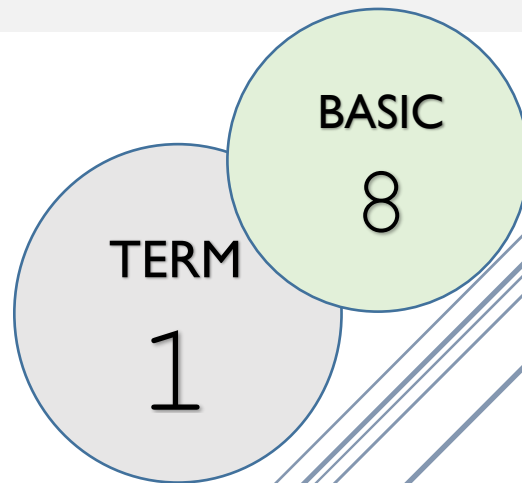


# LESSON PLANS FOR JUNIOR HIGH SCHOOLS

CAREER TECHNOLOGY  
HOME ECON



FAYOL INC  
0547824419

# FIRST TERM

## WEEKLY LESSON NOTES

### WEEK 1

<b>Week Ending:</b>	<b>Day:</b>	<b>Subject:</b> Career Technology	
<b>Duration:</b> 60MINS		<b>Strand:</b> Health And Safety	
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Personal Hygiene	
<b>Content Standard:</b> B8.1.1.1 Demonstrate understanding of basic practices that depict personal and food hygiene		<b>Indicator:</b> B8.1.1.1.1: Demonstrate skills of personal hygiene	<b>Lesson:</b> 1 of 2
<b>Performance Indicator:</b> Learners can demonstrate skills of personal hygiene.		<b>Core Competencies:</b> CP 6.5: CI 5.4: CI 5.2: CI 6.10:	
<b>Reference:</b> Career Technology Curriculum Pg. 41			
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>	
<b>PHASE 1: STARTER</b>	Revise with learners to review their understanding in the previous lesson.  Share performance indicators with learners.		
<b>PHASE 2: NEW LEARNING</b>	Have learners to think-pair-share on the causes of bad body odor. E.g., not bathing well.  Engage learners to prepare personal hygiene cards/posters in groups to show causes of bad body odor.  Guide learners to identify the appropriate materials used to prevent bad body odor. E.g., Lime/lemon, deodorant.  Demonstrate how to prevent bad body odor using the materials.  Let learners plan and organize campaigns to educate the school community on the elimination of bad body odor.  <u>Assessment</u> 1. What is meant by Personal hygiene? 2. Mention any four Personal hygiene practices.	Pictures and charts of food	
<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.  Ask learners how the lesson will benefit them in their daily lives.		

<b>Week Ending:</b>	<b>Day:</b>	<b>Subject:</b> Career Technology	
<b>Duration:</b> 60MINS		<b>Strand:</b> Health And Safety	
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Personal Hygiene	
<b>Content Standard:</b> B8.1.1.1 Demonstrate understanding of basic practices that depict personal and food hygiene		<b>Indicator:</b> B8.1.1.1.1: Demonstrate skills of personal hygiene	<b>Lesson:</b> 2 of 2
<b>Performance Indicator:</b> Learners can demonstrate skills of personal hygiene.		<b>Core Competencies:</b> CP 6.5: CI 5.4: CI 5.2: CI 6.10:	
<b>Reference:</b> Career Technology Curriculum Pg. 41			
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>	
<b>PHASE 1: STARTER</b>	Revise with learners to review their understanding in the previous lesson.  Share performance indicators with learners.		
<b>PHASE 2: NEW LEARNING</b>	Have learners to think-pair-share on the causes of bad body odor. E.g., not bathing well.  Engage learners to prepare personal hygiene cards/posters in groups to show causes of bad body odor.  Guide learners to identify the appropriate materials used to prevent bad body odor. E.g., Lime/lemon, deodorant.  Demonstrate how to prevent bad body odor using the materials.  Let learners plan and organize campaigns to educate the school community on the elimination of bad body odor.  <u>Assessment</u> 1. What is meant by Personal hygiene? 2. Mention any four Personal hygiene practices.	Pictures and charts of food	
<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.  Ask learners how the lesson will benefit them in their daily lives.		

## WEEKLY LESSON NOTES

### WEEK 2

<b>Week Ending:</b>	<b>Day:</b>	<b>Subject:</b> Career Technology	
<b>Duration:</b> 60MINS		<b>Strand:</b> Health And Safety	
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Food Hygiene	
<b>Content Standard:</b> B8.1.1.1 Demonstrate understanding of basic practices that depict personal and food hygiene		<b>Indicator:</b> B8.1.1.1.2: Demonstrate skills in keeping food safe	<b>Lesson:</b> 1 of 2
<b>Performance Indicator:</b> Learners can demonstrate skills in keeping food safe.		<b>Core Competencies:</b> CP 6.5: CI 5.4: CI 5.2: CI 6.10:	
<b>Reference:</b> Career Technology Curriculum Pg. 41			
Phase/Duration	Learners Activities	Resources	
<b>PHASE 1: STARTER</b>	Revise with learners to review their understanding in the previous lesson.		
	Share performance indicators with learners.		
<b>PHASE 2: NEW LEARNING</b>	Brainstorm learners to explain the meaning of health and hygiene.	Pictures and charts of food	
	<p>Guide learners to explain key concepts.  Health – the complete state of physical, mental, emotional and social well-being and not merely the absence of diseases.  Hygiene – the study of rules for healthy living and the prevention of diseases.</p> <p>In groups, engage learners to define food hygiene and ways of ensuring food hygiene.</p> <p>Let learners watch pictures of the processes and skills of maintaining food hygiene and write down the observations.  E.g.</p> <ul style="list-style-type: none"> <li>• Store food appropriately both before and after cooking.</li> <li>• Keep hair clean and cover with a cap</li> <li>• Cut/trim finger nails short</li> <li>• No wearing of jewelry at work.</li> <li>• Sneeze and cough into a handkerchief.</li> <li>• Wash hands regularly, before and after handling food.</li> </ul> <p>Role-play the skills of food hygiene in class for appraisal</p> <p><u>Assessment</u>  Define the following  i. Health    ii. Hygiene</p> <p>state four ways of ensuring food hygiene</p>		
<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.		

