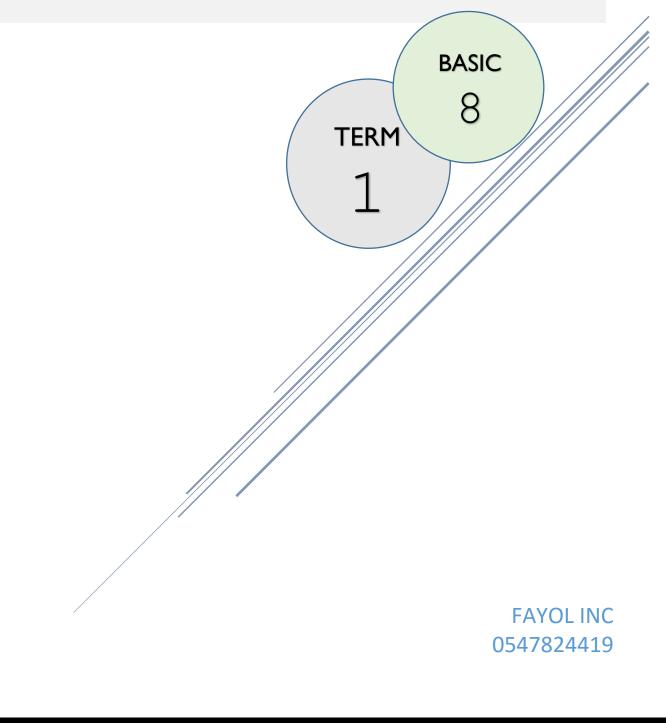
LESSON PLANS FOR JUNIOR HIGH SCHOOLS

CAREER TECHNOLOGY HOME ECONS



FIRST TERM WEEKLY LESSON NOTES WEEK I

Week Ending:		Day:		Subject: (Career Technol	log	V
Duration: 60MINS		,			Strand: Health And Safety		
Class: B8		Class Size:			nd: Personal Hy	<u> </u>	ne
Content Standard: B8.1.1.1 Demonstrate understanding of basic practices that depict personal and food hygiene Indicator: B8.1.1.1: Demonstrate skills of personal hygiene					0.0	Lesson: I of 2	
Performance Indica Learners can demon		of personal hyd	iono		Core Compe CP 6.5: CI 5.4:		
Reference: Career T					CI 0.5. CI 5.4.		J.Z. CI 0.10.
	1 -						
Phase/Duration	Learners A				-	R	esources
PHASE I: STARTER	Revise with previous I	th learners to re esson.	eview their	understand	ding in the		
	Share per	formance indica	tors with I	earners.			
PHASE 2: NEW LEARNING	odor. E.g., not b Engage lea groups to Guide lea prevent b Demonstr materials. Let learne	 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. 					
PHASE 3: REFLECTION	Use peer from learr Take feed	n any four Perso discussion and e hers what they h back from learn ers how the less	effective qu have learnt ers and su	estioning to during the mmarize th	o find out lesson. e lesson.		

Week Ending:		Day:		Subject: (ubject: Career Technology			
Duration: 60MINS				Strand: H	and: Health And Safety			
Class: B8		Class Size:		Sub Strar	nd: Personal Hy	ygiene		
	B8.1.1.1 Demonstrate understanding of basic practices that depict personal and food Indicator: B8.1.1.1.1: Demonstrate skills of personal bygiene						Lesson: 2 of 2	
Performance Indica Learners can demon		of personal hyg	iene.		Core Compe CP 6.5: CI 5.4:			
Reference: Career								
Phase/Duration	Learners	Activities				R	esources	
PHASE I: STARTER	Revise wit previous I	th learners to re esson.	eview their	understan	ding in the			
PHASE 2: NEW LEARNING	odor. E.g., not b Engage lea groups to Guide lea prevent b Demonstr materials. Let learne school co <u>Assessme</u>	 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. Demonstrate how to prevent bad body odor using the 						
PHASE 3: REFLECTION	Use peer from learr Take feed	discussion and e ners what they h back from learn ers how the less	effective qu nave learnt ers and su	during the mmarize th	o find out lesson. e lesson.			

Week Ending:		Day:		Subject: Career Technology					
Duration: 60MINS				Strand: H	and: Health And Safety				
Class: B8		Class Size:		Sub Strar	Sub Strand: Food Hygiene				
Content Standard:Indicator:B8.1.1.1Demonstrate understanding of basicB8.1.1.1.2: Demonstrate skills in keeping food safe							Lesson:		
Performance Indica	tor:		<u> </u>	•	Core Compe				
	earners can demonstrate skills in keeping food safe. CP 6.5: CI 5.4: CI 5.2: CI 6. Reference: Career Technology Curriculum Pg. 41								
Reference: Career I	ecnnology	Curriculum Pg. 41							
Phase/Duration	Learners	Activities				Resou	rces		
PHASE I: STARTER	previous l				ding in the				
PHASE 2: NEW LEARNING	Brainstorn hygiene. Guide lear Health – t and social Hygiene – preventio In groups, of ensurin Let learne maintainin E.g. • Store fo • Keep ha • Cut/trim • No wea • Wash ha	formance indicators in learners to explain key the complete state well-being and not the study of rules n of diseases. engage learners to g food hygiene. ers watch pictures of g food hygiene and od appropriately be in clean and cover of finger nails short ring of jewelry at w and cough into a ha ands regularly, befo	in the n y conce of physic merely for hea o define of the p write of write of with a co ork. ndkercl re and a	neaning of I pts. ical, mental the absend thy living a food hygien rocesses an down the o ore and after after handli	, emotional ce of diseases. nd the ne and ways nd skills of bservations. er cooking. ng food.	Picture	es and of food		
	Define the i. Health	cole-play the skills of food hygiene in class for appraisal Assessment Define the following Health ii. Hygiene tate four ways of ensuring food hygiene							
PHASE 3: REFLECTION		discussion and effe		-					
REFLECTION		ners what they have back from learners		-					

Ask learners how the lesson will benefit them in their daily lives.	

