator: B8.5.1.1.2: using instru	2: Draw objects in pictorial			Lesson:
Performance Indica Learners can draw p		using instrume	ents		Core Cor		encies: CI 5.2: CI 6.10:
Reference: Career T					0. 0.0. 0.		<u> </u>
)				
Phase/Duration	Learners A	Activities				Res	sources
PHASE I: STARTER	previous l	esson.		understanding	in the		
	•	formance indic					_
PHASE 2: NEW LEARNING	Explain what is meant by pictorial drawing. E.g., Drawing objects to show the three dimensions i.e., length, breath and width/thickness Identify methods of drawing objects in pictorial form. E.g.: Isometric, oblique and perspective					rts of food	
	I. Isometri representir dimensiona z) are dravequal fores 3D object. Equal N measurementhe lengths proportionaccurate m Rerallel	c Projection: Ison of plane. In ison of plane. In ison of I20-degreshortening along the asurements: I ents are used for ally. The isomet beasurements and beasurements.	emetric project three-dimension netric drawing ee angles to e g each axis. To in isometric di for all three di eights of object ic scale is of and maintain of	mensions. This nate are represent to used to ensu consistency in the coarallel lines in the	of two- (x, y, and ting in llusion of a means that ted tre e drawing.		
	correct per lines in the horizontal 4. Foresho	spective and de object are drav plane. rtening: Isometr	epth perception op at 30-deg ric drawing us	nciple helps main on. Horizontal and ree angles to the res foreshortening that are closer t	nd vertical e g to		

viewer appear larger, while objects that are farther away appear smaller. Foreshortening helps create the illusion of depth and spatial relationships in the drawing.

- 5. Tangent Circles: Circles and curved lines in isometric drawing are drawn as tangent circles. Tangent circles are circles that are tangent to each of the three isometric axes. This technique ensures that circles and curved lines are correctly represented in the isometric drawing.
- 6. Hidden Lines: In isometric drawing, hidden lines are not shown. Only visible edges and surfaces of the object are drawn. This simplifies the drawing and enhances clarity.
- 7. Shading and Texturing: Shading and texturing techniques can be applied in isometric drawing to enhance the visual appearance and convey depth. Light and shadow are used to create a sense of form and volume in the drawing.

Demonstrate to learners by drawing objects in isometric using instruments.



Display drawings for appraisal.

PHASE 3: REFLECTION

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

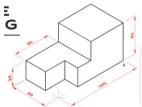
Take feedback from learners and summarize the lesson.

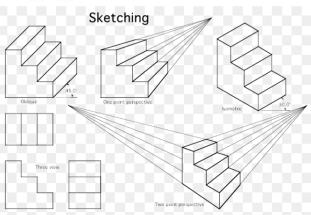
Ask learners how the lesson will benefit them in their daily lives.

Week Ending: 02-0	06-2023	Day:		Subject: Career Technology			
Duration: 60MINS				Strand: Techr	nology		
Class: B8		Class Size:		Sub Strand: P	ictorial Dra	wing	
B8.5.1.1 Demonstrated drawing plane figures drawing instruments.	s and solid o		Indicator: B8.5.1.1.2: using instr	Draw objects i uments	Lesson: 2 of 2		
Performance Indica Learners can draw p		using instrum	ents		Core Cor CP 6.5: Cl	npet 5.4: (encies: Cl 5.2: Cl 6.10:
Reference: Career T	echnology (Curriculum Pg	g. 64				
Phase/Duration	Learners A	Activities				Res	ources
PHASE I:			review their	understanding	in the		, c u. c c c
STARTER	previous l	esson.					
	Share perf	ormance indi	cators with I	earners.			
PHASE 2: NEW				objects in obliq	ue and	Pict	cures and
LEARNING	perspectiv	e.				cha	rts of food
	represent to angle from appearance towards and appearance towards and appearance towards and appearance of the seconsistency of different and appearance of different and appearance to a courage parallel line and appearance of the secons appearance of the seco	g Lines: In oblique depth of an the front of the of distance and vanishing point. The compressing to create a read blique drawings roportions and enables were elements in the Projection: Unlike projection of the the Drawing: Line and Vanis a horizon line, whishing points a	object. These e object to the	y a scale to ensurate scale helps no erstand the relate erstand the relate erstand the relate erspective drawing the horizon line version to expoints determine the points determine was assured.	a at an e e erge oblique It involves along the along the tive sizes allows for allows for ing involves I of the where		

