SECOND TERM
WEEKLY LESSON NOTES
WEEK 1

Week Ending: 06-04-2023	**Day:**	**Subject:** Career Technology	
Duration: 60MINS		**Strand:** Tools, Equipment & Processes	
Class: B8	**Class Size:**	**Sub Strand:** Care for Measuring & Marking Out Tools	
Content Standard: B8.3.1.1 Demonstrate understanding of measuring and marking out tools and equipment for production	**Indicator:** B8.3.1.1.4: Demonstrate how to care for and maintain measuring and marking out tools used for production.	**Lesson:** 1 of 2	
Performance Indicator: Learners can identify tools and equipment for measuring and marking out		**Core Competencies:** CP 6.5: CI 5.4: CI 5.2: CI 6.10:	
Reference: Career Technology Curriculum Pg. 54			

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Revise with learners to review their understanding in the previous lesson. Share performance indicators with learners.	
PHASE 2: **NEW LEARNING**	Guide learners to identify from displayed realia or pictures, tools and equipment used for measuring and marking out in the Food laboratory (kitchen for liquids/dry ingredients: weighing scale, measuring cups, spoons, calabash, olonka. Guide learners to describe the procedure for measuring and marking out products in the Food laboratory (kitchen). ***Measuring cups and spoons**: These tools come in different sizes and are used to measure both liquid and dry ingredients. Measuring cups are typically used for larger quantities, while spoons are used for smaller amounts.* ***Kitchen scale**: A kitchen scale is used to measure ingredients by weight, which is especially important for baking. It can also be used to measure portion sizes.* ***Ruler**: A ruler is a simple tool used to measure the size of ingredients or to mark out the dimensions of a dish.* *Tape measure: A tape measure is used to measure larger items, such as the size of a baking sheet or the diameter of a cake pan.* ***Marking knife**: A marking knife is a small, sharp knife used to mark out the dimensions of a dish or to score the surface of bread dough.* ***Decorating stencils**: These stencils are used to create precise designs on cakes and other baked goods.* ***Piping bags and tips**: Piping bags and tips are used to create decorative designs on cakes and other desserts*	Pictures and charts of food

	Sketch and label parts of some measuring and marking out tools and equipment.  Measuring spoons  Measuring spoons  Digital weighing scale  Measuring cups  Measuring Jug Engage learners to present the sketched tools and equipment for appraisal in class. Share experiences from home on how to care for tools and equipment for production. Identify cleaning agents/materials used to clean and maintain tools and equipment based on the respective material used in making the tool. E.g., Silvo for cleaning silver, Brasso for cleaning brass, oil to avoid rust, cloth for cleaning and dusting. Demonstrate how to clean measuring and marking out tools and equipment according to the materials used in making them. <u>Assessment</u> *1. What tool is used to measure both liquid and dry ingredients in the kitchen?* *2. Which tool is used to measure ingredients by weight?* *3. What is the purpose of a marking knife in the kitchen?* *4. Name a tool used to measure the size of a baking sheet or the diameter of a cake pan.* 5. *What are piping bags and tips used for in the kitchen?*	
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. <u>Homework</u> *1. What is the purpose of a ruler in the kitchen?* *2. Can decorating stencils be used to create designs on cakes and other baked goods? Yes/No*	

	3. *Why is it important to be precise in your measurements and markings when cooking and baking?* 4. *Name one common measuring tool used for smaller amounts of ingredients.* 5. *Which tool is used to create decorative designs on cakes and other desserts?*	

Week Ending: 06-04-2023	**Day:**	**Subject:** Career Technology
Duration: 60MINS		**Strand:** Tools, Equipment & Processes
Class: B8	**Class Size:**	**Sub Strand:** Care for Measuring & Marking Out Tools

Content Standard: B8.3.1.1 Demonstrate understanding of measuring and marking out tools and equipment for production	**Indicator:** B8.3.1.1.4: Demonstrate how to care for and maintain measuring and marking out tools used for production	**Lesson:** 2 of 2
Performance Indicator: Learners can identify tools and equipment for measuring and marking out	**Core Competencies:** CP 6.5: CI 5.4: CI 5.2: CI 6.10:	
Reference: Career Technology Curriculum Pg. 54		

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Revise with learners to review their understanding in the previous lesson. Share performance indicators with learners.	
PHASE 2: **NEW LEARNING**	Guide learners to identify from displayed realia or pictures, tools and equipment used for measuring and marking out in the sewing laboratory. Guide learners to describe the procedure for measuring and marking out products in the sewing workshop. *Measuring tape: This is a flexible tape used to measure fabric length, width, and circumference. It's commonly used for taking body measurements and for measuring fabric for clothing patterns.* *Ruler: A ruler is a straightedge used for measuring and marking straight lines. It can be made of plastic or metal and comes in various lengths. It's ideal for measuring hems, seams, and other precise measurements.* *French curve: This is a curved tool used for drawing and adjusting curves in patterns. It's great for creating smooth lines for armholes, necklines, and sleeve caps.* *Tailor's chalk: This is a soft chalk used for marking fabric. It's easily visible and can be removed with a brush or damp cloth. It's ideal for marking hems, darts, and other sewing lines.* *Tracing paper: This is a thin, semi-transparent paper used for transferring pattern markings onto fabric. It's often used for marking darts and pleats.* *Seam gauge: This is a small ruler with a sliding marker used for measuring seam allowances and hems.* *Pin cushion: This is a small cushion used for holding pins and needles. It's a handy tool to keep pins within easy reach while sewing.*	Pictures and charts of food

	Sketch and label parts of some measuring and marking out tools and equipment used in the sewing workshop.  Tape measure  Meter rule  Tailors chalk  Pencil Engage learners to present the sketched tools and equipment for appraisal in class. Demonstrate how to clean measuring and marking out tools and equipment according to the materials used in making them. • *Store the tools in a dry and clean place to prevent rust, moisture, or damage.* • *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.* <u>Assessment</u> *1. What is a measuring tape used for in a sewing laboratory?* *2. What is the purpose of a ruler in sewing?* *3. What is a French curve, and what is it used for in sewing?* *4. What is tailor's chalk, and why is it useful in sewing?*	
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. <u>Homework</u> *1. What is tracing paper, and what is it used for in sewing?* *2. What is a seam gauge, and what is its function in sewing?* *3. What is a pin cushion, and why is it important to have one in a sewing laboratory?*	

