

# SECOND TERM LESSON NOTES

## WEEK 11

<b>Date:</b> 22 <sup>nd</sup> JULY, 2022.	<b>Period:</b>	<b>Subject:</b> Career Technology
<b>Duration:</b>		<b>Strand:</b> Technology
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Simple Structures And Mechanisms
<b>Content Standard:</b> B7.4.1.1 Learners can describe the uses of structures in construction	<b>Indicator:</b> B7.4.1.1.2: Discuss the causes of structural failures in construction	<b>Lesson:</b> 1 of 2
<b>Performance Indicator:</b> Learners can discuss the causes of structural failures in construction		<b>Core Competencies:</b> CP 6.5: CI 5.4: CI 5.2: CI 6.10:
<b>Reference:</b> Career Technology Curriculum Pg. 26-29		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	<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>	
<b>PHASE 2: NEW LEARNING</b>	<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

<b>PHASE 3: 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>Duration:</b>		<b>Strand:</b> Technology	
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Simple Structures And Mechanisms	
<b>Content Standard:</b> B7.4.1.1 Demonstrate understanding of structures in construction		<b>Indicator:</b> B7.4.1.1.3: Design and make simple structures	<b>Lesson:</b> 2 of 2
<b>Performance Indicator:</b> Learners can design and make simple structures		<b>Core Competencies:</b> CC 8.1:CP 6.5: CC 8.2: CI 6.1: CI 6.10:	
<b>Reference:</b> Career Technology Curriculum Pg. 26-29			

Phase/Duration	Learners Activities	Resources
<b>PHASE 1: STARTER</b>	Revise with learners on the previous lesson.  Share performance indicators with learners and introduce the lesson.	
<b>PHASE 2: NEW LEARNING</b>	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

<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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