- 2. One-Point Perspective: In one-point perspective, all receding lines in the drawing converge towards a single vanishing point on the horizon line. This technique is often used for drawing objects or scenes where the viewer is facing directly towards a single point.
- 3. Two-Point Perspective: Two-point perspective uses two vanishing points on the horizon line. This technique is suitable for drawing objects or scenes where the viewer is looking at an angle.
- 4. Three-Point Perspective: Three-point perspective incorporates three vanishing points, with one vanishing point located above or below the horizon line. This technique is often used for drawing objects or scenes where the viewer has an extreme perspective angle.
- 5. Foreshortening: Like in oblique drawing, foreshortening is also applied in perspective drawing to accurately represent objects that are closer to the viewer. It involves compressing or shortening the dimensions of the object along the depth axis to create a sense of depth and realism.

Demonstrate to learners by drawing objects in oblique and perspective using instruments.





Display drawings 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.	

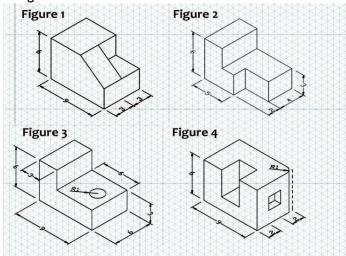
SECOND TERM

Week Ending: 09-0	06-2023	Day:		Subject: Career Technology				
Duration: 60MINS				Strand: Designing & Mak			king Of Artefacts	
Class: B8		Class Size:		Sub Strand: P	ictorial Dra	awing		
	rate understanding of res and solid objects using		Indicator: B8.5.1.1.2: Draw objects in pictoria using instruments		n pictorial	Lesson:		
Performance Indica Learners can draw p		using instrum	ents			mpetencies: 5.4: Cl 5.2: Cl 6.10:		
Reference: Career T					Ci 0.5. Ci	J.1. C	31 3.2. CT 0.10.	
Treferences ear cer i	CC010/8/	our rearant r	,					
Phase/Duration	Learners A	Activities				Res	ources	
PHASE I: STARTER	Revise wit previous l		review their	understanding	in the			
PHASE 2: NEW	•	formance indic					ures and	
LEARNING	E.g., Drawlength, brelength, brel	Explain what is meant by pictorial drawing. E.g., Drawing objects to show the three dimensions i.e., length, breath and width/thickness Identify methods of drawing objects in pictorial form. E.g.: Isometric, oblique and perspective Illustrate the techniques of drawing objects in isometric. I. Isometric Projection: Isometric projection is a method of representing objects in a three-dimensional space on a two-dimensional plane. In isometric drawing, all three axes (x, y, and z) are drawn at 120-degree angles to each other, resulting in equal foreshortening along each axis. This creates the illusion of a 3D object. 2. Equal Measurements: In isometric drawing, equal				chai	rts of food	
	the lengths proportion accurate m 3. Parallel remain par correct per lines in the horizontal 4. Foreshor	, widths, and heally. The isometoeasurements and Lines: In isometoeallel in the drawspective and deallel are drawsplane.	eights of obje tric scale is of and maintain tric drawing, p wing. This pri epth perception wn at 30-deg	mensions. This nots are represent ten used to ensu consistency in the coarallel lines in the neiple helps main are angles to the test foreshortening that are closer to	ted re e drawing. ne object ntain the nd vertical			

viewer appear larger, while objects that are farther away appear smaller. Foreshortening helps create the illusion of depth and spatial relationships in the drawing.