SECOND TERM
WEEKLY LESSON NOTES
WEEK 2

Week Ending: 14-04-2023	**Day:**	**Subject:** Career Technology	
Duration: 60MINS		**Strand:** Tools, Equipment & Processes	
Class: B8	**Class Size:**	**Sub Strand:** Cutting & Shaping Tools	
Content Standard: B8.3.2.1 Demonstrate understanding of cutting and shaping tools and equipment for making artefacts /products	**Indicator:** B8.3.2.1.1: Identify and use of cutting and shaping tools and equipment.	**Lesson:** 1 of 2	
Performance Indicator: Learners can identify and use of cutting and shaping tools and equipment		**Core Competencies:** CP 6.5: CI 5.4: CI 5.2: CI 6.10:	
Reference: Career Technology Curriculum Pg. 55			

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Revise with learners to review their understanding in the previous lesson. Share performance indicators with learners.	
PHASE 2: **NEW LEARNING**	Begin the lesson by asking learners to mention some cutting tools they use in the kitchens. Paste a chart showing pictures of kitchen tools and equipment. Have learners identify all the cutting tools in them. Identify cutting and shaping tools and equipment used in the kitchen. • *Chef's knife: A versatile, all-purpose knife used for chopping, slicing, and dicing.* • *Paring knife: A small knife used for peeling and trimming fruits and vegetables.* • *Bread knife: A serrated knife used for cutting bread and other baked goods.* • *Kitchen shears: Scissors used for trimming and cutting meats, vegetables, and herbs.* • *Mandoline: A tool used for slicing fruits and vegetables uniformly and quickly.* • *Vegetable peeler: A tool used for removing the skin from fruits and vegetables.* • *Grater: A tool used for shredding or grating cheese, vegetables, and other foods.* • *Cutting board: A flat surface used for cutting and chopping foods.* • *Rolling pin: A cylindrical tool used for rolling out dough for pastries and baked goods.*	Pictures and charts of food

	Discuss the uses of the various types of cutting and shaping tools, in groups, and present in class. Sketch and label cutting and shaping tools, and display them for appraisal.     <u>Assessment</u> Identify and explain the uses of 5 cutting kitchen tools and equipment. Draw any three cutting kitchen tools.	
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: 14-04-2023	**Day:**	**Subject:** Career Technology	
Duration: 60MINS		**Strand:** Tools, Equipment & Processes	
Class: B8	**Class Size:**	**Sub Strand:** Cutting & Shaping Tools	
Content Standard: B8.3.2.1 Demonstrate understanding of cutting and shaping tools and equipment for making artefacts /products	**Indicator:** B8.3.2.1.1: Identify and use of cutting and shaping tools and equipment.	**Lesson:** 2 of 2	
Performance Indicator: Learners can identify and use of cutting and shaping tools and equipment		**Core Competencies:** CP 6.5: CI 5.4: CI 5.2: CI 6.10:	
Reference: Career Technology Curriculum Pg. 55			

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Revise with learners to review their understanding in the previous lesson. Share performance indicators with learners.	
PHASE 2: **NEW LEARNING**	Begin the lesson by asking learners to mention some cutting tools they use in the sewing workshop. Paste a chart showing pictures of sewing tools and equipment. Have learners identify all the cutting tools in them. Identify cutting and shaping tools and equipment used in the sewing workshop. • *Fabric scissors: Large, sharp scissors used to cut fabric.* • *Rotary cutter: A tool with a circular blade used to cut fabric quickly and precisely.* • *Seam ripper: A small tool used for removing seams and stitches.* • *Thread snips: Small scissors used to cut thread and trim loose ends.* • *Pinking shears: Scissors with serrated edges used to prevent fraying of fabric edges.* • *Dressmaker's shears: Large scissors with long blades used for cutting fabric.* • *Pattern weights: Small weights used to hold pattern paper in place while cutting.* • *Cutting mat: A self-healing mat used as a surface for cutting fabric with a rotary cutter*. Discuss the uses of the various types of cutting and shaping tools, in groups, and present in class. Sketch and label cutting and shaping tools, and display them for appraisal.	Pictures and charts of food

	  Assessment Identify and explain the uses of 5 cutting kitchen tools and equipment used in the sewing workshop. Draw any three cutting sewing tools.	
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
WEEKLY LESSON NOTES
WEEK 3

Week Ending: 21-04-2023	**Day:**	**Subject:** Career Technology	
Duration: 60MINS		**Strand:** Tools, Equipment & Processes	
Class: B8	**Class Size:**	**Sub Strand:** Cutting & Shaping Tools	
Content Standard: B8.3.2.1 Demonstrate understanding of cutting and shaping tools and equipment for making artefacts /products	**Indicator:** B8.3.2.1.1: Identify and use of cutting and shaping tools and equipment.	**Lesson:** 1 of 2	
Performance Indicator: Learners can identify and use of cutting and shaping tools and equipment		**Core Competencies:** CP 6.5: CI 5.4: CI 5.2: CI 6.10:	
Reference: Career Technology Curriculum Pg. 55			

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Revise with learners to review their understanding in the previous lesson. Share performance indicators with learners.	
PHASE 2: **NEW LEARNING**	Begin the lesson by asking learners to mention some cutting tools they use in the kitchens. Paste a chart showing pictures of kitchen tools and equipment. Have learners identify all the cutting tools in them. Identify cutting and shaping tools and equipment used in the kitchen. • *Chef's knife: A versatile, all-purpose knife used for chopping, slicing, and dicing.* • *Paring knife: A small knife used for peeling and trimming fruits and vegetables.* • *Bread knife: A serrated knife used for cutting bread and other baked goods.* • *Kitchen shears: Scissors used for trimming and cutting meats, vegetables, and herbs.* • *Mandoline: A tool used for slicing fruits and vegetables uniformly and quickly.* • *Vegetable peeler: A tool used for removing the skin from fruits and vegetables.* • *Grater: A tool used for shredding or grating cheese, vegetables, and other foods.* • *Cutting board: A flat surface used for cutting and chopping foods.* • *Rolling pin: A cylindrical tool used for rolling out dough for pastries and baked goods.*	Pictures and charts of food

	Discuss the uses of the various types of cutting and shaping tools, in groups, and present in class. Sketch and label cutting and shaping tools, and display them for appraisal.     <u>Assessment</u> Identify and explain the uses of 5 cutting kitchen tools and equipment. Draw any three cutting kitchen tools.	
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: 21-04-2023	**Day:**	**Subject:** Career Technology	
Duration: 60MINS		**Strand:** Tools, Equipment & Processes	
Class: B8	**Class Size:**	**Sub Strand:** Cutting & Shaping Tools	
Content Standard: B8.3.2.1 Demonstrate understanding of cutting and shaping tools and equipment for making artefacts /products	**Indicator:** B8.3.2.1.1: Identify and use of cutting and shaping tools and equipment.	**Lesson:** 2 of 2	
Performance Indicator: Learners can identify and use of cutting and shaping tools and equipment		**Core Competencies:** CP 6.5: CI 5.4: CI 5.2: CI 6.10:	
Reference: Career Technology Curriculum Pg. 55			