	Ask learners how the lesson will benefit them in their daily lives.	
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<b>Week Ending:</b>	<b>Day:</b>	<b>Subject:</b> Career Technology	
<b>Duration:</b> 60MINS		<b>Strand:</b> Health And Safety	
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Food Hygiene	
<b>Content Standard:</b> B8.1.1.1 Demonstrate understanding of basic practices that depict personal and food hygiene		<b>Indicator:</b> B8.1.1.2: Demonstrate skills in keeping food safe	<b>Lesson:</b> 2 of 2
<b>Performance Indicator:</b> Learners can demonstrate skills in keeping food safe.		<b>Core Competencies:</b> CP 6.5: CI 5.4: CI 5.2: CI 6.10:	
<b>Reference:</b> Career Technology Curriculum Pg. 41			
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>	
<b>PHASE 1: STARTER</b>	<p>Revise with learners to review their understanding in the previous lesson.</p> <p>Share performance indicators with learners.</p>		
<b>PHASE 2: NEW LEARNING</b>	<p>Brainstorm learners to explain the meaning of health and hygiene.</p> <p>Guide learners to explain key concepts. Health – the complete state of physical, mental, emotional and social well-being and not merely the absence of diseases. Hygiene – the study of rules for healthy living and the prevention of diseases.</p> <p>In groups, engage learners to define food hygiene and ways of ensuring food hygiene.</p> <p>Let learners watch pictures of the processes and skills of maintaining food hygiene and write down the observations. E.g.</p> <ul style="list-style-type: none"> <li>• Store food appropriately both before and after cooking.</li> <li>• Keep hair clean and cover with a cap</li> <li>• Cut/trim finger nails short</li> <li>• No wearing of jewelry at work.</li> <li>• Sneeze and cough into a handkerchief.</li> <li>• Wash hands regularly, before and after handling food.</li> </ul> <p>Role-play the skills of food hygiene in class for appraisal</p> <p><u>Assessment</u> Define the following i. Health ii. Hygiene</p> <p>state four ways of ensuring food hygiene</p>	Pictures and charts of food	
<b>PHASE 3: REFLECTION</b>	<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>		

	Ask learners how the lesson will benefit them in their daily lives.	
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## WEEKLY LESSON NOTES

### WEEK 3

<b>Week Ending:</b>	<b>Day:</b>	<b>Subject:</b> Career Technology	
<b>Duration:</b> 60MINS		<b>Strand:</b> Health And Safety	
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> First Aid	
<b>Content Standard:</b> B8.1.2.1 Demonstrate knowledge of preventing accidents in the workshop/site/ food/sewing laboratory		<b>Indicator:</b> B8.1.2.1.1: Demonstrate basic skills in applying First Aid to self and others	<b>Lesson:</b> 1 of 2
<b>Performance Indicator:</b> Learners can demonstrate basic skills in applying First Aid to self and others		<b>Core Competencies:</b> CP 6.5: CI 5.4: CI 5.2: CI 6.10:	
<b>Reference:</b> Career Technology Curriculum Pg. 43			
Phase/Duration	Learners Activities	Resources	
<b>PHASE 1: STARTER</b>	<p>Revise with learners to review their understanding in the previous lesson.</p> <p>Share performance indicators with learners.</p>	<p>Pictures and charts of food</p>	
<b>PHASE 2: NEW LEARNING</b>	<p>Brainstorm learners to explain the following:</p> <ul style="list-style-type: none"> <li>• First Aid - <i>It is a help given to an injured/sick person till full medical treatment is available.</i></li> <li>• First Aid Box – <i>is a box contain chemical substances and other items needed to treat minor accidents.</i></li> </ul> <p>Guide learners identify and discuss the contents of a First Aid box. E.g., plaster, gauze, scissors, methylated spirit.</p> <p>Learners in groups discuss some forms of accidents that occurs in the kitchen and sewing workshops. Example: cuts, burns, scalds, falls, electric shock, fainting, choking, suffocation, needle pricks, swallowing of pins, fire outbreaks,</p> <p>Demonstrate how to administer first aid to persons affected with any of the following:</p> <p>- <i>Cuts: this is a long, narrow incision in the skin made by a sharp object. How to administer first aid: Rinse the cut with water and apply pressure with sterile gauze, a bandage, or a clean cloth.</i></p> <p>- <i>Burns: Is tissue damage that results from dry heat– by an iron or fire, overexposure to the sun or other radiation. How to administer first aid: After holding the burns under cool running water, apply cool wet compresses until the pain subsides.</i></p> <p>Learners in groups discuss the various effects of kitchen and workshop accidents. Have learners suggest how each type of workshop accident discussed can be prevented.</p>		



	<u>Assessment</u> 1. What is meant by first Aid 2. Discuss the necessity of a first aid box in the kitchen or workshop. 3. When is first Aid administered to a patient? 4. Identify five kinds of accidents that occurs at the workshop.	
<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.  Ask learners how the lesson will benefit them in their daily lives.	

