

SECOND TERM

WEEKLY LESSON NOTES

WEEK 2

Week Ending: 19-01-2024	Day:	Subject: Career Technology (HE)					
Duration: 60MINS		Strand: Materials For Production					
Class: B9	Class Size:	Sub Strand: Food Commodities (Animal And Plant Sources)					
Content Standard: B9.2.4.2 Demonstrate skills in planning meals for various members of the family		Indicator: B9.2.4.1.2: Discuss the basic food requirements for different members of the family	Lesson: 1 of 4				
Performance Indicator: Learners can discuss the basic food requirements for different members of the family			Core Competencies: CP 6.5: CI 5.4: CI 5.2: CI 6.10:				
Reference: Career Technology Curriculum Pg. 90							
New words: Grooming, Hygiene, Appearance, Self-care							
Phase/Duration	Learners Activities		Resources				
PHASE 1: STARTER	<p>Begin by asking learners to name different members of a family. List them on the board.</p> <p>Explain that each family member has different nutritional needs based on age, activity level, health conditions, and other factors.</p> <p>Define meal planning as the process of selecting and preparing healthy meals for the family, considering everyone's needs and preferences.</p> <p>Share performance indicators with learners.</p>						
PHASE 2: NEW LEARNING	<p>Assign each group a different family member (e.g., toddler, pregnant mother, elderly grandfather, athlete teenager).</p> <p>Ask each group to research the basic food requirements and dietary needs of their assigned family member.</p> <p>Encourage them to consider factors like calorie intake, essential nutrients, appropriate food textures, and any specific limitations.</p> <p>Each group presents their findings to the class, creating a profile with information about their assigned family member's nutritional needs.</p> <table border="1" style="width: 100%; margin-top: 10px;"> <tr> <td>Different members of the family</td> <td>Basic food requirements</td> </tr> <tr> <td>Toddler</td> <td>Body building and protective foods</td> </tr> </table>		Different members of the family	Basic food requirements	Toddler	Body building and protective foods	<p>Pictures of different family members (optional)</p> <p>Food pyramids</p>
Different members of the family	Basic food requirements						
Toddler	Body building and protective foods						

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

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



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

Facilitate a discussion about their choices and provide constructive feedback

Assessment

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

PHASE 3: REFLECTION	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson.
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Week Ending: 19-01-2024	Day:	Subject: Career Technology (HE)
Duration: 60MINS		Strand: Tools, Equipment And Processes
Class: B9	Class Size:	Sub Strand: Measuring And Marking Out
Content Standard: B9.3.1.1 Demonstrate understanding of measuring and marking out tools and equipment for making artefacts/ products and care and maintain		Indicator: B9.3.1.1.2 Demonstrate how to use the tools and equipment for measuring and marking out
		Lesson: 2 of 4
Performance Indicator: Learners can demonstrate the use of measuring and marking tools in food labs (kitchens) and sewing. Learners can acquire proper care and maintenance practices for relevant measuring and marking equipment.		Core Competencies: CP 6.5: CI 5.4: CI 5.2: CI 6.10:
Reference: Career Technology Curriculum Pg. 92		
New words:		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Revise with learners on the previous lesson through questions and answers. Share performance indicators with learners.	
PHASE 2: NEW LEARNING	Show learners how to use different measuring cups and spoons for dry and liquid ingredients. Demonstrate measuring liquids accurately in a graduated measuring cup. Explain the importance of weighing ingredients using a kitchen scale for precise recipes. Guide them in using a measuring tape to portion and arrange ingredients on baking sheets. Teach learners how to take accurate body measurements (chest, waist, hips, inseam, etc.) using a tape measure. Show them how to transfer measurements to fabric or a pattern paper using a ruler and fabric marker. Demonstrate marking seam allowances and cutting fabric with fabric scissors following the marked lines. Divide learners into pairs and provide them with pattern paper or pre-marked patterns. Guide them in using body measurement charts and instructions to adjust the dress/blouse pattern to their size.	Food Lab (Kitchen): Measuring cups and spoons in various sizes Graduated liquid measuring cup Kitchen scale Measuring tape Mixing bowls and utensils Ingredients for a simple recipe (e.g., cookies) Sewing: Tape measure Ruler Fabric marker Fabric scissors Sewing needle and thread, Scrap fabric or pre-cut pattern

