

WEEKLY LESSON PLAN – B7

WEEK 2

Date:	Day:	Subject: Career Technology
Duration: 100mins		Strand: Health and Safety
Class: B7	Class Size:	Sub Strand: Personal Hygiene & Food Hygiene
Content Standard: B7.1.1.1 Demonstrate knowledge of basic concept of staying healthy		Indicator: B7.1.1.1.2: Describe ways of maintaining personal hygiene
		Lesson: 2 of 3
Performance Indicator: Learners can identify some personal hygiene practices		Core Competencies: CC 8.1, CC 8.2, CP5.1, PL6.2
References: Career Tech. Curriculum Pg.2		
Keywords: personal hygiene,		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Using questions and answers, find out what learners already know about personal hygiene.</p> <p>In turns, let learners mention some of the personal hygiene practices they observe at home.</p> <p>Share with learners the performance indicators.</p>	Pictures, Posters and illustrations
PHASE 2: NEW LEARNING	<p>Brainstorm the meaning of Personal hygiene from learners.</p> <p>In groups, engage learners to discuss ways of maintaining personal hygiene. E.g., - Wash the body often. - Clean the teeth at least twice a day. - Wash hands after visiting the toilet.</p> <p>Guide learners to demonstrate the personal hygiene practices in groups. E.g., Care of finger nails, hair, nose, ear, mouth and teeth</p> <p><u>Assessment</u> 1. what is personal hygiene? 2. mention any four personal hygiene practices.</p>	
PHASE 3: REFLECTOIN	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p> <p>Ask learners how the lesson will benefit them in their daily lives.</p>	

Date:	Day:	Subject: Career Technology
Duration: 100mins		Strand: Health and Safety
Class: B7	Class Size:	Sub Strand: Personal Hygiene & Food Hygiene
Content Standard: B7.1.1.1 Demonstrate knowledge of basic concept of staying healthy		Indicator: B7.1.1.1.3: discuss food hygiene
Performance Indicator: Learners can describe the conditions and measures needed to ensure safety of food from production to consumption		Lesson: 3 of 3
Core Competencies: CC 8.1, CC 8.2, CP5.1, PL6.2		
References: Career Tech. Curriculum Pg.3		
Keywords:		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Revise with learners on the previous lesson. Let learners answer few questions to review their understanding on the topic</p> <p>Recap with learners to find out what they already know about food hygiene.</p> <p>Share with learners the performance indicators.</p>	Pictures, Posters and illustrations
PHASE 2: NEW LEARNING	<p>Brainstorm learners to explain what is meant by food hygiene. E.g., Conditions and measures needed to ensure safety of food from production to consumption.</p> <p>Research into food hygiene practices, in groups and report in class for discussion. E.g., <i>Proper storage and preservation of food</i> <i>Cook food thoroughly</i> <i>Eat cooked foods immediately</i> <i>Store cooked foods carefully</i> <i>Reheat cooked foods thoroughly</i> <i>Avoid contact between raw foods and cooked foods</i></p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. What is food hygiene? 2. Mention at least four safe food practice. 	
PHASE 3: REFLECTOIN	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p> <p>Ask learners how the lesson will benefit them in their daily lives.</p>	

WEEKLY LESSON PLAN – B7


WEEK 3

Date: 27 TH MAY, 2022	Period:	Subject: Career Technology
Duration:	Strand: Tools, Equipment & Processes	
Class: B7	Class Size:	Sub Strand: Measuring & Marking Out
Content Standard: B7.3.1.1 Demonstrate understanding of measuring and marking out tools and equipment for production.	Indicator: B7.3.1.1.2: Demonstrate how to care for and maintain measuring and marking out tools and equipment used for production	Lesson: 3 OF 4
Performance Indicator: Learners can demonstrate appropriate skills in the care and maintenance of catering equipment and tools.		Core Competencies: CP6.7, CC8.2
Reference: Career Technology Curriculum Pg. 17-18		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Using questions and answers, review to find out what learners already know about caring for and maintaining cooking tools and equipment. Share learning indicators and introduce the lesson.	
PHASE 2: NEW LEARNING	Call learners in turns to share experiences from home on how to care for tools and equipment used for cooking. Demonstrate how to care for measuring and marking out tools and equipment according to the material used in making them. Guide pupils to discuss the various cleaning agents available in the locality. Discuss 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. Through question and answer, guide pupils to discuss the care, maintenance and storage of catering equipment. Pupils in small groups, to clean similar equipment with different cleaning agents and compare the outcome	Pictures and charts
PHASE 3: REFLECTION	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson.	

Date: 27 TH MAY, 2022		Period:	Subject: Career Technology
Duration:		Strand: Tools, Equipment & Processes	
Class: B7	Class Size:	Sub Strand: Measuring & Marking Out	
Content Standard: B7.3.1.1 Demonstrate understanding of measuring and marking out tools and equipment for production.		Indicator: B7.3.1.1.2: Demonstrate how to care for and maintain measuring and marking out tools and equipment used for production	Lesson: 4 OF 4
Performance Indicator: Learners can describe how to care for, maintain and store tools and equipment for sewing.		Core Competencies: CP6.7, CC8.2	
Reference: Career Technology Curriculum Pg. 17-18			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	Using questions and answers, review to find out what learners already know about caring for and maintaining cooking tools and equipment. Share learning indicators and introduce the lesson.		
PHASE 2: NEW LEARNING	Call learners in turns to share experiences from home on how to care for tools and equipment used for sewing. Demonstrate how to care for measuring and marking out tools and equipment according to the material used in making them. Discuss 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 the different sewing equipment/tools should be cared for and stored. Learners to describe the care, maintenance and storage of specified sewing tools and equipment.	Pictures and charts	
PHASE 3: REFLECTION	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson.		