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Revise with learners to review their understanding in the previous lesson. Share performance indicators with learners.	
PHASE 2: **NEW LEARNING**	Begin the lesson by asking learners to mention some cutting tools they use in the sewing workshop. Paste a chart showing pictures of sewing tools and equipment. Have learners identify all the cutting tools in them. Identify cutting and shaping tools and equipment used in the sewing workshop. • *Fabric scissors: Large, sharp scissors used to cut fabric.* • *Rotary cutter: A tool with a circular blade used to cut fabric quickly and precisely.* • *Seam ripper: A small tool used for removing seams and stitches.* • *Thread snips: Small scissors used to cut thread and trim loose ends.* • *Pinking shears: Scissors with serrated edges used to prevent fraying of fabric edges.* • *Dressmaker's shears: Large scissors with long blades used for cutting fabric.* • *Pattern weights: Small weights used to hold pattern paper in place while cutting.* • *Cutting mat: A self-healing mat used as a surface for cutting fabric with a rotary cutter*. Discuss the uses of the various types of cutting and shaping tools, in groups, and present in class. Sketch and label cutting and shaping tools, and display them for appraisal.	Pictures and charts of food

	  Assessment Identify and explain the uses of 5 cutting kitchen tools and equipment used in the sewing workshop. Draw any three cutting sewing tools.	
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
WEEKLY LESSON NOTES
WEEK 4

Week Ending: 28-04-2023	**Day:**	**Subject:** Career Technology
Duration: 60MINS		**Strand:** Tools, Equipment & Processes
Class: B8	**Class Size:**	**Sub Strand:** Cutting & Shaping Tools
Content Standard: B8.3.2.1 Demonstrate understanding of cutting and shaping tools and equipment for making artefacts /products	**Indicator:** B8.3.2.1.2: Use appropriate techniques to cut and shape artefacts/products.	**Lesson:** 1 of 2
Performance Indicator: Learners can use appropriate techniques to cut and shape products		**Core Competencies:** CP 6.5: CI 5.4: CI 5.2: CI 6.10:
Reference: Career Technology Curriculum Pg. 56		

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Revise with learners to review their understanding in the previous lesson. Share performance indicators with learners.	
PHASE 2: **NEW LEARNING**	Use appropriate techniques to shape a design in: - Food laboratory (kitchen) When shaping a design in the food laboratory, there are several appropriate techniques that can be used depending on the type of food and design being created. *1. Molding - This involves using a mold or template to shape the food into a specific design. For example, a silicone mold can be used to create perfectly shaped cakes or chocolate decorations.* *2. Sculpting - This technique involves using tools such as knives, spoons, or piping bags to sculpt the food into the desired shape. This is commonly used when creating intricate designs on cakes or creating sculptures out of food such as butter or cheese.* *3. Cutting - This technique involves using sharp knives or cutters to cut the food into specific shapes or designs. This can be useful when creating geometric designs or cutting out shapes from dough or fondant.* *4. Rolling - This technique involves rolling out dough or fondant to a specific thickness and then cutting or shaping it into the desired design. This is commonly used when creating cookies or pie crusts.* *5. Decorating - This technique involves using various edible decorations such as frosting, sprinkles, or fruit to add color and*	Pictures and charts of food

	texture to a design. This can be used to enhance the appearance of the food or create a specific theme or design. Learners in groups apply these techniques to shape and design a given food. Time them for this activity. Encourage them to display works 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: 28-04-2023	**Day:**	**Subject:** Career Technology
Duration: 60MINS		**Strand:** Tools, Equipment & Processes
Class: B8	**Class Size:**	**Sub Strand:** Cutting & Shaping Tools

Content Standard: B8.3.2.1 Demonstrate understanding of cutting and shaping tools and equipment for making artefacts /products	**Indicator:** B8.3.2.1.2: Use appropriate techniques to cut and shape artefacts/products.	**Lesson:** 2 of 2

Performance Indicator: Learners can use appropriate techniques to cut and shape products	**Core Competencies:** CP 6.5: CI 5.4: CI 5.2: CI 6.10:

Reference: Career Technology Curriculum Pg. 56

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Revise with learners to review their understanding in the previous lesson. Share performance indicators with learners.	
PHASE 2: **NEW LEARNING**	Use appropriate techniques to shape a design in: - sewing laboratory When shaping a design in the sewing workshop, there are several appropriate techniques that can be used depending on the type of fabric and design being created. *1. Pattern-making - This involves creating a pattern on paper or cardboard to use as a guide for cutting and sewing fabric. Patterns can be made using specific measurements or by tracing existing clothing items.* *2. Cutting - This technique involves cutting the fabric into the desired shape and size using scissors or a rotary cutter. It is important to use sharp cutting tools and to cut the fabric accurately to ensure that the finished product fits properly.* *3. Draping - This technique involves pinning the fabric onto a dress form or mannequin to create a desired shape or silhouette. The fabric is then marked and cut to create a pattern based on the draped fabric.* *4. Pleating - This technique involves folding the fabric into small, uniform folds to create a decorative effect or to fit a garment more snugly. Pleats can be created using a pleating tool or by hand.* *5. Ruching - This technique involves gathering the fabric to create a bunched or ruffled effect. Ruching can be created using a sewing machine or by hand.*	Pictures and charts

	6. Applique - This technique involves sewing small pieces of fabric or other materials onto a larger piece of fabric to create a decorative effect or to add texture. Learners in groups apply these techniques to shape and design a fabrics. Time them for this activity. Encourage them to display works 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
WEEKLY LESSON NOTES
WEEK 5

Week Ending: 05-05-2023	**Day:**	**Subject:** Career Technology	
Duration: 60MINS		**Strand:** Tools, Equipment & Processes	
Class: B8	**Class Size:**	**Sub Strand:** Care for Cutting & Shaping Tools	
Content Standard: B8.3.2.1 Demonstrate understanding of cutting and shaping tools and equipment for making artefacts /products	**Indicator:** B8.3.2.1.3: Demonstrate how to care for and maintain shaping and cutting tools and equipment	**Lesson:** 1 of 2	
Performance Indicator: Learners can demonstrate how to care for and maintain shaping and cutting tools and equipment		**Core Competencies:** CC 8.2: Explain ideas in a clear order with relevant details:	
Reference: Career Technology Curriculum Pg. 56			