<b>Week Ending:</b>	<b>Day:</b>	<b>Subject:</b> Career Technology	
<b>Duration:</b> 60MINS		<b>Strand:</b> Health And Safety	
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> First Aid	
<b>Content Standard:</b> B8.1.2.1 Demonstrate knowledge of preventing accidents in the workshop/site/ food/sewing laboratory		<b>Indicator:</b> B8.1.2.1.1: Demonstrate basic skills in applying First Aid to self and others	<b>Lesson:</b> 2 of 2
<b>Performance Indicator:</b> Learners can demonstrate basic skills in applying First Aid to self and others		<b>Core Competencies:</b> CP 6.5: CI 5.4: CI 5.2: CI 6.10:	
<b>Reference:</b> Career Technology Curriculum Pg. 43			
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>	
<b>PHASE 1: STARTER</b>	Revise with learners to review their understanding in the previous lesson.  Share performance indicators with learners.		
<b>PHASE 2: NEW LEARNING</b>	Demonstrate how to administer first aid to persons affected with any of the following:  - Suffocation: inability for one to breath. How to administer first aid: Administer Cardiopulmonary resuscitation (CPR) on the person Note: Invite a resource person to demonstrate how to apply First Aid, especially CPR.  - Scalds: they are caused by something wet, such as hot water or steam. How to administer first aid: cool the scald with cool or lukewarm running water for 20 minutes– do not use ice, chilled/cold water, or any creams or greasy substances such as butter.  - Falls: are events which results in a person coming to rest accidentally on the ground or floor or other lower level causing injury to the person. How to administer first aid: Place a cold compress or ice pack on any bumps or bruises  Have learners to identify emergency numbers in case of any major accidents in the kitchen or workshop. <b>999</b> in case you need help in times of accidents <b>191</b> in case you need help from the police service <b>192</b> in case you need help from the fire service <b>193</b> in case you need help from the ambulance service.  Guide learners to discuss the type of training a caterer or dressmaker must have to be able to give first aid correctly.	Pictures and charts of food	

	<u>Assessment</u> 1. Identify and explain five kinds of accident that occurs at the workshop. 2. Describe how you will administer first Aid in the following accidents. i. Falls ii. Scalds iii. Burns	
<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.	

# FIRST TERM

## WEEKLY LESSON NOTES

### WEEK 4

<b>Week Ending:</b>	<b>Day:</b>	<b>Subject:</b> Career Technology	
<b>Duration:</b> 60MINS		<b>Strand:</b> Health And Safety	
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Household And Industrial Waste	
<b>Content Standard:</b> B8.1.3.2 Demonstrate understanding of basic ways of disposing of household and industrial/workshop/site/ laboratory waste		<b>Indicator:</b> B8.1.3.2.1: Identify proper management and disposal of household and industrial waste	<b>Lesson:</b> 1 of 2
<b>Performance Indicator:</b> Learners can identify proper management and disposal of household and industrial waste		<b>Core Competencies:</b> CP 6.5: CI 5.4: CI 5.2: CI 6.10:	
<b>Reference:</b> Career Technology Curriculum Pg. 43			
Phase/Duration	Learners Activities	Resources	
<b>PHASE 1: STARTER</b>	<p>Revise with learners to review their understanding in the previous lesson.</p> <p>Share performance indicators with learners.</p>		
<b>PHASE 2: NEW LEARNING</b>	<p>Revise with learners on the meaning of environmental hygiene.</p> <p>Is the observance and maintenance of high standards of hygiene around our homes to prevent diseases?</p> <p>Guide learners to discuss ways of ensuring environmental hygiene.</p> <ol style="list-style-type: none"> <li>1. Weed around the houses.</li> <li>2. Dispose off solid and liquid waste properly.</li> <li>3. Distill choked gutters and drains.</li> <li>4. Do not litter.</li> <li>5. Cover open drains.</li> </ol> <p>Task learners in groups to discuss and come out with ideas to minimize waste in their kitchen and sewing workshop.</p> <p>Have each group discuss measures of minimizing waste in the kitchen and sewing workshop.</p> <p>Brainstorm learners for the meaning of waste. <i>Waste can be described as an unwanted material which is no longer needed. It is usually discarded after its primary use.</i></p> <p>Guide learners to identify and describe the sources of waste in the kitchen and workshops.</p> <p>Learners in groups identify the types of waste produced in the kitchen and workshops.</p>	Pictures and charts of food	

	<ul style="list-style-type: none"> <li>• Solid and liquid waste</li> </ul> <p>Have learners in groups, research the proper management and disposal of household and industrial waste, in groups.</p> <p>Guide learners to discuss and report on the following:</p> <ol style="list-style-type: none"> <li>i. The different ways of disposing off home and industrial waste; E.g., landfills, combustion.</li> <li>ii. The proper ways of disposing off household and industrial waste; E.g. Sanitary landfill disposal and incineration disposal, recycling household and industrial waste.</li> </ol> <p>Engage learners to undertake a project on how to recycle waste at home and in school.</p> <p><u>Assessment</u> Identify and explain ways of disposing off home and industrial waste</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> <p>Ask learners how the lesson will benefit them in their daily lives.</p>	

<b>Week Ending:</b>	<b>Day:</b>	<b>Subject:</b> Career Technology	
<b>Duration:</b> 60MINS		<b>Strand:</b> Health And Safety	
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Household And Industrial Waste	
<b>Content Standard:</b> B8.1.3.2 Demonstrate understanding of basic ways of disposing of household and industrial/workshop/site/ laboratory waste		<b>Indicator:</b> B8.1.3.2.1: Identify proper management and disposal of household and industrial waste	<b>Lesson:</b> 1 of 2
<b>Performance Indicator:</b> Learners can identify proper management and disposal of household and industrial waste		<b>Core Competencies:</b> CP 6.5: CI 5.4: CI 5.2: CI 6.10:	
<b>Reference:</b> Career Technology Curriculum Pg. 43			