- 5. Tangent Circles: Circles and curved lines in isometric drawing are drawn as tangent circles. Tangent circles are circles that are tangent to each of the three isometric axes. This technique ensures that circles and curved lines are correctly represented in the isometric drawing.
- 6. Hidden Lines: In isometric drawing, hidden lines are not shown. Only visible edges and surfaces of the object are drawn. This simplifies the drawing and enhances clarity.
- 7. Shading and Texturing: Shading and texturing techniques can be applied in isometric drawing to enhance the visual appearance and convey depth. Light and shadow are used to create a sense of form and volume in the drawing.

Demonstrate to learners by drawing objects in isometric using instruments.



Display drawings for appraisal.

PHASE 3: REFLECTION

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

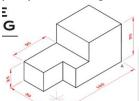
Take feedback from learners and summarize the lesson.

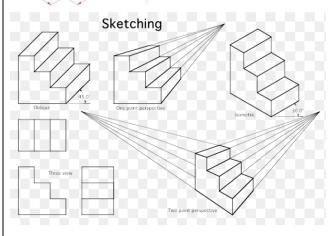
Ask learners how the lesson will benefit them in their daily lives.

Week Ending: 09-0	06-2023	Day:		Subject: Career Technology			
Duration: 60MINS				Strand: Technology			
Class: B8		Class Size:		Sub Strand: P	Pictorial Dra	wing	5
	Demonstrate understanding of lane figures and solid objects using using instruments						Lesson: 2 of 2
Performance Indica Learners can draw p		using instrume	ents		Core Cor CP 6.5: CI		cencies: Cl 5.2: Cl 6.10:
Reference: Career T	echnology (Curriculum Pg	, 64				
Phase/Duration	Learners A	\ctivities				Por	sources
PHASE I:			review their	understanding	in the	Kes	Jources
STARTER	previous le			0			
		ormance indic					
PHASE 2: NEW LEARNING	Illustrate t		of drawing	objects in obliq	ue and		tures and erts of food
						Cita	165 01 1000
	I. Receding represent to angle from appearance towards a value of the control of	Oblique Drawing: I. Receding Lines: In oblique drawing, receding lines are used to represent the depth of an object. These lines are drawn at an angle from the front of the object to the back, giving the appearance of distance and depth. Typically, they converge towards a vanishing point. 2. Foreshortening: Foreshortening is a technique used in oblique drawing to depict objects that are closer to the viewer. It involves shortening or compressing the dimensions of the object along the depth axis to create a realistic representation.					
	3. Scale: Of accurate processistency of different	blique drawings roportions and and enables vi elements in th	s often emplo dimensions. T iewers to und e drawing.	y a scale to ensu The scale helps n erstand the relat	naintain tive sizes		
	4. Parallel Projection: Unlike perspective drawing, oblique drawing uses parallel projection, meaning that all lines remain parallel in the drawing. This technique simplifies the process and allows for easier construction of the drawing.						
	I. Horizon the use of o viewer. Var parallel line	a horizon line, i nishing points a	which represe re points on t nverge. These	Perspective drawients the eye level the horizon line verbents determine determine determine determine determine determine.	of the where		

- 2. One-Point Perspective: In one-point perspective, all receding lines in the drawing converge towards a single vanishing point on the horizon line. This technique is often used for drawing objects or scenes where the viewer is facing directly towards a single point.
- 3. Two-Point Perspective: Two-point perspective uses two vanishing points on the horizon line. This technique is suitable for drawing objects or scenes where the viewer is looking at an angle.
- 4. Three-Point Perspective: Three-point perspective incorporates three vanishing points, with one vanishing point located above or below the horizon line. This technique is often used for drawing objects or scenes where the viewer has an extreme perspective angle.
- 5. Foreshortening: Like in oblique drawing, foreshortening is also applied in perspective drawing to accurately represent objects that are closer to the viewer. It involves compressing or shortening the dimensions of the object along the depth axis to create a sense of depth and realism.

Demonstrate to learners by drawing objects in oblique and perspective using instruments.





Display drawings 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.	