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Revise with learners to review their understanding in the previous lesson. Share performance indicators with learners.	
PHASE 2: **NEW LEARNING**	Revise with learners on some cutting and shaping tools used in the kitchen and sewing workshop. Have learners draw some tools and label its parts. Let them relate to the tools and state its uses. Learners in their groups demonstrate the use of the tools. Guide learners to discuss how to care for and maintain cutting and shaping tools and equipment used in: *1. Keep tools clean and dry: After each use, wipe down the tool or equipment with a clean, dry cloth to remove any debris or moisture. This will prevent rust and corrosion from forming.* *2. Store tools properly: Store tools in a dry, clean, and organized area. Keep them in a toolbox, tool chest, or on a pegboard. Avoid leaving them exposed to humidity or moisture.* *3. Sharpen blades regularly: Dull blades can be dangerous and can cause damage to the material being cut. Sharpen blades regularly using a sharpening stone or a grinder. Follow the manufacturer's instructions for the angle and method of sharpening.* *4. Lubricate moving parts: Lubricate any moving parts, such as hinges or bearings, with a suitable lubricant. This will prevent them from seizing up and extend their lifespan.*	Pictures and charts of food

	5. Check for wear and damage: Regularly inspect tools and equipment for any wear, damage, or cracks. Replace any damaged parts immediately. *6. Follow safety guidelines: Always wear protective gear, such as safety glasses and gloves, when using shaping and cutting tools and equipment. Follow the manufacturer's safety guidelines and never use a tool in a way that it was not intended.* *7. Clean and maintain the workspace: Keep the work area clean and free of clutter. This will prevent accidents and injuries and make it easier to work with the tools and equipment.* <u>Assessment</u> What is the importance of sharpening blades regularly? How can I prevent rust and corrosion from forming on my tools? How often should I lubricate moving parts on my tools and equipment? Can I use the same sharpening technique for all types of blades? What should I do if I notice wear or damage on my tools and equipment?	
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: 05-05-2023	**Day:**	**Subject:** Career Technology
Duration: 60MINS		**Strand:** Tools, Equipment & Processes
Class: B8	**Class Size:**	**Sub Strand:** Care for Cutting & Shaping Tools

Content Standard: B8.3.2.1 Demonstrate understanding of cutting and shaping tools and equipment for making artefacts /products	**Indicator:** B8.3.2.1.3: Demonstrate how to care for and maintain shaping and cutting tools and equipment	**Lesson:** 2 of 2

Performance Indicator: Learners can demonstrate how to care for and maintain shaping and cutting tools and equipment	**Core Competencies:** CC 8.2: Explain ideas in a clear order with relevant details:
Reference: Career Technology Curriculum Pg. 56	

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Revise with learners to review their understanding in the previous lesson. Share performance indicators with learners.	
PHASE 2: **NEW LEARNING**	Revise with learners on some cutting and shaping tools used in the kitchen and sewing workshop. Have learners draw some tools and label its parts. Let them relate to the tools and state its uses. Learners in their groups demonstrate the use of the tools. Guide learners to discuss how to care for and maintain cutting and shaping tools and equipment used in: *1. Keep tools clean and dry: After each use, wipe down the tool or equipment with a clean, dry cloth to remove any debris or moisture. This will prevent rust and corrosion from forming.* *2. Store tools properly: Store tools in a dry, clean, and organized area. Keep them in a toolbox, tool chest, or on a pegboard. Avoid leaving them exposed to humidity or moisture.* *3. Sharpen blades regularly: Dull blades can be dangerous and can cause damage to the material being cut. Sharpen blades regularly using a sharpening stone or a grinder. Follow the manufacturer's instructions for the angle and method of sharpening.* *4. Lubricate moving parts: Lubricate any moving parts, such as hinges or bearings, with a suitable lubricant. This will prevent them from seizing up and extend their lifespan.* *5. Check for wear and damage: Regularly inspect tools and equipment for any wear, damage, or cracks. Replace any damaged parts immediately.*	Pictures and charts of food

	6. Follow safety guidelines: Always wear protective gear, such as safety glasses and gloves, when using shaping and cutting tools and equipment. Follow the manufacturer's safety guidelines and never use a tool in a way that it was not intended. *7. Clean and maintain the workspace: Keep the work area clean and free of clutter. This will prevent accidents and injuries and make it easier to work with the tools and equipment.* <u>Assessment</u> What is the importance of sharpening blades regularly? How can I prevent rust and corrosion from forming on my tools? How often should I lubricate moving parts on my tools and equipment? Can I use the same sharpening technique for all types of blades? What should I do if I notice wear or damage on my tools and equipment?	
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
WEEKLY LESSON NOTES
WEEK 6

Week Ending: 12-05-2023	**Day:**	**Subject:** Career Technology	
Duration: 60MINS		**Strand:** Tools, Equipment & Processes	
Class: B8	**Class Size:**	**Sub Strand:** Joining & Assembling Materials, Tools	
Content Standard: B8.3.3.1 Demonstrate understanding of joining and assembling materials, tools and equipment used for making artefacts/ products	**Indicator:** B8.3.3.1.1: Identify joining and assembling materials, tools and equipment used for making artefacts/products	**Lesson:** 1 of 2	
Performance Indicator: Learners can Identify joining and assembling materials, tools and equipment used for making artefacts/products		**Core Competencies:** CC 8.2: Explain ideas in a clear order with relevant details:	
Reference: Career Technology Curriculum Pg. 57			

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Revise with learners to review their understanding in the previous lesson. Share performance indicators with learners.	
PHASE 2: **NEW LEARNING**	Guide learners to identify materials, tools and equipment used for joining and assembling artefacts/products from displayed charts, pictures in the Food laboratory (kitchen) *1. Adhesives: Adhesives are commonly used in the food industry for joining materials such as paper, cardboard, and plastic. For example, adhesive labels are used to attach product information and branding to food packaging.* *2. Binders: Binders are used to hold food ingredients together in products such as meatballs, sausages, and veggie burgers. Examples of binders include egg white, starch, and gelatin.* *3. Cling films: Cling films are used to wrap and seal food products such as meat, cheese, and vegetables. They help to preserve the freshness of the food and prevent contamination.* *4. Fasteners: Fasteners such as clips and staples are used to hold together bags and pouches of food products, such as coffee and snacks.* *5. Screws and bolts: These are used to assemble machinery and equipment used in the food industry, such as conveyors and mixers.* *6. Interlocking components: Some food processing equipment, such as mixers and blenders, use interlocking components that fit together like puzzle pieces to ensure secure and safe operation.* Learners in their groups sketch and label some tools for joining and assembling in the food laboratory.	Pictures and charts of food

	Have learners display their sketches for appraisal. <u>Assessment</u> Identify and explain some tools and equipment for joining and assembling artefacts in the food industry. How do different materials, tools, and equipment used for joining and assembling products impact the quality and safety of food 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. Ask learners how the lesson will benefit them in their daily lives.	