Phase/Duration	Learners Activities	Resources
<b>PHASE 1: STARTER</b>	<p>Revise with learners to review their understanding in the previous lesson.</p> <p>Share performance indicators with learners.</p>	
<b>PHASE 2: NEW LEARNING</b>	<p>Revise with learners on the meaning of environmental hygiene.</p> <p>Is the observance and maintenance of high standards of hygiene around our homes to prevent diseases?</p> <p>Guide learners to discuss ways of ensuring environmental hygiene.</p> <ol style="list-style-type: none"> <li>1. Weed around the houses.</li> <li>2. Dispose off solid and liquid waste properly.</li> <li>3. Distill choked gutters and drains.</li> <li>4. Do not litter.</li> <li>5. Cover open drains.</li> </ol> <p>Task learners in groups to discuss and come out with ideas to minimize waste in their kitchen and sewing workshop.</p> <p>Have each group discuss measures of minimizing waste in the kitchen and sewing workshop.</p> <p>Brainstorm learners for the meaning of waste. <i>Waste can be described as an unwanted material which is no longer needed. It is usually discarded after its primary use.</i></p> <p>Guide learners to identify and describe the sources of waste in the kitchen and workshops.</p> <p>Learners in groups identify the types of waste produced in the kitchen and workshops.</p> <ul style="list-style-type: none"> <li>• Solid and liquid waste</li> </ul> <p>Have learners in groups, research the proper management and disposal of household and industrial waste, in groups.</p>	Pictures and charts of food

	<p>Guide learners to discuss and report on the following:</p> <ul style="list-style-type: none"> <li>i. The different ways of disposing off home and industrial waste; E.g., landfills, combustion.</li> <li>ii. The proper ways of disposing off household and industrial waste; E.g. Sanitary landfill disposal and incineration disposal, recycling household and industrial waste.</li> </ul> <p>Engage learners to undertake a project on how to recycle waste at home and in school.</p> <p><u>Assessment</u>  What is a waste?  Identify the types of waste and give one example in each case</p>	
<p><b>PHASE 3:</b>  <b>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> <p>Ask learners how the lesson will benefit them in their daily lives.</p>	

## WEEKLY LESSON NOTES

### WEEK 5

<b>Week Ending:</b>	<b>Day:</b>	<b>Subject:</b> Career Technology	
<b>Duration:</b> 60MINS		<b>Strand:</b> Health And Safety	
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Smart And Modern Materials	
<b>Content Standard:</b> B8.2.3.1 Demonstrate understanding and the use of smart and modern materials		<b>Indicator:</b> B8.2.3.1.1: Discuss smart and modern materials	<b>Lesson:</b> 1 of 2
<b>Performance Indicator:</b> Learners can discuss smart and modern materials		<b>Core Competencies:</b> CP 6.5: CI 5.4: CI 5.2: CI 6.10:	
<b>Reference:</b> Career Technology Curriculum Pg. 43			
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>	
<b>PHASE 1: STARTER</b>	Revise with learners to review their understanding in the previous lesson.  Share performance indicators with learners.		
<b>PHASE 2: NEW LEARNING</b>	Guide learners to identify areas where smart and modern materials are in use. E.g., food industry, textile industry, electrical/electronics industry, healthcare industry, building industry.  Have learners search for products made from smart and modern materials using ICT tools and other sources. E.g. - Modified starches used in pizza toppings - Sanitized fabrics—for sportswear and socks - Liquid Crystal Displays (LCDs)—for organic light-emitting diodes - Photochromic pigments—for lens in glass, windows  <u>Assessment</u> Mention any three smart and modern materials used in the food industry and its functions.	Pictures and charts of food	
<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.  Ask learners how the lesson will benefit them in their daily lives.		



<b>Week Ending:</b>	<b>Day:</b>	<b>Subject:</b> Career Technology	
<b>Duration:</b> 60MINS		<b>Strand:</b> Health And Safety	
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Smart And Modern Materials	
<b>Content Standard:</b> B8.2.3.1 Demonstrate understanding and the use of smart and modern materials		<b>Indicator:</b> B8.2.3.1.1: Discuss smart and modern materials	<b>Lesson:</b> 1 of 2
<b>Performance Indicator:</b> Learners can discuss smart and modern materials		<b>Core Competencies:</b> CP 6.5: CI 5.4: CI 5.2: CI 6.10:	
<b>Reference:</b> Career Technology Curriculum Pg. 43			
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>	
<b>PHASE 1: STARTER</b>	Revise with learners to review their understanding in the previous lesson.  Share performance indicators with learners.		
<b>PHASE 2: NEW LEARNING</b>	Guide learners to identify areas where smart and modern materials are in use. E.g., food industry, textile industry, electrical/electronics industry, healthcare industry, building industry  Have learners search for products made from smart and modern materials using ICT tools and other sources. E.g. - Modified starches used in pizza toppings - Sanitized fabrics—for sportswear and socks - Liquid Crystal Displays (LCDs)—for organic light-emitting diodes - Photochromic pigments—for lens in glass, windows  <u>Assessment</u> Mention any three smart and modern materials used in the food industry and its functions.	Pictures and charts of food	
<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.  Ask learners how the lesson will benefit them in their daily lives.		