SECOND TERM LESSON NOTES

WEEK 4


Date: 3 RD JUNE, 2022	Period:	Subject: Career Technology
Duration:		Strand: Tools, Equipment & Processes
Class: B7	Class Size:	Sub Strand: Cutting/Shaping
Content Standard: B7.3.2.1 Demonstrate understanding of cutting/shaping tools and equipment for production		Indicator: B7.3.2.1.1: Identify cutting and shaping tools and equipment used for production
Performance Indicator: Learners can identify cutting and shaping tools and equipment in the kitchen		Lesson:
Reference: Career Technology Curriculum Pg. 19		Core Competencies: CP6.5: Ability to select alternatives that adequately meet selected criteria
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Revise with learners to find out what they already know about cutting and shaping tools in the Food laboratory.</p> <p>Introduce the lesson by sharing the performance indicators.</p>	
PHASE 2: NEW LEARNING	<p>Guide learners to identify from displayed realia or pictures, tools and equipment used for cutting and shaping in the Food laboratory Example: knives, biscuit cutters, Cake tins, moulds, scoops for ice cream etc.</p> <p>Guide learners to identify and classify the types of cutting and shaping tools and equipment in the kitchen. Example: knives, moulds, etc.</p> 	

	<p>Have learners identify materials used for making kitchen tools and equipment. Example: Aluminum, tins, etc.</p> <p>In a matching game, let learners match tools to their uses.</p> <p><u>Assessment</u> Mention any three each of cutting and molding tools used in the kitchen.</p>	
<p>PHASE 3: REFLECTION</p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	

Date: 3 RD JUNE, 2022	Period:	Subject: Career Technology	
Duration:		Strand: Tools, Equipment & Processes	
Class: B7	Class Size:	Sub Strand: Cutting/Shaping	
Content Standard: B7.3.2.1 Demonstrate understanding of cutting/shaping tools and equipment for production		Indicator: B7.3.2.1.1: Identify cutting and shaping tools and equipment used for production	Lesson:
Performance Indicator: Learners can identify cutting and shaping tools and equipment in the sewing laboratory		Core Competencies: CP6.5: Ability to select alternatives that adequately meet selected criteria	
Reference: Career Technology Curriculum Pg. 19			

Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Revise with learners to find out what they already know about cutting and shaping tools in the Food laboratory.</p> <p>Introduce the lesson by sharing the performance indicators.</p>	
PHASE 2: NEW LEARNING	<p>Guide learners to identify from displayed realia or pictures, tools and equipment used for cutting and shaping in the sewing laboratory Example: Scissors, pinking shears, seam ripper and French curves) etc.</p> <p>Guide learners to identify and classify the types of cutting and shaping tools and equipment in the sewing laboratory. Example: Scissors, seam ripper, etc.</p> <p>Have learners to identify the uses of each tool and equipment found in sewing laboratory:</p> 	<p>identify and describe the different types of catering tools and equipment</p>

	<p>Have learners identify materials used for making sewing tools and equipment. Example: Aluminum, wood, etc.</p> <p>In a matching game, let learners match tools to their uses.</p> <p><u>Assessment</u> Mention any three each of cutting tools used in the sewing laboratory.</p>	
<p>PHASE 3: REFLECTION</p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	





Date: 3 RD JUNE, 2022	Period:	Subject: Career Technology
Duration:		Strand: Tools, Equipment & Processes
Class: B7	Class Size:	Sub Strand: Cutting/Shaping
Content Standard: B7.3.2.1 Demonstrate understanding of cutting/shaping tools and equipment for production	Indicator: B7.3.2.1.1: Identify cutting and shaping tools and equipment used for production	Lesson:
Performance Indicator: Learners can identify cutting and shaping tools and equipment in the wood workshop.	Core Competencies: CP6.5: Ability to select alternatives that adequately meet selected criteria	
Reference: Career Technology Curriculum Pg. 19		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Revise with learners to find out what they already know about cutting and shaping tools in the Food laboratory.</p> <p>Introduce the lesson by sharing the performance indicators.</p>	
PHASE 2: NEW LEARNING	<p>Guide learners to identify from displayed realia or pictures, tools and equipment used for cutting and shaping in the wood workshop. Example: Rip saws, cross cut saw, tenon saw, firmer chisel, mortise chisel, spoke shave, rasp file etc.</p> <p>Guide learners to identify and classify the types of cutting and shaping tools and equipment in the wood workshop. Example: Rip saws, cross cut saw, etc.</p> <p>Have learners to identify the uses of each tool and equipment found in wood workshop:</p> 	<p>identify and describe the different types of catering tools and equipment</p>

	<p>Have learners identify materials used for making tools and equipment in the wood workshop. Example: Aluminum, wood, etc.</p> <p>In a matching game, let learners match tools to their uses.</p> <p><u>Assessment</u> Mention any three each of cutting tools used in the wood workshop.</p>	
<p>PHASE 3: REFLECTION</p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	

SECOND TERM LESSON NOTES

WEEK 5

Date: 10 th JUNE, 2022.	Period:	Subject: Career Technology
Duration:		Strand: Tools, Equipment & Processes
Class: B7	Class Size:	Sub Strand: Cutting/Shaping
Content Standard: B7.3.2.1 Demonstrate understanding of cutting/shaping tools and equipment for production.		Indicator: B7.3.2.1.2: Use appropriate skills in cutting, chopping, slicing, dicing and shaping products
Performance Indicator: Learners can identify techniques cutting, chopping, slicing and dicing in food production		Lesson: 1 of 3
Core Competencies: CP6.5: Ability to select alternatives that adequately meet selected criteria		
Reference: Career Technology Curriculum Pg. 22		

Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Revise with learners to find out what they already know about cutting and shaping tools in the Food laboratory.</p> <p>Introduce the lesson by sharing the performance indicators.</p>	
PHASE 2: NEW LEARNING	<p>Engage learners to demonstrate the appropriate techniques in cutting, chopping, slicing and dicing in food production.</p> <p>Example:</p> <p>Cross chop: <i>the cross chop is good for quick and fine chops. This technique is mainly used on herbs and small vegetables. To cross chop, you simply hold the knife's handle with your dominant hand and put your non-dominant palm on the spine of the blade.</i></p>  <p>Rock chop: <i>this is similar to cross chop; the difference is that your non-dominant hand will be pushing the ingredient through the blade.</i></p>  <p>Slicing/pull cut: <i>slicing is usually used when you want to create fine slides on delicate ingredients such as herbs.</i></p>  <p>Julienne cut: <i>it is a French cooking term and only applied when cutting vegetables, meat or fruits into thin strips of slices.</i></p> 	Pictures and Charts

Baton cut: *the baton is a matchstick knife cut. It is used when cutting fries.*



Brunoise: *Brunoise is a French cooking term where the vegetables are cut into small cubes of precise and uniform measurement.*



In groups, have learners search the internet for other techniques in cutting, chopping, slicing and dicing in food production.



Brunoise (Fine Dice)



Chiffonade (Shredding)



Julienne (Match stick cuts)



Macedoine (Small dice)



Paysanne



Carre (Large Dice)



Rondelle/Washer



Wedges



Slicing



Mincing



Baton



Tourne/Chateau

Assessment





- I. Briefly explain the following techniques in relation to food.
 - a) Baton cut
 - b) Brunoise
 - c) Wedging
 - d) Paysanne
 - e) chateau

**PHASE 3:
REFLECTION**

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

Take feedback from learners and summarize the lesson.

Date: 10 th JUNE, 2022.	Period:	Subject: Career Technology	
Duration:		Strand: Tools, Equipment & Processes	
Class: B7	Class Size:	Sub Strand: Cutting/Shaping	
Content Standard: B7.3.2.1 Demonstrate understanding of cutting/shaping tools and equipment for production.		Indicator: B7.3.2.1.2: Use appropriate skills in cutting, paring, molding in woodwork.	Lesson: 2 of 3
Performance Indicator: Learners can identify techniques in cutting, paring, molding in woodwork.		Core Competencies: CP6.5: Ability to select alternatives that adequately meet selected criteria	
Reference: Career Technology Curriculum Pg. 22			

Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Revise with learners to find out what they already know about cutting and shaping tools in the Food laboratory.</p> <p>Introduce the lesson by sharing the performance indicators.</p>	
PHASE 2: NEW LEARNING	<p>Engage learners to demonstrate the appropriate techniques in cutting, paring, molding in woodwork.</p> <p>Example: Shaping & molding: <i>shaping is the technique of carving wood into non-rectangular shapes. Molding is a strip of solid wood with various decorative profiles used to cover transitions between surfaces.</i></p>  <p>Drilling & Boring: <i>the drilling process creates a hole in the wood, while the boring process removes material to enlarge a pre-existing hole.</i></p>  <p>Sawing: <i>every woodwork starts with cutting down wood using saw. There are different types of saws used for different types of projects. Examples are chop saw, handsaw, circular saw, table saw, etc.</i></p> <p>Jointing & Planing: <i>jointing is the process of flattening one face and one edge as part of the milling process. Planing is a technique used to smooth and remove excess material from wooden surfaces.</i></p>  <p>Lathe turning: <i>it is the art of shaping wood into cylindrical shapes on the lathe.</i></p> 	<p>Pictures and Charts</p>

	<u>Assessment</u> In groups, have learners search the internet for other techniques in cutting, paring, molding in woodwork.	
PHASE 3: REFLECTION	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson.	

Date: 10 th JUNE, 2022	Period:	Subject: Career Technology	
Duration:		Strand: Tools, Equipment & Processes	
Class: B7	Class Size:	Sub Strand: Cutting/Shaping	
Content Standard: B7.3.2.1 Demonstrate understanding of cutting/shaping tools and equipment for production		Indicator: B7.3.2.1.3: Demonstrate how to care for and maintain cutting and shaping tools used for production	Lesson: 3 of 3
Performance Indicator: Learners can demonstrate how to care for and maintain cutting and shaping tools		Core Competencies: CP6.5: Ability to select alternatives that adequately meet selected criteria	
Reference: Career Technology Curriculum Pg. 22			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Revise with learners to find out what they already know about cutting and shaping tools in the Food laboratory.</p> <p>Introduce the lesson by sharing the performance indicators.</p>		
PHASE 2: NEW LEARNING	<p>Guide learners to share experiences on how to care for, and maintain cutting and shaping tools and equipment for production. E.g., oil metal parts of tools, wash and clean mould box.</p> <p>Learners to identify cleaning agents used to clean tools and equipment according to the material used in cleaning cutting and shaping tools. E.g., Silvo and grounded and sifted egg shell for cleaning stainless steel, oil for cleaning metal parts of tools.</p> <p>Engage learners to demonstrate how to care for and maintain cutting and shaping tools and equipment according to the material used in making them and discuss in class.</p> <p><u>Assessment</u></p> <ul style="list-style-type: none"> • Describe how you will clean a plain wooden table you have used for practical work. • List four materials needed for cleaning a plain wooden table. • Briefly explain how to care for a sewing machine to prolong its life span. 	Pictures and Charts	
PHASE 3: REFLECTION	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>		