Week Ending: 12-05-2023	**Day:**	**Subject:** Career Technology	
Duration: 60MINS		**Strand:** Tools, Equipment & Processes	
Class: B8	**Class Size:**	**Sub Strand:** Joining & Assembling Materials, Tools	
Content Standard: B8.3.3.1 Demonstrate understanding of joining and assembling materials, tools and equipment used for making artefacts/ products	**Indicator:** B8.3.3.1.1: Identify joining and assembling materials, tools and equipment used for making artefacts/products	**Lesson:** 1 of 2	
Performance Indicator: Learners can Identify joining and assembling materials, tools and equipment used for making artefacts/products		**Core Competencies:** CC 8.2: Explain ideas in a clear order with relevant details:	
Reference: Career Technology Curriculum Pg. 57			

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Revise with learners to review their understanding in the previous lesson. Share performance indicators with learners.	
PHASE 2: **NEW LEARNING**	Guide learners to identify materials, tools and equipment used for joining and assembling artefacts/products from displayed charts, pictures in the sewing laboratory. *1. Thread: Thread is the primary material used to join and assemble fabric pieces in sewing. Different types of thread are used depending on the fabric and the purpose of the project.* *2. Needles: Sewing needles are used to stitch fabric together with thread. Needles come in different sizes and shapes depending on the type of fabric and the type of stitch being used.* *3. Pins: Straight pins are used to hold fabric pieces together before stitching. Pins are particularly useful when working with slippery or delicate fabrics.* *4. Zippers: Zippers are used to join two pieces of fabric together in a way that allows the fabric to be easily opened and closed. They are commonly used in clothing and bags.* *5. Buttons: Buttons are used to fasten two pieces of fabric together, usually on clothing. They come in different sizes, shapes, and styles depending on the design of the garment.* *6. Hook and loop tape: Hook and loop tape, commonly known as Velcro, is used to join fabric pieces together in a way that allows them to be easily separated. It is commonly used in clothing, bags, and other accessories.* *7. Elastic: Elastic is used to create a stretchy and flexible edge on fabric. It is commonly used in clothing, waistbands, and cuffs.*	Pictures and charts of food

	8. Interfacing: Interfacing is a material that is used to add structure and stability to fabric pieces. It is commonly used in collars, cuffs, and waistbands. Learners in their groups sketch and label some tools for joining and assembling in the food laboratory. Have learners display their sketches for appraisal. <u>Assessment</u> Identify and explain some tools and equipment for joining and assembling artefacts. What are some safety precautions that should be taken when using materials such as needles, pins, and scissors in the sewing workshop?	
PHASE 3: **REFLECTION**	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson. Ask learners how the lesson will benefit them in their daily lives.	

SECOND TERM
WEEKLY LESSON NOTES
WEEK 7

Week Ending: 19-05-2023	**Day:**	**Subject:** Career Technology	
Duration: 60MINS		**Strand:** Tools, Equipment & Processes	
Class: B8	**Class Size:**	**Sub Strand:** Joining & Assembling Materials, Tools	
Content Standard: B8.3.3.1 Demonstrate understanding of joining and assembling materials, tools and equipment used for making products.	**Indicator:** B8.3.3.1.1: Identify joining and assembling materials, tools and equipment used for making products		**Lesson:** 1 of 2
Performance Indicator: Learners can Identify joining and assembling materials, tools and equipment used for making artefacts/products		**Core Competencies:** CC 8.2: Explain ideas in a clear order with relevant details:	
Reference: Career Technology Curriculum Pg. 57			

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Revise with learners to review their understanding in the previous lesson. Share performance indicators with learners.	
PHASE 2: **NEW LEARNING**	Guide learners to identify materials, tools and equipment used for joining and assembling artefacts/products from displayed charts, pictures in the Food laboratory (kitchen) *1. Adhesives: Adhesives are commonly used in the food industry for joining materials such as paper, cardboard, and plastic. For example, adhesive labels are used to attach product information and branding to food packaging.* *2. Binders: Binders are used to hold food ingredients together in products such as meatballs, sausages, and veggie burgers. Examples of binders include egg white, starch, and gelatin.* *3. Cling films: Cling films are used to wrap and seal food products such as meat, cheese, and vegetables. They help to preserve the freshness of the food and prevent contamination.* *4. Fasteners: Fasteners such as clips and staples are used to hold together bags and pouches of food products, such as coffee and snacks.* *5. Screws and bolts: These are used to assemble machinery and equipment used in the food industry, such as conveyors and mixers.* *6. Interlocking components: Some food processing equipment, such as mixers and blenders, use interlocking components that fit together like puzzle pieces to ensure secure and safe operation.* Learners in their groups sketch and label some tools for joining and assembling in the food laboratory.	Pictures and charts of food

	Have learners display their sketches for appraisal. <u>Assessment</u> Identify and explain some tools and equipment for joining and assembling artefacts in the food industry. How do different materials, tools, and equipment used for joining and assembling products impact the quality and safety of food 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. Ask learners how the lesson will benefit them in their daily lives.	

Week Ending: 19-05-2023	**Day:**	**Subject:** Career Technology
Duration: 60MINS		**Strand:** Tools, Equipment & Processes
Class: B8	**Class Size:**	**Sub Strand:** Joining & Assembling Materials, Tools

Content Standard: B8.3.3.1 Demonstrate understanding of joining and assembling materials, tools and equipment used for making products	**Indicator:** B8.3.3.1.1: Identify joining and assembling materials, tools and equipment used for making products.	**Lesson:** 1 of 2

Performance Indicator: Learners can Identify joining and assembling materials, tools and equipment used for making artefacts/products	**Core Competencies:** CC 8.2: Explain ideas in a clear order with relevant details:

Reference: Career Technology Curriculum Pg. 57

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Revise with learners to review their understanding in the previous lesson. Share performance indicators with learners.	
PHASE 2: **NEW LEARNING**	Guide learners to identify materials, tools and equipment used for joining and assembling artefacts/products from displayed charts, pictures in the sewing laboratory. *1. Thread: Thread is the primary material used to join and assemble fabric pieces in sewing. Different types of thread are used depending on the fabric and the purpose of the project.* *2. Needles: Sewing needles are used to stitch fabric together with thread. Needles come in different sizes and shapes depending on the type of fabric and the type of stitch being used.* *3. Pins: Straight pins are used to hold fabric pieces together before stitching. Pins are particularly useful when working with slippery or delicate fabrics.* *4. Zippers: Zippers are used to join two pieces of fabric together in a way that allows the fabric to be easily opened and closed. They are commonly used in clothing and bags.* *5. Buttons: Buttons are used to fasten two pieces of fabric together, usually on clothing. They come in different sizes, shapes, and styles depending on the design of the garment.* *6. Hook and loop tape: Hook and loop tape, commonly known as Velcro, is used to join fabric pieces together in a way that allows them to be easily separated. It is commonly used in clothing, bags, and other accessories.* *7. Elastic: Elastic is used to create a stretchy and flexible edge on fabric. It is commonly used in clothing, waistbands, and cuffs.*	Pictures and charts of food

	8. Interfacing: Interfacing is a material that is used to add structure and stability to fabric pieces. It is commonly used in collars, cuffs, and waistbands. Learners in their groups sketch and label some tools for joining and assembling in the food laboratory. Have learners display their sketches for appraisal. <u>Assessment</u> Identify and explain some tools and equipment for joining and assembling artefacts. What are some safety precautions that should be taken when using materials such as needles, pins, and scissors in the sewing workshop?	
PHASE 3: **REFLECTION**	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson. Ask learners how the lesson will benefit them in their daily lives.	