# WEEKLY LESSON NOTES

## WEEK 6

<b>Week Ending:</b>	<b>Day:</b>	<b>Subject:</b> Career Technology
<b>Duration:</b> 60MINS		<b>Strand:</b> Materials For Production
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Food Commodities
<b>Content Standard:</b> B8.2.4.1 Demonstrate understanding of the functions of food commodities		<b>Indicator:</b> B8.2.4.1.1: Explore the functions of food to the body.
		<b>Lesson:</b> 1 of 2
<b>Performance Indicator:</b> Learners can explore the functions of food to the body		<b>Core Competencies:</b> CP 6.5: CI 5.4: CI 5.2:
<b>Reference:</b> Career Technology Curriculum Pg. 50		
Phase/Duration	Learners Activities	Resources
<b>PHASE 1: STARTER</b>	<p>Bring food items to the class and display them on the teachers table.</p> <p>Call learners in turns to identify the names of the food items.</p> <p>Let learners relate to the items and tell their uses.</p> <p>Share performance indicators and introduce the lesson.</p>	
<b>PHASE 2: NEW LEARNING</b>	<p>Revise with learners the meaning of food. <i>Food is described as anything solid or liquid which when taken in can be digested and absorbed by the body to:</i></p> <ol style="list-style-type: none"> <li>1. Provide heat and energy.</li> <li>2. Promote growth.</li> <li>3. Protect the body against diseases.</li> <li>4. Regulate body processes (e.g. roughage in food helps bowel movement and prevents constipation).</li> </ol> <p>Guide learners to classify foods according to their basic functions.</p> <ol style="list-style-type: none"> <li>1. <b>Body building foods</b> or Grow foods: examples are animal food such as eggs, meat, fish, and plant food like the pulses (beans, agushice, etc).</li> <li>2. <b>Energy giving foods</b> or Go foods: examples are cereals and grains such as maize, rice, millet, etc. fats and oils like margarine, palm oil, butter, etc. and root tubers such as yam, cassava, cocoyam, etc.</li> <li>3. <b>Protective foods</b> or Glow foods: examples are fruits and vegetables such as orange, banana, pawpaw, tomato, kontomire, garden eggs, pepper, etc.</li> </ol> <p>Brainstorm learners to talk about the importance of the three food groups.</p> <ul style="list-style-type: none"> <li>• It is important to know which food does what work in the body so that you can eat the right kinds of foods to stay healthy.</li> </ul>	Pictures and charts of food

	<p>Guide learners relate food commodities to their functions.</p> <p><u>Body building foods</u></p> <p>Group 1:</p> <p><b>Animal foods and their products</b></p> <p>Some examples include: snails, fish, eggs, meat, milk, etc. Nutrients: protein (animal protein or first class protein).</p> <p>Group 2:</p> <p><b>Legumes and oily seeds</b></p> <p>Some examples include: pulse (beans of all kinds e.g. Bambara beans, peas, soya beans, etc. others are ground nuts, cashew nuts, melon seeds (agushie), etc.</p> <p><b>Nutrients:</b> protein (vegetable protein or second class protein), mixed elements like calcium, iron, etc</p> <p><u>Functions of proteins:</u></p> <ul style="list-style-type: none"> <li>• It builds the body</li> <li>• It repairs worn out cells and tissues.</li> </ul> <p><u>Assessment</u></p> <ul style="list-style-type: none"> <li>• What is food?</li> <li>• State with three examples each, the six food groups.</li> <li>• Mention four importance of eating food.</li> <li>• Body building foods or growth foods may include;</li> </ul>	
<p><b>PHASE 3:</b> <b>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> <p>Ask learners how the lesson will benefit them in their daily lives.</p>	

<b>Week Ending:</b>	<b>Day:</b>	<b>Subject:</b> Career Technology	
<b>Duration:</b> 60MINS		<b>Strand:</b> Materials For Production	
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Food Commodities	
<b>Content Standard:</b> B8.2.4.1 Demonstrate understanding of the functions of food commodities		<b>Indicator:</b> B8.2.4.1.1: Explore the functions of food to the body.	<b>Lesson:</b> 1 of 2
<b>Performance Indicator:</b> Learners can explore the functions of food to the body		<b>Core Competencies:</b> CP 6.5: CI 5.4: CI 5.2:	
<b>Reference:</b> Career Technology Curriculum Pg. 50			
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>	
<b>PHASE 1: STARTER</b>	Revise with learners to review their understanding in the previous lesson.  Share performance indicators with learners.		
<b>PHASE 2: NEW LEARNING</b>	Guide learners relate food commodities to their functions. Group 3: <u>Fruits and vegetables</u> Some examples include fruits such as pineapples, mangoes, banana, oranges, and vegetables such as tomatoes, carrots, onions, pepper, nkontomire, carrots, etc. <b>Nutrients:</b> vitamins and mineral salts  Functions of vitamins and mineral salts: • It protects the body against diseases and infections. • It helps regulate body processes.  <u>Energy giving foods</u> Group 4: <b>Cereals and grains</b> Some examples include: maize, millet, cats, quiries corn, rice, sorghum etc. Nutrients: carbohydrate  Group 5: <b>Root tubers and plantain</b> Some examples include: yam, cocoyam, sweet potatoes, plantain, etc. Nutrients: carbohydrate.  <u>Functions of carbohydrates:</u> It provides the body with heat and energy.  Group 6: <b>Fats and oils</b> Some examples include: butter, margarine, salad oil, palm oil, kernel oil, lard, cheese, egg yolk, suet, lard, etc. <b>Nutrients:</b> fatty acids and glycerol.	Pictures and charts of food	

Functions of fats and oils:

- It gives heat and energy to the body.
- It protects some important organs in the body like the heart, lungs and kidneys.
- It greases body joints for easy movement and delays hunger.

Engage learners to prepare a chart on the 3 functions of food commodities, and display in class for appraisal.

## The 6 Food Groups



Assessment

- (a) Explain the term food and state four (4) uses of food in the body.  
(b) Copy the table and put the following food items under their appropriate groups.

Energy-giving foods	Protective foods	Body-building foods

(Bread, garden eggs, soya milk, yam, pineapple, cassava, plantain, pepper, oranges, eggs, onions, butter, beef, chicken, tomatoes, carrots, cucumber, sweet potatoes)

- Explain how a balance diet can be prepared using the three (3) food groups.
- (a) List four (4) food groups and give an example of food item in each group.  
(b) Vitamin C can be easily destroyed. State four (4) ways of conserving vitamin C during food preparation.
- (a) Group the six (6) food groups under the following headings.

