

# FIRST TERM

## WEEKLY LESSON NOTES

### WEEK 3

<b>Week Ending:</b> 20-10-2023	<b>Day:</b>	<b>Subject:</b> Career Technology (HE)												
<b>Duration:</b> 60MINS		<b>Strand:</b> Health & Safety												
<b>Class:</b> B9	<b>Class Size:</b>	<b>Sub Strand:</b> Personal And Workshop Safety												
<b>Content Standard:</b> B9.1.2.1 Demonstrate skills that relate to personal, workshop and laboratory safety	<b>Indicator:</b> B9.1.2.1.2: Use appropriate personal protective equipment when working	<b>Lesson:</b> 1 of 2												
<b>Performance Indicator:</b> Learners can identify the various personal protective equipment used in the kitchen and sewing laboratory.		<b>Core Competencies:</b> CP 6.5: CI 5.4: CI 5.2: CI 6.10:												
<b>Reference:</b> Career Technology Curriculum Pg. 80														
<b>New words:</b> Safety Protocol, Incident Report, Hazard, Preventative Measures														
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>												
<b>PHASE 1: STARTER</b>	<p>Display pictures of people working in different environments (e.g., a chef, a construction worker, a scientist in a lab) where some of the PPE items are clearly missing.</p> <p>Ask students to identify what's missing in each picture.</p> <p>Share performance indicators with learners.</p>													
<b>PHASE 2: NEW LEARNING</b>	<p>Ask learners what personal protective equipment they think should be worn in a kitchen or sewing laboratory setting.</p> <p>Show pictures or samples of PPE used in the kitchen laboratory (e.g., gloves, aprons, safety goggles).</p> <p>Divide learners into small groups and have them identify and list different types of PPE used in the kitchen or sewing laboratory.</p> <p>Kitchen PPEs:</p> <table border="1"> <thead> <tr> <th>PPE</th> <th>Uses</th> </tr> </thead> <tbody> <tr> <td>Aprons</td> <td>Protects clothing and skin from spills and splatters.</td> </tr> <tr> <td>Oven Mitts or Gloves</td> <td>Protects hands from hot surfaces and objects.</td> </tr> <tr> <td>Chef's Hat or Hair Net</td> <td>Prevents hair from falling into food.</td> </tr> <tr> <td>Non-Slip Shoes</td> <td>Reduces the risk of slipping on wet or greasy floors.</td> </tr> <tr> <td>Cut-resistant Gloves</td> <td>Helps in preventing cuts while using knives or slicers</td> </tr> </tbody> </table>	PPE	Uses	Aprons	Protects clothing and skin from spills and splatters.	Oven Mitts or Gloves	Protects hands from hot surfaces and objects.	Chef's Hat or Hair Net	Prevents hair from falling into food.	Non-Slip Shoes	Reduces the risk of slipping on wet or greasy floors.	Cut-resistant Gloves	Helps in preventing cuts while using knives or slicers	Pictures and charts of food
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Face Shields or Goggles	Useful when handling hot oils or acidic substances to prevent splashes
Ear Plugs	In commercial kitchens with loud equipment, it helps in noise reduction

#### Sewing Laboratory PPEs

PPE	Uses
Thimble	Protects the finger from needle pricks.
Safety Glasses	Protects eyes from flying debris when cutting fabrics or using machinery.
Dust Masks	Protects from inhaling fabric or fiber dust, especially when cutting or handling certain materials.
Ear Plugs	For use in noisy environments with loud sewing machines or other equipment.
Finger Guards	Used with some sewing machines to protect fingers from moving parts.
Anti-vibration Gloves	Useful when working with vibrating machinery for extended periods
Aprons	Protects clothing from dirt, dye, or any other material.

Discuss the different types of PPE as a class, ensuring all learners understand their purpose and how they should be used.

Discuss the potential hazards encountered in a kitchen laboratory (e.g., sharp utensils, hot surfaces, chemicals).

Explain the importance of wearing PPE to protect against these hazards.

Engage learners in a class discussion, asking them to share their thoughts on why it is important to wear PPE in the kitchen laboratory.

Demonstrate the proper use of different types of PPE, such as putting on gloves or tying an apron.

Allow learners to practice using PPE in pairs or small groups, ensuring they follow proper procedures.