SECOND TERM LESSON NOTES

WEEK 6

Date: 17 th JUNE, 2022.	Period:	Subject: Career Technology
Duration:		Strand: Tools, Equipment & Processes
Class: B7	Class Size:	Sub Strand: Joining And Assembling
Content Standard: B7.3.3.1 Demonstrate understanding of joining and assembling materials, tools and equipment used for production	Indicator: B7.3.3.1.1: Describe joining and assembling materials, tools and equipment used for making artefacts/products	Lesson: 1 of 3
Performance Indicator: Learners can describe joining and assembling materials in sewing.		Core Competencies: CP6.5: Ability to select alternatives that adequately meet selected criteria
Reference: Career Technology Curriculum Pg. 21		

Phase/Duration	Learners Activities	Resources										
PHASE 1: STARTER	<p>Revise with learners to find out what they already know about joining and assembling materials, tools and equipment in sewing.</p> <p>Introduce the lesson by sharing the performance indicators.</p>											
PHASE 2: NEW LEARNING	<p>Guide learners to identify joining and assembling materials, tools and equipment used for Sewing and crocheting. Example : Thread, needle, crocheting hooks/ pins, sewing machine.</p> <p>Guide learners to discuss the different types and examples of threads and needles used for joining fabrics.</p> <table border="1" data-bbox="453 1331 1177 1650"> <thead> <tr> <th>Needle</th> <th>Uses</th> </tr> </thead> <tbody> <tr> <td>Sharps</td> <td>They are medium length with round eyes. they are used for hand sewing</td> </tr> <tr> <td>Between</td> <td>These are short needles with round eyes. they are used to make close and fine stitches with the hand.</td> </tr> <tr> <td>Crewel</td> <td>They are used for embroidery</td> </tr> <tr> <td>Bodkin</td> <td>It is a thick needle with a blunt end and a long eye. It is used for threading elastic, ribbon, etc.</td> </tr> </tbody> </table> <p>With the use of pictures and charts, learners identify the different types of sewing machine. Example:</p> <ul style="list-style-type: none"> • Hand sewing machine • Treadle sewing machine • Electric sewing machine 	Needle	Uses	Sharps	They are medium length with round eyes. they are used for hand sewing	Between	These are short needles with round eyes. they are used to make close and fine stitches with the hand.	Crewel	They are used for embroidery	Bodkin	It is a thick needle with a blunt end and a long eye. It is used for threading elastic, ribbon, etc.	Pictures and Charts
Needle	Uses											
Sharps	They are medium length with round eyes. they are used for hand sewing											
Between	These are short needles with round eyes. they are used to make close and fine stitches with the hand.											
Crewel	They are used for embroidery											
Bodkin	It is a thick needle with a blunt end and a long eye. It is used for threading elastic, ribbon, etc.											

	<p>Have learners explore with the parts of the sewing machine and state its functions.</p> <p>Learners research for more joining and assembling materials in sewing using ICT tools and other sources and discuss in groups.</p> <p>Sketch/make an album of joining and assembling materials, tools and equipment.</p> <p>Display the sketches/album for appraisal.</p>	
<p>PHASE 3: REFLECTION</p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	

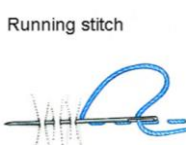
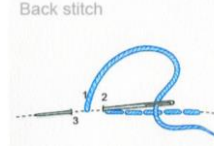
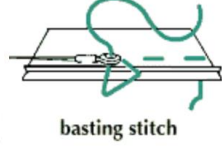
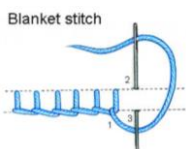
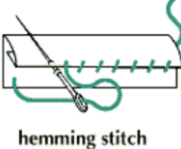

Date: 17 th JUNE, 2022.	Period:	Subject: Career Technology
Duration:		Strand: Tools, Equipment & Processes
Class: B7	Class Size:	Sub Strand: Joining And Assembling
Content Standard: B7.3.3.1 Demonstrate understanding of joining and assembling materials, tools and equipment used for production	Indicator: B7.3.3.1.1: Describe joining and assembling materials, tools and equipment used for making artefacts/products	Lesson: 2 of 3
Performance Indicator: Learners can describe joining and assembling materials in food production.		Core Competencies: CP6.5: Ability to select alternatives that adequately meet selected criteria
Reference: Career Technology Curriculum Pg. 21		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Revise with learners to find out what they already know about joining and assembling materials, tools and equipment in the Food laboratory. Introduce the lesson by sharing the performance indicators.	
PHASE 2: NEW LEARNING	Guide learners to identify joining and assembling materials, tools and equipment used in Food production Example: Corn starch, gluten, tapioca, gelatin, egg white, milk. Have learners research for more joining and assembling materials in food production using ICT tools and other sources and discuss in groups. Let learners sketch/make an album of joining and assembling materials, tools and equipment. Have learners display the sketches/album for appraisal.	Pictures and Charts
PHASE 3: REFLECTION	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson.	

Date: 17 th JUNE, 2022.	Period:	Subject: Career Technology
Duration:		Strand: Tools, Equipment & Processes
Class: B7	Class Size:	Sub Strand: Joining And Assembling
Content Standard: B7.3.3.1 Demonstrate understanding of joining and assembling materials, tools and equipment used for production	Indicator: B7.3.3.1.1: Describe joining and assembling materials, tools and equipment used for making artefacts/products	Lesson: 3 of 3
Performance Indicator: Learners can describe joining and assembling materials in wood work and building.		Core Competencies: CP6.5: Ability to select alternatives that adequately meet selected criteria
Reference: Career Technology Curriculum Pg. 21		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Revise with learners to find out what they already know about joining and assembling materials, tools and equipment in wood work and building. Introduce the lesson by sharing the performance indicators.	
PHASE 2: NEW LEARNING	Guide learners to identify joining and assembling materials, tools and equipment used in Woodwork and Building. Example: Mallet, glues, clamps, screws, cement, Paper glue Guide learners to demonstrate the use of the tools and equipment identified above. Have learners discuss the correct ratio in mixing cement and sand for block work. Learners research for more joining and assembling materials used in Woodwork and Building using ICT tools and other sources and discuss in groups. Guide learners to sketch/make an album of joining and assembling materials, tools and equipment. Learners to display the sketches/album for appraisal.	Pictures and Charts
PHASE 3: REFLECTION	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson.	