	<p>i. Protective foods ii. Energy-giving foods iii. Body-building foods</p> <p>(b) Mention two (two) importance of eating from each of the three (3) food groups daily.</p> <p>5. Mention four characteristics of food</p>	
<p><b>PHASE 3:</b> <b>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> <p>Ask learners how the lesson will benefit them in their daily lives.</p>	

## WEEKLY LESSON NOTES

### WEEK 7

<b>Week Ending:</b>	<b>Day:</b>	<b>Subject:</b> Career Technology	
<b>Duration:</b> 60MINS		<b>Strand:</b> Materials For Production	
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Food Commodities	
<b>Content Standard:</b> B8.2.4.1 Demonstrate understanding of the functions of food commodities		<b>Indicator:</b> B8.2.4.1.1: Explore the functions of food to the body.	<b>Lesson:</b> 1 of 2
<b>Performance Indicator:</b> Learners can explore the functions of food to the body		<b>Core Competencies:</b> CP 6.5: CI 5.4: CI 5.2:	
<b>Reference:</b> Career Technology Curriculum Pg. 50			
Phase/Duration	Learners Activities	Resources	
<b>PHASE 1: STARTER</b>	<p>Bring food items to the class and display them on the teachers table.</p> <p>Call learners in turns to identify the names of the food items.</p> <p>Let learners relate to the items and tell their uses.</p> <p>Share performance indicators and introduce the lesson.</p>		
<b>PHASE 2: NEW LEARNING</b>	<p>Revise with learners the meaning of food. <i>Food is described as anything solid or liquid which when taken in can be digested and absorbed by the body to:</i></p> <ol style="list-style-type: none"> <li>1. Provide heat and energy.</li> <li>2. Promote growth.</li> <li>3. Protect the body against diseases.</li> <li>4. Regulate body processes (e.g. roughage in food helps bowel movement and prevents constipation).</li> </ol> <p>Guide learners to classify foods according to their basic functions.</p> <ol style="list-style-type: none"> <li>1. <b>Body building foods</b> or Grow foods: examples are animal food such as eggs, meat, fish, and plant food like the pulses (beans, agushice, etc).</li> <li>2. <b>Energy giving foods</b> or Go foods: examples are cereals and grains such as maize, rice, millet, etc. fats and oils like margarine, palm oil, butter, etc. and root tubers such as yam, cassava, cocoyam, etc.</li> <li>3. <b>Protective foods</b> or Glow foods: examples are fruits and vegetables such as orange, banana, pawpaw, tomato, kontomire, garden eggs, pepper, etc.</li> </ol> <p>Brainstorm learners to talk about the importance of the three food groups.</p> <ul style="list-style-type: none"> <li>• It is important to know which food does what work in the body so that you can eat the right kinds of foods to stay healthy.</li> </ul>	Pictures and charts of food	

	<p>Guide learners relate food commodities to their functions.</p> <p><u>Body building foods</u></p> <p>Group 1:  <b>Animal foods and their products</b>  Some examples include: snails, fish, eggs, meat, milk, etc.  Nutrients: protein (animal protein or first class protein).</p> <p>Group 2:  <b>Legumes and oily seeds</b>  Some examples include: pulse (beans of all kinds e.g. Bambara beans, peas, soya beans, etc. others are ground nuts, cashew nuts, melon seeds (agushie), etc.  <b>Nutrients:</b> protein (vegetable protein or second class protein), mixed elements like calcium, iron, etc</p> <p><u>Functions of proteins:</u></p> <ul style="list-style-type: none"> <li>• It builds the body</li> <li>• It repairs worn out cells and tissues.</li> </ul> <p><u>Assessment</u></p> <ul style="list-style-type: none"> <li>• What is food?</li> <li>• State with three examples each, the six food groups.</li> <li>• Mention four importance of eating food.</li> <li>• Body building foods or growth foods may include;</li> </ul>	
<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> <p>Ask learners how the lesson will benefit them in their daily lives.</p>	



<b>Week Ending:</b>	<b>Day:</b>	<b>Subject:</b> Career Technology	
<b>Duration:</b> 60MINS		<b>Strand:</b> Materials For Production	
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Food Commodities	
<b>Content Standard:</b> B8.2.4.1 Demonstrate understanding of the functions of food commodities		<b>Indicator:</b> B8.2.4.1.1: Explore the functions of food to the body.	<b>Lesson:</b> 1 of 2
<b>Performance Indicator:</b> Learners can explore the functions of food to the body		<b>Core Competencies:</b> CP 6.5: CI 5.4: CI 5.2:	
<b>Reference:</b> Career Technology Curriculum Pg. 50			
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>	
<b>PHASE 1: STARTER</b>	Revise with learners to review their understanding in the previous lesson.  Share performance indicators with learners.		
<b>PHASE 2: NEW LEARNING</b>	Guide learners relate food commodities to their functions. Group 3: <u>Fruits and vegetables</u> Some examples include fruits such as pineapples, mangoes, banana, oranges, and vegetables such as tomatoes, carrots, onions, pepper, nkontomire, carrots, etc. <b>Nutrients:</b> vitamins and mineral salts  Functions of vitamins and mineral salts: • It protects the body against diseases and infections. • It helps regulate body processes.  <u>Energy giving foods</u> Group 4: <b>Cereals and grains</b> Some examples include: maize, millet, cats, quiries corn, rice, sorghum etc. Nutrients: carbohydrate  Group 5: <b>Root tubers and plantain</b> Some examples include: yam, cocoyam, sweet potatoes, plantain, etc. Nutrients: carbohydrate.  <u>Functions of carbohydrates:</u> It provides the body with heat and energy.  Group 6: <b>Fats and oils</b> Some examples include: butter, margarine, salad oil, palm oil, kernel oil, lard, cheese, egg yolk, suet, lard, etc. <b>Nutrients:</b> fatty acids and glycerol.	Pictures and charts of food	

Functions of fats and oils:

- It gives heat and energy to the body.
- It protects some important organs in the body like the heart, lungs and kidneys.
- It greases body joints for easy movement and delays hunger.