	<p>Encourage them to practice marking and cutting fabric accurately based on the adjusted pattern.</p> <p>Assign learners the recipe for two people and have them analyze the nutritional information of the ingredients.</p> <p>Challenge them to use measuring cups and spoons to portion ingredients following the recipe and considering recommended serving sizes.</p> <p>Let them experiment with preparing the meal for two, focusing on portion control and healthy food choices.</p> <p>Gather all used tools and equipment. Demonstrate proper cleaning and maintenance techniques for each tool, using soft cloths and mild cleaning solution as needed.</p> <p>Discuss the importance of storing tools correctly in toolboxes or containers to prevent damage and ensure their longevity.</p> <p>Highlight safety practices like using kitchen tools safely and handling sewing needles with care.</p>	<p>Tool care and maintenance: Soft cloths Mild cleaning solution Storage containers or toolboxes</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>	

Week Ending: 19-01-2024	Day:	Subject: Career Technology (PT)	
Duration: 60MINS		Strand: Tools, Equipment And Processes	
Class: B9	Class Size:	Sub Strand: Measuring And Marking Out	
Content Standard: B9.3.1.1 Demonstrate understanding of measuring and marking out tools and equipment for making artefacts/ products and care and maintain		Indicator: B9.3.1.1.1 Discuss tools and equipment used for measuring and marking out	Lesson: 3 of 4
Performance Indicator: Learners can identify various tools and equipment used for measuring and marking out in different trade areas.		Core Competencies: CP 6.5: CI 5.4: CI 5.2: CI 6.10:	
Reference: Career Technology Curriculum Pg. 91			
New words:			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	Revise with learners on the previous lesson through questions and answers. Share performance indicators with learners.		
PHASE 2: NEW LEARNING	Briefly discuss the importance of accurate measurement and marking in various trades. Show pictures or displays of tools and equipment, asking learners to guess their uses and name the trade areas they might be used in. Divide the class into groups and assign each group a trade area. Provide them with pictures and descriptions of relevant measuring and marking tools. Ask them to match the tools to their functions and discuss their importance in that specific trade. On the chart paper or whiteboard, create three columns representing the building site, wood workshop, and metal/plastic workshop. Challenge learners to sort the listed tools or pictures from activity 2 into the appropriate categories based on their primary use in each trade area. Divide learners into smaller groups and provide them with basic tools like rulers, squares, and chalk lines. Set up simple tasks like measuring distances, marking lines, or checking right angles with these tools.	Pictures or displays of measuring and marking tools for each trade area (building site, wood workshop, metal/plastic workshop)	

	<p>Ensure they practice safe handling and proper techniques.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. What is the main difference between a steel tape measure used on a building site and a ruler used in a wood workshop? 2. In metalworking, why might a center punch be used before starting to drill a hole? 3. Why is it important to choose the right tool for measuring and marking in each trade area? 4. Can you name one tool that can be used in all three trade areas of building, wood, and metalwork? 	
<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>	

Week Ending: 19-01-2024	Day:	Subject: Career Technology (PT)
Duration: 60MINS		Strand: Tools, Equipment And Processes
Class: B9	Class Size:	Sub Strand: Measuring And Marking Out
Content Standard: B9.3.1.1 Demonstrate understanding of measuring and marking out tools and equipment for making artefacts/ products and care and maintain		Indicator: B9.3.1.1.2 Demonstrate how to use the tools and equipment for measuring and marking out
		Lesson: 4 of 4
Performance Indicator: Learners can understand and demonstrate the use of measuring and marking tools in building, woodworking, and metalworking. Learners can learn proper care and maintenance of measuring and marking equipment.		Core Competencies: CP 6.5: CI 5.4: CI 5.2: CI 6.10:
Reference: Career Technology Curriculum Pg. 92		
New words:		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Revise with learners on the previous lesson through questions and answers. Share performance indicators with learners.	
PHASE 2: NEW LEARNING	Show learners how to set out a wall by using a tape measure to mark precise distances on the cardboard sheet. Demonstrate using a spirit level to ensure the wall is perfectly vertical. Explain how to snap a straight line using chalk line for marking the wall outline. Use a ruler to measure accurate lengths and widths on the wooden board scrap. Show learners how to mark parallel lines for cutting using a marking gauge. If using a saw, emphasize using the marked lines as guides for straight cuts. Guide learners in measuring dimensions on the sheet metal using a ruler. Demonstrate marking lines with a marker, emphasizing precision and legibility. Explain the optional use of a center punch to mark starting points for drilling holes (if applicable).	Building (Mock Project): Large cardboard sheet (representing a wall) Masking tape Spirit level Chalk line Tape measure Pencil Woodworking (Mock Project): Wooden board scrap Ruler Marking gauge Pencil Metalworking (Mock Project): Thin sheet metal scrap Ruler Metal snips Markers

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