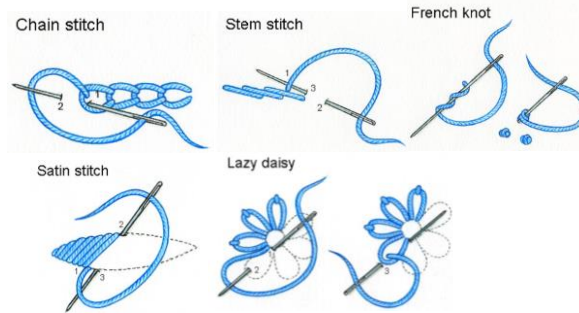
SECOND TERM LESSON NOTES

WEEK 7

Date: 24 th JUNE, 2022.	Period:	Subject: Career Technology	
Duration:		Strand: Tools, Equipment & Processes	
Class: B7	Class Size:	Sub Strand: Joining And Assembling	
Content Standard: B7.3.3.1 Demonstrate understanding of joining and assembling materials, tools and equipment used for production		Indicator: B7.3.3.1.2: Use appropriate skills for joining and assembling artefacts using the materials, tools and equipment	Lesson: 2 of 3
Performance Indicator: Learners can demonstrate the appropriate techniques in using joining and assembling materials and tools in Sewing and Food production.		Core Competencies: CP6.5: Ability to select alternatives that adequately meet selected criteria	
Reference: Career Technology Curriculum Pg. 21			

Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Revise with learners to review their understanding in the previous lesson.</p> <p>Share performance indicators with learners.</p>	
PHASE 2: NEW LEARNING	<p>Demonstrate the appropriate techniques in using joining and assembling materials and tools in Sewing and Food production:</p> <p>Guide learners to discuss the types of stitches. Example: Temporary and Permanent.</p> <p>Engage learners to demonstrate the types or classes of permanent stitches. Example: Joining Stitches – this includes running stitches, Back stitches, machine stitches and over sewing.</p> <div style="display: flex; justify-content: space-around; align-items: flex-end;"> <div style="text-align: center;"> <p>Running stitch</p>  </div> <div style="text-align: center;"> <p>Back stitch</p>  </div> <div style="text-align: center;"> <p>basting stitch</p>  </div> </div> <p>Neatening stitches – this includes loop stitches, hemming stitches and overcasting stitches.</p> <div style="display: flex; justify-content: space-around; align-items: flex-end;"> <div style="text-align: center;"> <p>Blanket stitch</p>  </div> <div style="text-align: center;"> <p>hemming stitch</p>  </div> <div style="text-align: center;"> <p>overcast stitch</p>  </div> </div>	Pictures and Charts

Decorative stitches – this includes satin stitches, chain stitches and lazy daizy stitches.



Guide learners to identify some methods of cooking food.
Example: boiling and stewing

Brainstorm Learners for the meaning of boiling as a method of cooking food.
Boiling is a method of cooking food in enough boiling liquid at 100°C in a tightly covered saucepan.

Guide learners to discuss the types of boiling.
Example:

- Boiling in which the stock is thrown away. E.g. boiled yam, boiled cassava, etc.
- Boiling in which food absorbs the liquid and increases in volume. For example, boiled rice, banku, etc.
- Boiling in which water forms part of food. For example, Porridge, rice porridge, oblayo, soup, etc.

Let learners describe how to boil a named food.
Example: Method of boiling plantain.

- Wash, peel, cut and rewash plantain
- Place in a pan with water and add salt.
- Cover and boil until food is tender
- Strain off stock and serve hot with any stew.

Again, put learners in groups to describe steaming as a method of cooking food, the types of steaming and how to steam a named food


Call each group to present thier findings to the whole class.

**PHASE 3:
REFLECTION**

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

Take feedback from learners and summarize the lesson.

Date: 24 th JUNE, 2022.	Period:	Subject: Career Technology	
Duration:		Strand: Tools, Equipment & Processes	
Class: B7	Class Size:	Sub Strand: Joining And Assembling	
Content Standard: B7.3.3.1 Demonstrate understanding of joining and assembling materials, tools and equipment used for production		Indicator: B7.3.3.1.2: Use appropriate skills for joining and assembling artefacts using the materials, tools and equipment	Lesson: 2 of 2
Performance Indicator: Learners can demonstrate the appropriate techniques in using joining and assembling materials and tools in Metal and Block work.		Core Competencies: CP6.5: Ability to select alternatives that adequately meet selected criteria	
Reference: Career Technology Curriculum Pg. 21			

Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Revise with learners to review their understanding in the previous lesson.</p> <p>Share performance indicators with learners.</p>	
PHASE 2: NEW LEARNING	<p>Demonstrate the appropriate techniques in using joining and assembling materials and tools in Metal and Block work:</p> <p>Engage learners and organize a trip to any Metal workshop in your community.</p> <p>Have learners observe different types of nuts and bolts used for joining metal works.</p>  <p>Guide learners to identify the different types of adhesives used in metal works. <i>Metal adhesive is a natural or synthetic substance used to join or connect two or more metals surfaces together with a bond.</i></p>	Pictures and Charts

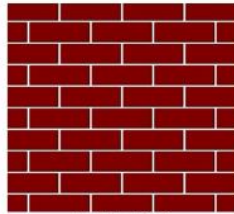


Glues and Adhesives

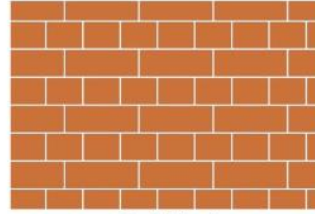
Brainstorm learners for the meaning of brick bonding.
Brick bonding is the arrangement of bricks in the mortar in a systematic manner in masonry construction.