Engage learners to prepare a chart on the 3 functions of food commodities, and display in class for appraisal.

## The 6 Food Groups



Assessment

1. (a) Explain the term food and state four (4) uses of food in the body.
- (b) Copy the table and put the following food items under their appropriate groups.


Energy-giving foods	Protective foods	Body-building foods

(Bread, garden eggs, soya milk, yam, pineapple, cassava, plantain, pepper, oranges, eggs, onions, butter, beef, chicken, tomatoes, carrots, cucumber, sweet potatoes)



2. Explain how a balance diet can be prepared using the three (3) food groups.
3. (a) List four (4) food groups and give an example of food item in each group.
- (b) Vitamin C can be easily destroyed. State four (4) ways of conserving vitamin C during food preparation.
4. (a) Group the six (6) food groups under the following headings.

	<p>i. Protective foods ii. Energy-giving foods iii. Body-building foods</p> <p>(b) Mention two (two) importance of eating from each of the three (3) food groups daily.</p> <p>5. Mention four characteristics of food</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> <p>Ask learners how the lesson will benefit them in their daily lives.</p>	

## WEEKLY LESSON NOTES WEEK 8

<b>Week Ending:</b>	<b>Day:</b>	<b>Subject:</b> Career Technology
<b>Duration:</b> 60MINS		<b>Strand:</b> Tools, Equipment & Processes
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Measuring & Marking Out
<b>Content Standard:</b> B8.3.1.1 Demonstrate understanding of measuring and marking out tools and equipment for production		<b>Indicator:</b> B8.3.1.1.1: Identify tools and equipment for measuring and marking out
		<b>Lesson:</b> 1 of 2
<b>Performance Indicator:</b> Learners can explore the functions of food to the body		<b>Core Competencies:</b> CP 6.5: CI 5.4: CI 5.2:
<b>Reference:</b> Career Technology Curriculum Pg. 50		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	Using questions and answers, find out what learners already know about measuring and marking out in the sewing laboratory.  Introduce the lesson by sharing the performance indicators.	
<b>PHASE 2: NEW LEARNING</b>	Describe the procedure for measuring and marking out artefacts/articles/products in the: - Food laboratory (kitchen), examples include measuring cups, grater and cutter - Sewing workshop/laboratory, examples include tape measure, meter rule, pencil and tailors chalk.  Sketch and label parts of some measuring and marking out tools and equipment.    Present the sketched tools and equipment for appraisal in class.  Demonstrate how to use the measuring and marking out tools and equipment.  <u>Assessment</u> 1. Draw and label parts of 3 measuring and marking out tools and equipment in the kitchen. 2. Draw and label parts of 3 measuring and marking out tools and equipment in the sewing workshop.	Pictures and charts of food

<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.  Ask learners how the lesson will benefit them in their daily lives.	
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<b>Week Ending:</b>	<b>Day:</b>	<b>Subject:</b> Career Technology
<b>Duration:</b> 60MINS		<b>Strand:</b> Tools, Equipment & Processes
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Measuring & Marking Out
<b>Content Standard:</b> B8.3.1.1 Demonstrate understanding of measuring and marking out tools and equipment for production		<b>Indicator:</b> B8.3.1.1.1: Identify tools and equipment for measuring and marking out
<b>Performance Indicator:</b> Learners can explore the functions of food to the body		<b>Lesson:</b> 1 of 2
<b>Reference:</b> Career Technology Curriculum Pg. 50		<b>Core Competencies:</b> CP 6.5: CI 5.4: CI 5.2:
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	Using questions and answers, find out what learners already know about measuring and marking out in the sewing laboratory.  Introduce the lesson by sharing the performance indicators.	
<b>PHASE 2: NEW LEARNING</b>	Describe the procedure for measuring and marking out artefacts/articles/products in the: - Food laboratory (kitchen), examples include measuring cups, grater and cutter - Sewing workshop/laboratory, examples include tape measure, meter rule, pencil and tailors chalk.  Sketch and label parts of some measuring and marking out tools and equipment.     Present the sketched tools and equipment for appraisal in class.  Demonstrate how to use the measuring and marking out tools and equipment.  <u>Assessment</u> 3. Draw and label parts of 3 measuring and marking out tools and equipment in the kitchen. 4. Draw and label parts of 3 measuring and marking out tools and equipment in the sewing workshop.	Pictures and charts of food

<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.  Ask learners how the lesson will benefit them in their daily lives.	
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## WEEKLY LESSON NOTES

### WEEK 9

<b>Week Ending:</b>	<b>Day:</b>	<b>Subject:</b> Career Technology	
<b>Duration:</b> 60MINS		<b>Strand:</b> Tools, Equipment & Processes	
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Measuring & Marking Out	
<b>Content Standard:</b> B8.3.1.1 Demonstrate understanding of measuring and marking out tools and equipment for production		<b>Indicator:</b> B8.3.1.1.2: Take measurements of products/artefacts/articles	<b>Lesson:</b> 1 of 2
<b>Performance Indicator:</b> Learners can take measurements of products/artefacts/articles		<b>Core Competencies:</b> CP 6.5: CI 5.4: CI 5.2:	
<b>Reference:</b> Career Technology Curriculum Pg. 52			
Phase/Duration	Learners Activities	Resources	
<b>PHASE 1: STARTER</b>	Using questions and answers, find out what learners already know about measuring and marking out in the sewing laboratory.  Introduce the lesson by sharing the performance indicators.		
<b>PHASE 2: NEW LEARNING</b>	(A) Take body measurements  Discuss the importance of taking body measurements in sewing:  Discuss the guidelines for taking body measurements. E.g. - Take measurements over well-fitted foundation garment - Use a firm tape measures for accurate measurements - Record all measurements taken  Take each other's body measurements for garment construction. E.g., bust, waist, hips, across back, chest Note: - Boys should take measurements of boys and girls should take measurements of girls. - Check for accurate measurements and record.  (B) Take measurements of artefacts/products  Demonstrate how to handle the tape measure to take measurements in millimetres, in groups.  Demonstrate how to mark out measured part(s), in groups.  Demonstrate how to record measured part(s), in groups.	Pictures and charts of food	