SECOND TERM
WEEKLY LESSON NOTES
WEEK 8

Week Ending: 26-05-2023	**Day:**	**Subject:** Career Technology	
Duration: 60MINS		**Strand:** Tools, Equipment & Processes	
Class: B8	**Class Size:**	**Sub Strand:** Joining & Assembling Materials, Tools	
Content Standard: B8.3.3.1 Demonstrate understanding of joining and assembling materials, tools and equipment used for making products.	**Indicator:** B8.3.3.1.2: Use appropriate tools, equipment and techniques to join and assemble patterns/artefacts/products	**Lesson:** 1 of 2	
Performance Indicator: Learners can use appropriate tools, equipment and techniques to join and assemble patterns/artefacts/products.		**Core Competencies:** CC 8.2: Explain ideas in a clear order with relevant details:	
Reference: Career Technology Curriculum Pg. 58			

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Revise with learners to review their understanding in the previous lesson. Share performance indicators with learners.	
PHASE 2: **NEW LEARNING**	Demonstrate the appropriate techniques used in the sewing workshop/ laboratory. *1. Straight Stitch: The straight stitch is the basic stitch used for most sewing projects. It involves sewing in a straight line, joining two pieces of fabric together. This stitch can be done by hand or using a sewing machine.* *2. Backstitch: The backstitch is a strong stitch used for securing seams and preventing them from unraveling. It involves sewing forward a few stitches, then reversing and sewing back over the same stitches before continuing forward again.* *3. Zigzag Stitch: The zigzag stitch is a versatile stitch that can be used for finishing raw edges, preventing fraying, and adding stretchability to seams. It creates a zigzag pattern as the needle moves from side to side while sewing.* *4. Basting Stitch: A basting stitch is a long, temporary stitch used for holding fabric layers together before permanent stitching. It helps in fitting adjustments and ensures accurate placement before final sewing.* *5. Hemming: Hemming is the process of finishing the raw edge of a garment, usually the bottom edge or sleeves, to create a neat and professional appearance. It can be done using various techniques, such as hand stitching, blind hemming, or using a machine.* *6. Gathering: Gathering is a technique used to create controlled fullness in fabric. It involves stitching long, even stitches along a fabric edge and*	Pictures and charts of food

	then pulling the threads to gather the fabric together. This technique is often used in creating ruffles or adding volume to skirts and sleeves. *7. Darts: Darts are used to shape fabric and create a three-dimensional form that fits the body. They are triangular folds of fabric that are sewn in and help contour the fabric to curves such as the bust, waist, or hips.* *8. Seam Finishing: Seam finishing techniques are used to prevent raw fabric edges from fraying and to give the inside of a garment a clean and professional look. Common seam finishes include serging, zigzag stitching, French seams, or using bias tape.* *9. Buttonholes: Buttonholes are openings in fabric that allow buttons to pass through, securing garments and creating functional closures. Buttonholes can be sewn by hand or using a sewing machine, depending on the project and available equipment.* *10. Topstitching: Topstitching is a visible stitch that is sewn on the top side of the fabric, often along the edges or decorative seams. It adds a decorative element and also helps in securing seams or creating structure.* <u>Assessment</u> 1. What is the purpose of a basting stitch in sewing, and when is it commonly used? 2. Describe two different seam finishing techniques used to prevent fabric edges from fraying. 3. How does topstitching contribute to the overall appearance and functionality of a garment? Provide an example of where topstitching might be used.	
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: 26-05-2023	**Day:**	**Subject:** Career Technology
Duration: 60MINS		**Strand:** Tools, Equipment & Processes
Class: B8	**Class Size:**	**Sub Strand:** Joining & Assembling Materials, Tools

Content Standard: B8.3.3.1 Demonstrate understanding of joining and assembling materials, tools and equipment used for making products.	**Indicator:** B8.3.3.1.2: Use appropriate tools, equipment and techniques to join and assemble patterns/artefacts/products	**Lesson:** 1 of 2

Performance Indicator: Learners can use appropriate tools, equipment and techniques to join and assemble patterns/artefacts/products.	**Core Competencies:** CC 8.2: Explain ideas in a clear order with relevant details:

Reference: Career Technology Curriculum Pg. 58

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Revise with learners to review their understanding in the previous lesson. Share performance indicators with learners.	
PHASE 2: **NEW LEARNING**	Demonstrate the appropriate techniques used for joining products made from the following materials. <u>Wood</u>: *1. Butt Joint: In a butt joint, two pieces of wood are joined together by simply placing their ends together and securing them with nails, screws, or dowels.* *2. Dovetail Joint: This joint involves interlocking wedge-shaped cuts in the wood, creating a strong and decorative connection.* *3. Mortise and Tenon Joint: A mortise (a cavity) is made in one piece of wood, and a corresponding tenon (a projection) is created in the other piece. The tenon is then inserted into the mortise and secured, often with glue.* *4. Biscuit Joint: Biscuit joints involve using small, football-shaped wooden pieces (biscuits) that are inserted into slots created with a biscuit joiner. The biscuits help align and strengthen the joint.* <u>Metal</u>: *1. Welding: Welding is a common technique for joining metal pieces together by melting the metal and fusing them together. Various welding methods exist, such as arc welding, MIG welding, and TIG welding.* *2. Bolting: Bolts and nuts are used to secure metal pieces together. Holes are drilled in the metal, and bolts are passed through the holes and tightened with nuts.* *3. Riveting: Rivets are metal fasteners used to join metal sheets or parts together. They are inserted through pre-drilled holes and then deformed or "peened" to create a permanent connection.* *4. Soldering: Soldering is a technique that uses a lower melting point metal (solder) to join two metal surfaces together. It is commonly used for electronics and plumbing applications.* <u>Bricks/Blocks</u>:	Pictures and charts of food