Let learners explore the different types of brick bonding
 Example: stretcher bond, header bond, English bond, etc.

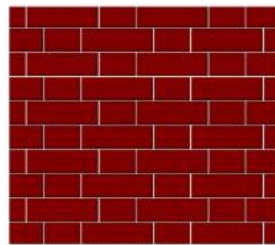
Using pictures, learners demonstrate how to construct some types of brick bonding.



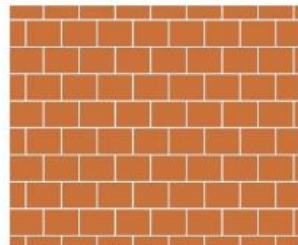
Stretcher Bond



English Bond



Flemish Bond



Header Bond

Guide learners to discuss the advantages and disadvantages of each of the type of bonding identified.

**PHASE 3:
REFLECTION**


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

Take feedback from learners and summarize the lesson.

SECOND TERM LESSON NOTES

WEEK 8

Date: 1 st JULY, 2022.	Period:	Subject: Career Technology
Duration:		Strand: Tools, Equipment & Processes
Class: B7	Class Size:	Sub Strand: Kitchen Essentials
Content Standard: B7.3.4.1 Demonstrate knowledge and understanding of the Kitchen Essentials	Indicator: B7.3.4.1.1: Describe kitchen essentials	Lesson: 1 of 2
Performance Indicator: Learners can identify and describe kitchen essentials		Core Competencies: CP6.5: Ability to select alternatives that adequately meet selected criteria
Reference: Career Technology Curriculum Pg. 23		

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

	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.	

Date: 1 st JULY, 2022.	Period:	Subject: Career Technology
Duration:		Strand: Tools, Equipment & Processes
Class: B7	Class Size:	Sub Strand: Kitchen Essentials
Content Standard: B7.3.4.1 Demonstrate knowledge and understanding of the Kitchen Essentials	Indicator: B7.3.4.1.2: Demonstrate skills in the classification of kitchen essentials	Lesson: 2 of 2
Performance Indicator: Learners can demonstrate skills in the classification of kitchen essentials and state their uses.		Core Competencies: CP6.5: Ability to select alternatives that adequately meet selected criteria
Reference: Career Technology Curriculum Pg. 23		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Revise with learners to review their understanding in the previous lesson.</p> <p>Share performance indicators with learners and introduce the lesson.</p>	
PHASE 2: NEW LEARNING	<p>Guide learners to identify and classify kitchen essentials according to sizes.</p> <p>Tools and equipment for catering are items that are normally used in the kitchen to prepare, cook, serve and store food. Catering tools and equipment have different uses and are made from materials such as <i>metal, wood, plastic, clay and glass</i>. <i>In this unit, we will examine the types of catering tools and equipment. Types of tools and equipment</i></p> <p>The various types of catering tools and equipment are grouped according to their use and size. In catering, tools and equipment are classified into:</p> <ul style="list-style-type: none"> • Large or Fixed Equipment • Mechanical or Labor Saving Equipment • Small Equipment and Tools <p><u>Large or Fixed Equipment</u> This group of kitchen equipment comprises equipment that are normally fixed in a specific location in the kitchen and are not moved often because of their size. Examples of such equipment include: boiling pans, steamers, rangers, fryers, sinks, ovens, freezers, refrigerators, work tables, kitchen cupboards, kitchen cabinets, etc.</p> <p><u>Mechanical or Labor Saving Equipment</u> This group of kitchen equipment comprises of labor saving equipment that aid us to work faster. They also help to conserve physical energy thus allowing one to do a lot of work in the kitchen easily without getting unnecessarily tired. Some examples of such equipment include: blenders, rice cooker, mixers, peelers, mincers, food slicers, mashers (machine), dish washers, juice extractors, etc.</p>	Pictures and Charts

Small equipment and tools

This group of kitchen equipment comprises usually of movable tools which are normally stored in boxes, cabinets and cupboards in the kitchen. Examples of such kitchen tools include utensils, knives, rolling pins, spoons, mortars, pestles, colanders, strainers, scales, rotary beaters, etc.

Guide learners to state the uses of tools and equipment in each category.



Name: Refrigerator

Category: Large or fixed equipment

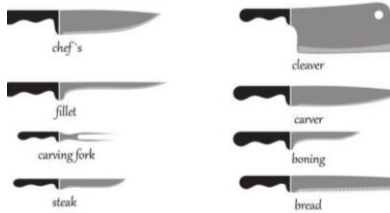
Uses: it is used for maintaining the quality and safety of food items and also for storage.



Name: Blender

Category: Mechanical equipment

Uses: it is used to grind food items such as tomatoes, onion, pepper, etc.



Name: Knives

Category: Small equipment

Uses: it is used for cutting, chopping, slicing and dicing vegetables and fruits.

Present responses on the classified kitchen essentials for appraisal.

PHASE 3: REFLECTION

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

Take feedback from learners and summarize the lesson.