	<p>Demonstrate how to indicate dimensions on marked out part(s), in groups.</p> <p>Demonstrate how to care for and maintain measuring and marking out tools and equipment.</p>	
<p><b>PHASE 3:</b> <b>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> <p>Ask learners how the lesson will benefit them in their daily lives.</p>	

<b>Week Ending:</b>	<b>Day:</b>	<b>Subject:</b> Career Technology	
<b>Duration:</b> 60MINS		<b>Strand:</b> Tools, Equipment & Processes	
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Measuring & Marking Out	
<b>Content Standard:</b> B8.3.1.1 Demonstrate understanding of measuring and marking out tools and equipment for production		<b>Indicator:</b> B8.3.1.1.3: Use appropriate techniques to measure	<b>Lesson:</b> 2 of 2
<b>Performance Indicator:</b> Learners can use appropriate techniques to measure		<b>Core Competencies:</b> CP 6.5: CI 5.4: CI 5.2:	
<b>Reference:</b> Career Technology Curriculum Pg. 53			
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>	
<b>PHASE 1: STARTER</b>	Using questions and answers, find out what learners already know about measuring and marking out in the sewing laboratory.  Introduce the lesson by sharing the performance indicators.		
<b>PHASE 2: NEW LEARNING</b>	Discuss portion control, equipment used and reasons E.g., Portion control is the art of controlling the size or quantity of ingredients for meal preparation and food to be served per a person. Equipment: scales and handy measures such as spoons, jugs etc. Reasons: it reduces waste of food, helps in food cost  Plan how to apply portion control in meal preparation and service E.g. 8oz (226.80 g/0.227kg) yam per person 4oz (113.40 g/0.113kg) rice per person 2 ladles of soup/porridge per person  Discuss the inaccuracies in using measuring tools and equipment that are faulty or tampered with and how this affects individuals and others. E.g., It affects quantity and quality of products/works/produce  Measure the ingredients for pancake, and make the pancake.  Measure objects or materials, and make models/mock-ups using compliant and resistant materials.  Display pancakes and artefacts for appraisal. Develop a plan and organize a community education on addressing the issues of using measuring tools that are faulty or tampered with, in groups E.g. Message to deliver, target groups	Pictures and charts of food	

<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.  Ask learners how the lesson will benefit them in their daily lives.	
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**WEEKLY LESSON NOTES**  
**WEEK 10**  
**REVISION AND END OF TERM ASSESSMENT**

<b>Week Ending:</b>	<b>Day:</b>	<b>Subject:</b> Career Technology	
<b>Duration:</b> 60MINS		<b>Strand:</b> Strands for the term	
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Sub strands for the term	
<b>Content Standard:</b> Demonstrate knowledge and understanding in the topics treated so far.		<b>Indicator:</b> Recall and summarize all what they have learnt within the term	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can recall and summarize all what they have learnt within the term		<b>Core Competencies:</b> CP 6.5: CI 5.4: CI 5.2:	
<b>Reference:</b> Career Technology Curriculum Pg. 52			
Phase/Duration	Learners Activities	Resources	
<b>PHASE 1: STARTER</b>	Using questions and answers, find out what learners already know about measuring and marking out in the sewing laboratory.  Introduce the lesson by sharing the performance indicators.		
<b>PHASE 2: NEW LEARNING</b>	Revise with learners to demonstrate skills of personal hygiene.  Learners in groups demonstrate how to prevent bad body odor using the materials.  Let learners plan and organize campaigns to educate the school community on the elimination of bad body odor.  Have learners identify proper management and disposal of household and industrial waste.  Guide learners to discuss and report on the following: i. The different ways of disposing off home and industrial waste; E.g., landfills, combustion. ii. The proper ways of disposing off household and industrial waste; E.g. Sanitary landfill disposal and incineration disposal, recycling household and industrial waste.  Learners in groups explore the functions of food to the body.  <u>Assessment</u> 1. What is meant by Personal hygiene? 2. Mention any four Personal hygiene practices 3. Identify and explain ways of disposing off home and industrial waste. 4. What is food? 5. State with three examples each, the six food groups.	Pictures and charts of food	

	6. Mention four importance of eating food. Body building foods or growth foods may include	
<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.  Ask learners how the lesson will benefit them in their daily lives.	

<b>Week Ending:</b>	<b>Day:</b>	<b>Subject:</b> Career Technology	
<b>Duration:</b> 60MINS		<b>Strand:</b> Strands treated for the term	
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Sub strands for the term	
<b>Content Standard:</b> Demonstrate knowledge and understanding in the topics treated so far.		<b>Indicator:</b> Preparation towards vacation	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can answer all end of term assessment questions in their exercise books.		<b>Core Competencies:</b> CP 6.5: CI 5.4: CI 5.2:	
<b>Reference:</b> Career Technology Curriculum Pg. 53			
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>	
<b>PHASE 1: STARTER</b>	Ask learners to bring and display all the materials needed for the assessment.  Educate them on the consequences of examination mal practice.	Exercise books, pen, pencils, erasers, Answer sheets.	
<b>PHASE 2: NEW LEARNING</b>	Engage learners to arrange themselves properly to sit for the assessment test.  Mark learners answer sheets or exercise books.  Fill in learner's SBA books and report cards.  Distribute learners answer sheets or exercise books for feedback.	SBA, Assessment Questions and exercise books.	