<b>PHASE 3:</b> <b>REFLECTION</b>	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.	
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<b>Content Standard:</b> B9.1.2.1 Demonstrate skills that relate to personal, workshop and laboratory safety	<b>Indicator:</b> B9.1.2.1.2: Use appropriate personal protective equipment when working	<b>Lesson:</b> 2 of 2
<b>Performance Indicator:</b> Learners can identify the various personal protective equipment used in the block work/woodwork workshop		<b>Core Competencies:</b> CP 6.5: CI 5.4: CI 5.2: CI 6.10:
<b>Reference:</b> Career Technology Curriculum Pg. 80		
<b>New words:</b> Safety Protocol, Incident Report, Hazard, Preventative Measures		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	<p>Display pictures of people working in different environments (e.g., a chef, a construction worker, a scientist in a lab) where some of the PPE items are clearly missing.</p> <p>Ask students to identify what's missing in each picture.</p> <p>Share performance indicators with learners.</p>	
<b>PHASE 2: NEW LEARNING</b>	<p>Ask learners what personal protective equipment they think should be worn in a block work/woodwork workshop setting.</p> <p>Show pictures or samples of PPE used in the block work/woodwork workshop (e.g., safety goggles, safety gloves, ear protection).</p> <p>Divide learners into small groups and have them identify and list different types of PPE used in the block work/woodwork workshop.</p> <p>Discuss the different types of PPE as a whole class, ensuring all learners understand their purpose and how they should be used.</p> <p><b>Woodwork Workshop PPEs:</b></p> <ol style="list-style-type: none"> <li>1. <i>Safety Glasses or Goggles: To protect eyes from sawdust, wood chips, and splinters.</i></li> <li>2. <i>Ear Protection (Earplugs or Earmuffs): Woodworking machinery can be loud and can cause hearing damage over time.</i></li> <li>3. <i>Dust Masks or Respirators: To prevent inhalation of wood dust and other particulates.</i></li> <li>4. <i>Safety Shoes or Boots: Preferably steel-toed to protect feet from heavy objects or accidental tool drops.</i></li> <li>5. <i>Gloves: To protect hands from splinters, although they shouldn't be worn around rotating machinery due to entanglement risks.</i></li> <li>6. <i>Apron: To keep clothes clean and prevent them from getting caught in machinery.</i></li> <li>7. <i>Push Stick: A safety tool used to push small pieces of wood through saws, keeping fingers away from blades.</i></li> </ol>	Pictures and charts of food

	<p><b>Blockwork Workshop PPEs:</b></p> <ol style="list-style-type: none"> <li>1. <i>Safety Glasses or Goggles: To protect eyes from flying debris, dust, or mortar.</i></li> <li>2. <i>Safety Shoes or Boots: Preferably steel-toed, to protect feet from dropped blocks or tools.</i></li> <li>3. <i>Heavy-duty Gloves: To protect hands from abrasion, sharp edges, and wet cement or mortar.</i></li> <li>4. <i>Hard Hat: Essential when there's a risk of falling objects or when working under scaffolding.</i></li> <li>5. <i>Dust Mask or Respirator: Especially important when cutting or shaping blocks to prevent inhalation of dust.</i></li> <li>6. <i>Knee Pads: Useful when laying blocks at low levels to protect knees from hard and rough surfaces.</i></li> <li>7. <i>High Visibility Vest: Useful in larger construction sites where visibility is crucial to avoid accidents.</i></li> </ol> <p>Discuss the potential hazards encountered in a block work/woodwork workshop (e.g., flying debris, sharp tools, loud noise).</p> <p>Explain the importance of wearing PPE to protect against these hazards.</p> <p>Engage learners in a class discussion, asking them to share their thoughts on why it is important to wear PPE in the block work/woodwork workshop.</p> <p>Demonstrate the proper use of different types of PPE, such as wearing safety glasses or putting on ear protection. Allow learners to practice using PPE in pairs or small groups, ensuring they follow proper procedures.</p> <p>Design and make personal protective equipment using compliant and resistant materials (fabrics) in groups. E.g., Nose mask, gloves, apron, cap, goggles</p>	
<p><b>PHASE 3: REFLECTION</b></p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	