SECOND TERM LESSON NOTES

WEEK 9

Date: 8 th JULY, 2022.	Period:	Subject: Career Technology
Duration:		Strand: Tools, Equipment & Processes
Class: B7	Class Size:	Sub Strand: Finishes And Finishing
Content Standard: B7.3.5.1 Demonstrate knowledge of finishes and finishing	Indicator: B7.3.5.1.1: Identify finishes and finishing applied to products/ artefacts	Lesson: 1 of 2
Performance Indicator: Learners can Identify finishes and finishing applied to products		Core Competencies: CP6.5: Ability to select alternatives that adequately meet selected criteria
Reference: Career Technology Curriculum Pg. 23		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Review to find out what learners already know about finishes and finishing.</p> <p>Share performance indicators with learners and introduce the lesson.</p>	
PHASE 2: NEW LEARNING	<p>Brainstorm learners to explain what is meant by finishes and finishing. E.g., <i>Finishes are the substances applied on the surfaces of products/artefacts.</i></p> <p><i>Finishing is the final surface treatment given to products/artefacts to improve their beauty, attractiveness and protection.</i></p> <p>Guide learners to identify types of finishes. E.g., lacquer, emulsion paint, oil paint, varnish, ceramic tiles, stones, plaster of Paris (POP), 3-D floor, wall paper.</p> <p>Learners identify solvents used to thin finishes. E.g., thinner for lacquer polish, turpentine for oil paint, water for emulsion paint. Solvents make mixture flow easily.</p> <p>Have learners explain what is meant by garnishes. E.g., Garnishes are small, colorful, bits of food that are used to enhance the appearance and texture of dishes. Garnishes provide food with something that adds flavor and decorative color.</p> <p>Discuss ways of applying finishing to food products. E.g., Food can be 'finished' using garnishes.</p>	Pictures and Charts

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

Date: 8 th JULY, 2022.	Period:	Subject: Career Technology
Duration:	Strand: Tools, Equipment & Processes	
Class: B7	Class Size:	Sub Strand: Finishes And Finishing
Content Standard: B7.3.5.1 Demonstrate knowledge of finishes and finishing	Indicator: B7.3.5.1.1: Identify finishes and finishing applied to products/ artefacts	Lesson: 2 of 2
Performance Indicator: Learners can identify the types of garnishes.	Core Competencies: CP6.5: Ability to select alternatives that adequately meet selected criteria	
Reference: Career Technology Curriculum Pg. 23		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Using questions and answers, review learners understanding in the previous lesson. Share performance indicators with learners and introduce the lesson.	
PHASE 2: NEW LEARNING	Guide learners to choose garnishes of color and flavors that complement the food to be garnished. E.g., Use carrots, green pepper, lettuce and tomatoes to garnish pale foods. Guide learners to identify the types of garnishes - Savory garnishes: salad, radish, carrots, cucumber, herbs boiled egg, and tomatoes. - Sweet garnishes lemon, lime, oranges, berries, grapes, icing, and currants. Note: Other finishes are cakes by decorating with icing, decorate rock buns with cherries and currants. Let learners explain what is meant by edge finishes. E.g., Processes worked on to neaten the raw edges of articles. In groups, learners identify edges of articles that are finished. E.g., Neckline, armhole, hemline	Pictures and Charts
PHASE 3: REFLECTION	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson.	

SECOND TERM LESSON NOTES

WEEK 10

Date: 15 th JULY, 2022.	Period:	Subject: Career Technology
Duration:		Strand: Technology
Class: B7	Class Size:	Sub Strand: Simple Structures And Mechanisms
Content Standard: B7.4.1.1 Learners can describe the uses of structures in construction	Indicator: B7.4.1.1.1: Outline the uses of structures in construction	Lesson: 1 of 2
Performance Indicator: Learners can describe the uses of structures in construction		Core Competencies: CC 8.1:CP 6.5: CC 8.2: CI 6.1: CI 6.10:
Reference: Career Technology Curriculum Pg. 26-29		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Review to find out what learners already know about structures in construction. Share performance indicators with learners and introduce the lesson.	
PHASE 2: NEW LEARNING	Brainstorm learners to explain what is meant by structures in construction. E.g., Method of supporting loads (triangulation, truss) to prevent collapse. Guide learners to identify and classify structures under natural and man-made E.g. - Natural: structures created by nature to provide support (spider web, honeycomb and human skeleton) - Man-made: structures made by man to provide protection and support, (chairs, helmets, suspension bridge) Have learners classify structures under frame and shell. E.g. - Frame structures: crane, electricity pylon and building - Shell structures: body of motor car shaped from panels.	Pictures and Charts
PHASE 3: REFLECTION	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson.	

Date: 15 th JULY, 2022.	Period:	Subject: Career Technology
Duration:		Strand: Technology
Class: B7	Class Size:	Sub Strand: Simple Structures And Mechanisms
Content Standard: B7.4.1.1 Demonstrate understanding of structures in construction	Indicator: B7.4.1.1.1: Outline the uses of structures in construction	Lesson: 2 of 2
Performance Indicator: Learners can describe the uses of structures in construction		Core Competencies: CC 8.1:CP 6.5: CC 8.2: CI 6.1: CI 6.10:
Reference: Career Technology Curriculum Pg. 26-29		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Revise with learners on the previous lesson. Share performance indicators with learners and introduce the lesson.	
PHASE 2: NEW LEARNING	Engage learners to discuss the uses of structures in construction. E.g. - Carrying loads for which they were designed without toppling over or collapsing - Supporting the various parts of artefacts Guide learners to make sketches of both frame and shell structures and prepare a sketch album to use as materials for learning structures. Have learners display the sketch album for appraisal.	Pictures and Charts
PHASE 3: REFLECTION	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson.	