	1. Mortar Joint: Bricks or blocks are joined together using mortar, which is a mixture of cement, sand, and water. The mortar is applied between the bricks/blocks, creating a strong bond as it cures. *2. Interlocking Joint: Certain types of bricks or blocks have interlocking features that allow them to fit together tightly without the need for mortar, creating a stable structure.* *3. Reinforcement: Steel reinforcing bars (rebars) can be embedded in mortar joints to strengthen and stabilize brick or block structures, especially in load-bearing applications.* <u>Plastics</u>: *1. Adhesive Bonding: Special adhesives designed for plastics can be used to bond plastic parts together. The adhesive is applied to the surfaces, which are then pressed together and allowed to cure.* *2. Thermal Welding: Some plastics can be joined together using heat to melt the surfaces and fuse them together. Techniques like hot plate welding, ultrasonic welding, or friction welding are used.* *3. Mechanical Fastening: Plastic parts can be joined using screws, bolts, or plastic clips that are designed to securely hold the pieces together without damaging the material.* <u>Paper</u>: *1. Gluing: Paper products are commonly joined together using glue or adhesive. Various types of glue can be used, such as PVA glue, glue sticks, or hot glue, depending on the specific application.* *2. Stapling: Staplers can be used to join sheets of paper together by inserting metal staples through the layers, binding them together.* *3. Sewing: For thicker or folded paper materials, sewing with a needle and thread or using a sewing machine can provide a secure and decorative way of joining.* Engage learners to demonstrate in groups. Display specimens and artefacts for appraisal. <u>Assessment</u> 1. What are some advantages of using welding as a joining technique for metal materials? 2. When would you choose to use an adhesive bonding method instead of mechanical fastening for joining plastic parts? 3. What are some common techniques for joining bricks or blocks other than using mortar?	
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
WEEKLY LESSON NOTES
WEEK 9

Week Ending: 02-06-2023	**Day:**	**Subject:** Career Technology	
Duration: 60MINS		**Strand:** Tools, Equipment & Processes	
Class: B8	**Class Size:**	**Sub Strand:** Joining & Assembling Materials, Tools	
Content Standard: B8.3.3.1 Demonstrate understanding of joining and assembling materials, tools and equipment used for making products.	**Indicator:** B8.3.3.1.3: Demonstrate how to care for and maintain tools and equipment used for joining and assembling		**Lesson:** 1 of 2
Performance Indicator: Learners can demonstrate how to care for and maintain tools and equipment used for joining and assembling.		**Core Competencies:** CC 8.2: Explain ideas in a clear order with relevant details:	
Reference: Career Technology Curriculum Pg. 58			

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Revise with learners to review their understanding in the previous lesson. Share performance indicators with learners.	
PHASE 2: **NEW LEARNING**	Revise with learners to identify and describe 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: <u>Sewing workshop/laboratory</u> *1. Clean tools after use: After each use, it is important to clean the tools to remove any fabric debris, dust, or dirt. Use a soft cloth or brush to gently wipe down the tools, ensuring all surfaces are clean. Avoid using harsh chemicals that may damage the tools.* *2. Oil moving parts: For tools with moving parts, such as scissors or sewing machine parts, regular lubrication is crucial. Apply a small amount of sewing machine oil or lubricant to the designated areas as instructed by the manufacturer. This helps prevent rust and ensures smooth operation.* *3. Store tools properly: Proper storage is key to maintaining tools and equipment. Store them in a clean and dry area, away from moisture and direct sunlight. Use designated storage containers or cases to keep them organized and protected. Avoid tossing tools into drawers or leaving them exposed to prevent damage or loss.*	Pictures and charts of food

	4. Sharpen and replace blades: Blades, such as those on scissors or rotary cutters, can become dull over time. Regularly check the sharpness of the blades and sharpen them if needed. Follow the manufacturer's instructions or seek professional assistance for sharpening. If blades are damaged or beyond repair, replace them with new ones to ensure clean and precise cutting. *5. Check electrical equipment: For sewing machines and other electrical equipment, regularly inspect the cords, plugs, and switches for any signs of damage or wear. If any issues are detected, have them repaired or replaced by a qualified technician. Keep electrical equipment away from liquids and use surge protectors to prevent damage from power surges.* *6. Follow maintenance schedules: Refer to the user manuals or manufacturer's recommendations for specific maintenance schedules for each tool or equipment. Some may require periodic servicing or adjustments. Adhere to these schedules to keep tools in optimal condition and address any potential issues promptly.* *7. Train users on proper handling: Educate workshop participants on proper tool handling and care. Emphasize the importance of using tools for their intended purposes, avoiding misuse or excessive force. Encourage them to report any tool malfunctions or damage for immediate attention.* <u>Assessment</u> Fill in the blanks with the appropriate word or phrase to complete each sentence. 1. After each use, it is important to _____ the tools to remove any fabric debris or dirt. 2. _____ the moving parts of scissors and sewing machines helps prevent rust and ensures smooth operation. 3. Proper _____ of tools and equipment is important to keep them organized and protected. 4. _____ the sharpness of blades regularly and _____ them if needed. 5. Regularly inspect _____ equipment for any signs of damage or wear. 6. Follow the _____ schedules provided by the manufacturer for each tool or equipment. 7. Educate workshop participants on _____ tool handling and care.	
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: 02-06-2023	**Day:**	**Subject:** Career Technology
Duration: 60MINS		**Strand:** Tools, Equipment & Processes
Class: B8	**Class Size:**	**Sub Strand:** Joining & Assembling Materials, Tools

Content Standard: B8.3.3.1 Demonstrate understanding of joining and assembling materials, tools and equipment used for making products.	**Indicator:** B8.3.3.1.3: Demonstrate how to care for and maintain tools and equipment used for joining and assembling	**Lesson:** 2 of 2

Performance Indicator: Learners can demonstrate how to care for and maintain tools and equipment used for joining and assembling.	**Core Competencies:** CC 8.2: Explain ideas in a clear order with relevant details:
Reference: Career Technology Curriculum Pg. 58	

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Revise with learners to review their understanding in the previous lesson. Share performance indicators with learners.	
PHASE 2: **NEW LEARNING**	Revise with learners to identify and describe some tools and equipment used for joining and assembling in the various trade areas. Guide learners to discuss the importance of caring for and maintain tools and equipment used for joining and assembling *1. Prolonged Lifespan: Regular care and maintenance help extend the lifespan of tools and equipment. By keeping them clean, lubricated, and in good working condition, you can prevent premature wear and tear, reducing the need for frequent replacements. This saves costs and ensures that the tools remain functional for a longer period.* *2. Optimal Performance: Well-maintained tools and equipment perform at their best. Proper care ensures that they operate smoothly and efficiently, allowing for accurate and precise work. This is particularly crucial in joining and assembling tasks, where precision is essential for achieving strong and durable results.* *3. Safety: Regular maintenance enhances safety in the workshop. Faulty or poorly maintained tools can pose a risk of accidents, such as blades becoming loose or electrical equipment malfunctioning. By caring for and inspecting tools regularly, potential hazards can be identified and addressed promptly, ensuring a safe working environment for everyone involved.* *4. Cost Savings: Effective care and maintenance practices can help save money in the long run. By avoiding unnecessary damage or malfunctions, you reduce repair or replacement costs.*	Pictures and charts of food

