FAYOL INC. 0547824419

THIRD TERM

WEEKLY LESSON NOTES WEEK 5

Duration: 60MINS Class Size: Sub Strand: Table Setting Content Standard: B8.5.3.1 Demonstrate understanding of planning for making artefacts/products and table setting Performance Indicator: Learners can demonstrate skills of finishing edges of sewing articles and food products Reference: Career Technology Curriculum Pg. 69-70 Phase/Duration Phase I: Engage learners to discuss the importance of table manners and etiquette in various settings, such as restaurants, formal events, and even at home. Introduce the concept of table setting and explain that it involves arranging and organizing the table for a meal. PHASE 2: NEW Ask learners if they have heard the term "table setting" Pictures and	Week Ending: 28-07-	-2023 Day:	* * * * * * * * * * * * * * * * * * * *	Subject: (Carper Technol	ogy
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 Napkins: Different folding techniques and placement options Additional items: Salt and pepper shakers, bread plates, butter dishes, etc. Show examples of each item and explain their specific purposes and placements on the table. 		Explain that table tableware, cutled specific meal. Show visual aids setting, including additional items Discuss the variate setting, such as: Plates: Dinner of Cutlery: For drinkware Napkins: Diagraphics options Additional in butter dishers	e a few responses. le setting refers to the ry, and other items of the ry, and other items. Salt and peppers, etc. of each item and ex	ne arranger on a dining o illustrate a ery, napkin a formal or ment used i s, and dess and speciali glasses, and iques and p r shakers, l	nent of table for a a basic table s, and any casual setting. In table ert plates zed utensils d other blacement bread plates,	charts of food

	 What is table setting? Name three tools or equipment used in table setting. 	
	3. Why is table setting important?	
	4. Define a cover in table setting.5. What is the purpose of a cover in formal dining settings?	
	6. Can you explain the significance of proper table setting in	
	creating a positive dining experience?	
PHASE 3:	Use peer discussion and effective questioning to find out	
REFLECTION	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: 28-07	-2023	Day:	Subject: Career Technology			ogy
Duration: 60MINS	Strand: Designing & Mak			ing Of Artefacts		
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Phase/Duration	Learners /	Activities				Resources
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PHASE 2: NEW LEARNING	Explain the tableware Engage the table setti Prompt the the overal organization Discuss he impression demonstration Introduce Explain the table, required for Discuss the where each arranged to Emphasize	Explain that table setting refers to the arrangement of tableware, cutlery, and other items on a dining ta Engage the learners in a discussion about the importance of table setting. Prompt them to consider how table setting contributes to the overall dining experience, including aesthetics, organization, and functionality. Discuss how proper table setting can create a positive impression, enhance the enjoyment of the meal, and demonstrate respect for guests or hosts. Introduce the concept of a "cover" in table setting. Explain that a cover refers to an individual's place setting at the table, including all the utensils, plates, and glassware required for their meal. Discuss the significance of covers in formal dining settings, where each guest is assigned a specific cover with carefully arranged utensils and items. Emphasize the importance of understanding and respecting one's assigned cover during a formal dining occasion.				Pictures and charts of food
		nt se one item commo ectly used for eating	•	nd in a tabl	e setting that	

	 2. How does table setting contribute to the overall aesthetics of a meal? 3. Have you ever practiced table setting at home or during a special occasion? Share your experience. 4. Why is it important to respect and understand your assigned cover in formal dining occasions? 	
	5. Learners work in pairs or small groups to create their own table settings. They can design a table layout, select appropriate tools and equipment, and explain the rationale behind their choices.	
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.	