SECOND TERM LESSON NOTES

WEEK 11

Date: 22 nd JULY, 2022.	Period:	Subject: Career Technology
Duration:		Strand: Technology
Class: B7	Class Size:	Sub Strand: Simple Structures And Mechanisms
Content Standard: B7.4.1.1 Learners can describe the uses of structures in construction	Indicator: B7.4.1.1.2: Discuss the causes of structural failures in construction	Lesson: 1 of 2
Performance Indicator: Learners can discuss the causes of structural failures in construction		Core Competencies: CP 6.5: CI 5.4: CI 5.2: CI 6.10:
Reference: Career Technology Curriculum Pg. 26-29		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Review to find out what learners already know about structures in construction.</p> <p>Share performance indicators with learners and introduce the lesson.</p>	
PHASE 2: NEW LEARNING	<p>Brainstorm learners to explain what is meant by structural failure in construction. E.g., when a structure collapses or fails to do its job.</p> <p>Engage learners to identify types of structural failure E.g., cracks, splits, breakages in structures</p> <p>Have learners to observe where structural failures occur in structures in the environment. E.g., buildings, bridges, furniture</p> <p>Lead learners to discuss causes of structural failures. E.g., poor design, poor material, weak joint and fatigue</p> <p>Engage learners to discuss how static and dynamic forces can cause structures to fail. E.g. - Static force—stationary force due to the structure’s own weight or the load being carried - Dynamic forces—moving force produced by wind, sea, vehicles and people.</p> <p>Have learners to make sketches and notes on structural failures, in groups.</p> <p>Learners to display sketches for appraisal.</p>	Pictures and Charts

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

Date: 22 nd JULY, 2022.	Period:	Subject: Career Technology	
Duration:		Strand: Technology	
Class: B7	Class Size:	Sub Strand: Simple Structures And Mechanisms	
Content Standard: B7.4.1.1 Demonstrate understanding of structures in construction		Indicator: B7.4.1.1.3: Design and make simple structures	Lesson: 2 of 2
Performance Indicator: Learners can design and make simple structures		Core Competencies: CC 8.1:CP 6.5: CC 8.2: CI 6.1: CI 6.10:	
Reference: Career Technology Curriculum Pg. 26-29			

Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Revise with learners on the previous lesson. Share performance indicators with learners and introduce the lesson.	
PHASE 2: NEW LEARNING	Guide learners to identify compliant and resistant materials, tools and equipment for making structures. E.g.: paper, cardboards, wood, metal and plastic Engage learners to plan and design the artefact. E.g., prepare working drawings showing dimensions Guide learners to make mock-ups of simple structures. E.g., frame and shell. Note: Examples of structures are car bodies, types of roofing, chairs, aircraft, train, radio and cupboard. Let learners test and evaluate the mock-ups by indicating the strengths and weaknesses of the structures and make modifications Have learners display the mock-ups for appraisal.	Pictures and Charts

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

SECOND TERM LESSON NOTES

WEEK 12

Date: 29 th JULY, 2022.	Period:	Subject: Career Technology
Duration:		Strand: Designing & Making of Artefacts
Class: B7	Class Size:	Sub Strand: Communicating Designs
Content Standard: B7.5.1.1 Demonstrate knowledge and skills of drawing materials, instruments, lines and their applications, and freehand sketching	Indicator: B7.5.1.1.1: Identify drawing materials, instruments and equipment used for Graphic Communication	Lesson: 1 of 2
Performance Indicator: Learners can identify drawing materials/ instruments and their uses.		Core Competencies: CP 6.5:CI 6.7:
Reference: Career Technology Curriculum Pg. 29-31		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Using questions and answers, review learners understanding in the previous lesson. Share performance indicators with learners and introduce the lesson.	
PHASE 2: NEW LEARNING	Guide learners to identify drawing materials, instruments and equipment. E.g., drawing materials, instruments and equipment (drawing paper, drawing board, tee square, pencils, a pair of compasses, a pair of dividers, rule. Have learners to discuss the uses of drawing materials, tools and equipment. E.g. Drawing paper—drawings are made on it Drawing board—drawing paper is fixed on it for work to be done Demonstrate appropriate usage and manipulation of drawing materials, instruments and equipment. E.g. How to manipulate the instruments/equipment-proper handling of compass, T- square, set squares. Demonstrate how to care for and maintain the drawing materials and instruments/equipment. <ul style="list-style-type: none"> • Use a clean tissue to wipe the surface of the instruments/equipment • Do not drop the instruments/equipment 	Pictures and Charts
PHASE 3: REFLECTION	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson.	

Date: 29 th JULY, 2022.	Period:	Subject: Career Technology
Duration:		Strand: Designing & Making of Artefacts
Class: B7	Class Size:	Sub Strand: Communicating Designs
Content Standard: B7.5.1.1 Demonstrate knowledge and skills of drawing materials, instruments/equipment, lines and their applications, and freehand sketching	Indicator: B7.5.1.1.2: Discuss the types of lines used in graphic communication	Lesson: 2 of 2
Performance Indicator: Learners can discuss the types of lines used in graphic communication.		Core Competencies: CP 6.5:CI 6.10:
Reference: Career Technology Curriculum Pg. 29-31		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Using questions and answers, review learners understanding in the previous lesson. Share performance indicators with learners and introduce the lesson.	
PHASE 2: NEW LEARNING	Guide learners to identify lines used in communicating ideas. E.g., horizontal lines, vertical lines, inclined lines, arcs, continuous thick and thin lines, short dashes, Have learners describe the features and uses of the lines. E.g. - Continuous thick lines—for drawing outlines; - Continuous thin lines—for drawing construction lines Engage learners to illustrate the applications of lines in drawn objects. E.g., indicate dimension lines showing the dimension of an object Learners to make a chart on how the lines are applied in drawing. Let learners present the chart for appraisal.	Pictures and Charts
PHASE 3: REFLECTION	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson.	