	Additionally, well-maintained tools are less likely to cause errors or defects in projects, preventing costly rework or waste of materials. *5. Efficient Workflow: When tools and equipment are properly cared for, they contribute to a smoother workflow. Tools that are in good condition and readily available, without delays caused by breakdowns or malfunctions, enable efficient working processes. This increases productivity and allows for timely completion of projects.* *6. Professionalism: Taking pride in caring for tools and equipment reflects professionalism. It shows respect for the craft and the tools of the trade. Demonstrating a commitment to maintaining tools indicates a high level of craftsmanship and attention to detail, which is valued in any professional setting.* Guide learners to demonstrate how to care for and maintain tools and equipment used for joining and assembling in the various trade areas. <u>Assessment</u> Read each statement below and fill in the blanks with the appropriate word or phrase to complete the sentence. *1. Caring for and maintaining tools and equipment used for joining and assembling is important because it helps extend their _____.* *2. Well-maintained tools and equipment perform at their _____.* *3. Regular care and maintenance contribute to a _____ working environment.* *4. Effective maintenance practices can help save _____ in the long run.* *5. Properly cared for tools and equipment enhance _____ in the workshop.* *6. Caring for tools reflects professionalism and shows respect for the craft and the tools of the _____.* *7. Tools that are in good condition and readily available contribute to a _____ workflow.*	
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
WEEKLY LESSON NOTES
WEEK 10

Week Ending: 09-06-2023	**Day:**	**Subject:** Career Technology	
Duration: 60MINS		**Strand:** Tools, Equipment & Processes	
Class: B8	**Class Size:**	**Sub Strand:** Kitchen Essentials	
Content Standard: B8.3.4.1 Demonstrate understanding of maintaining kitchen essentials.	**Indicator:** B8.3.4.1.1: Demonstrate how to care for and maintain kitchen essentials		**Lesson:** 1 of 2
Performance Indicator: Learners can demonstrate how to care for and maintain kitchen essentials		**Core Competencies:** CC 8.2: Explain ideas in a clear order with relevant details:	
Reference: Career Technology Curriculum Pg. 59			

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Ask learners in turns, to mention some kitchen tools and equipment used in their homes. Write learners' responses on the board. Share performance indicators with learners and introduce the lesson.	
PHASE 2: **NEW LEARNING**	In groups, engage learners to explain what is meant by basic kitchen essentials. *Kitchen essentials are indispensable/vital tools and equipment needed/necessary for meal preparation and service*, Engage learners to give examples of tools and equipment needed for meal preparation and service. *Example: saucepan, plate, can opener, colander, cutting board, vegetable peeler, soup tureen, crockery, etc.* Display a chart with pictures of tools and equipment for learners to identify their names and relate to them. 	Pictures and Charts

	Have learners match tools and equipment to their uses using flashcards.	
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: 09-06-2023	**Day:**	**Subject:** Career Technology
Duration: 60MINS		**Strand:** Tools, Equipment & Processes
Class: B8	**Class Size:**	**Sub Strand:** Kitchen Essentials

Content Standard: B8.3.4.1 Demonstrate understanding of maintaining kitchen essentials.	**Indicator:** B8.3.4.1.1: Demonstrate how to care for and maintain kitchen essentials	**Lesson:** 1 of 2

Performance Indicator: Learners can demonstrate how to care for and maintain kitchen essentials	**Core Competencies:** CC 8.2: Explain ideas in a clear order with relevant details:

Reference: Career Technology Curriculum Pg. 59

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Revise with learners to review their understanding in the previous lesson. Share performance indicators with learners.	
PHASE 2: **NEW LEARNING**	Guide learners to discuss suitable materials for cleaning kitchen essentials according to the materials used in making them. 1. Stainless Steel: • *Use mild dish soap and warm water to clean stainless steel appliances, utensils, and sinks.* • *For tougher stains or fingerprints, you can use a stainless steel cleaner specifically designed for this material.* 2. Glassware: • *Wash glassware with mild dish soap and warm water using a soft sponge or cloth.* • *For stubborn stains or cloudiness, you can soak the glassware in a mixture of equal parts white vinegar and water before rinsing.* 3. Non-Stick Cookware: • *Use a non-abrasive sponge or cloth with mild dish soap and warm water to clean non-stick cookware.* • *Avoid using harsh scrub brushes or abrasive cleaners, as they can damage the non-stick coating.* • *If there are stubborn residues, soak the cookware in warm soapy water before cleaning.* 4. Copper: • *Use a mixture of salt and vinegar or lemon juice to create a paste and gently rub it on the copper surface.* • *Rinse thoroughly and dry immediately to prevent tarnishing.* • *Alternatively, you can use a copper cleaner specifically designed for cleaning copper items.*	Pictures and charts of food

	5. Wood: • *Use a soft sponge or cloth with mild dish soap and warm water to clean wooden cutting boards, utensils, or bowls.* • *Avoid soaking wooden items in water, as it can cause warping or splitting.* • *Periodically apply food-grade mineral oil or a specialized wood conditioner to keep the wood moisturized and protected.* 6. Ceramic or Porcelain: • *Use mild dish soap and warm water to clean ceramic or porcelain dishes, bowls, or cookware.* • *For stubborn stains, you can create a paste using baking soda and water and gently scrub the affected areas.* • *Avoid using abrasive cleaners or scrub brushes that can scratch the surface.* 7. Cast Iron: • *Avoid using soap to clean cast iron cookware, as it can strip away the seasoning.* • *Instead, use hot water and a stiff brush or a non-abrasive sponge to remove food residues.* • *Dry the cast iron thoroughly and apply a thin layer of oil to prevent rusting.* Demonstrate how to care for and maintain basic kitchen essentials for appraisal. E.g. - Washing - cleaning – sterilizing <u>Assessment</u> • What are suitable materials for cleaning stainless steel kitchen essentials? • How should glassware be cleaned? Mention the materials and methods. • What precautions should be taken when cleaning non-stick cookware? Explain. • Name a suitable material for cleaning copper items. How should it be used? • Describe how wooden kitchen essentials should be cleaned. Mention the materials and methods.	
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. <u>Homework</u> • How can ceramic or porcelain items be effectively cleaned? Mention the materials and methods.	

	• What precautions should be taken when cleaning cast iron cookware? Explain. • Why is it important to read and follow the manufacturer's instructions for cleaning kitchen essentials? • Name three kitchen essentials made of stainless steel. • Name three kitchen essentials made of glass. • Name three kitchen essentials that are typically made of non-stick material.	