Week Ending:	Day:		Subject: Career Technology						
Duration: 60MINS			Strand: Health And Safety						
Class: B8	Class Size:		Sub Stra	nd: Food Hygie	iene				
practices that depic	ate understanding of basic t personal and food hygiene	B8.1.1.1.2: Demonstrate skills in keeping food safe			erstanding of basic B8.1.1.1.2: Demonstrate skills in				Lesson: 2 of 2
Performance Indic		lanfa		Core Compe CP 6.5: CI 5.4:					
	nstrate skills in keeping fooc Technology Curriculum Pg.			CF 6.5: CI 5.4:	CI 5.2. C	-1 0.10:			
Reference. Career	rechnology Curricularin g.								
Phase/Duration	Learners Activities				Resou	rces			
PHASE I: STARTER	Revise with learners to reprevious lesson.			ding in the					
	Share performance indica				D				
PHASE 2: NEW LEARNING	Brainstorm learners to exhygiene.	-	_	health and		es and of food			
	Health – the complete st and social well-being and	 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. In groups, engage learners to define food hygiene and ways of ensuring food hygiene. Let learners watch pictures of the processes and skills of maintaining food hygiene and write down the observations. E.g. Store food appropriately both before and after cooking. Keep hair clean and cover with a cap 							
	maintaining food hygieneE.g.Store food appropriatel								
	No wearing of jewelry a								
	• Sneeze and cough into a		chief.						
	• Wash hands regularly, b	efore and	after handl	ing food.					
	Role-play the skills of foo	d hygiene	in class for	appraisal					
	<u>Assessment</u> Define the following i. Health ii. Hygiene								
	state four ways of ensuri	ng food hy	giene						
PHASE 3: REFLECTION	Use peer discussion and from learners what they	effective q	uestioning t						
	Take feedback from learn	ners and si	ummarize th	ie lesson.					

Ask learners how the lesson will benefit them in their daily	
lives.	

Week Ending:	Day: Subject: Career Technology						
Duration: 60MINS				Strand: H	lealth And Safet	ty	
Class: B8		Class Size:		Sub Strar	nd: First Aid		
	ate knowledge of preventing kshop/site/ food/sewing			a tor: 2.1.1: Demonstrate basic s ng First Aid to self and ot			Lesson: 1 of 2
Performance Indicate Learners can demonst and others	strate basic		First A	id to self	Core Compet CP 6.5: CI 5.4:		
Reference: Career T	echnology	Curriculum Pg. 43					
Phase/Duration PHASE I: STARTER	previous l	th learners to revie esson.			ding in the	Resou	rces
PHASE 2: NEW LEARNING	Brainstorn First / medice First / other / Guide leal Aid box. Learners i occurs in Example: choking, s outbreaks Demonstrivith any of - Cuts: this How to adm with sterile - Burns: Is t overexposur After holdin compresses Learners i workshop Have lear	formance indicator in learners to expla Aid - It is a help give al treatment is availd Aid Box — is a box c items needed to trea rners identify and d E.g., plaster, gauze, in groups discuss so the kitchen and sev cuts, burns, scalds, uffocation, needle p is a long, narrow incision nister first aid: Rinse gauze, a bandage, or co issue damage that resu- re to the sun or other r g the burns under cool until the pain subsides in groups discuss the accidents. ners suggest how e can be prevented.	in the fe n to an oble. ontain of t minor liscuss t scissor ome for wing wo falls, ele oricks, s ster firs on in the the cut w a clean cl ults from adiation. running s.	ollowing; injured/sick hemical sub accidents. he content s, methylat ms of accid orkshops. ectric shock wallowing t aid to per skin made by ith water and oth. dry heat— by How to adm water, apply us effects o	stances and s of a First ed spirit. lents that c, fainting, of pins, fire rsons affected y a sharp object. d apply pressure an iron or fire, inister first aid: cool wet	Picture charts	es and of food

	Assessment
	1. What is meant by first Aid
	 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.
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:		Day:		Subject: (ubject: Career Technology			
Duration: 60MINS				Strand: Health And Safety				
Class: B8		Class Size:		Sub Strand: First Aid				
	.2.1 Demonstrate knowledg dents in the workshop/site/ fo			.I.I: Demo	onstrate basic sl I to self and oth	-	Lesson: 2 of 2	
Performance Indica Learners can demon and others	ator: nstrate basic skills in applying First Aid to self CP 6.5: CI 5.4: C							
Reference: Career	Fechnology	Curriculum Pg. 43						
Phase/Duration	Learners	Activition				Resou		
PHASE I: STARTER	Revise wit previous l	th learners to revie			ding in the	Resour	rces	
PHASE 2: NEW LEARNING	 with any of Suffoct How to address resuscitation person to CPR. Scalds water or set to address How to address How to address How to address Falls: a accidental causing injuct to address How to address Falls: a accidental causing injuct to address How to address How to address How to address Falls: a accidental causing injuct to address How to address Falls: a accidental causing injuct to address How to address How	rate how to administ of the following: ation: inability for a diminister first aid: ion (CPR) on the pri- demonstrate how s: they are caused b steam. diminister first aid: running water for d water, or any creative are events which re- ly on the ground of jury to the person. diminister first aid: ny bumps or bruise mers to identify emo- idents in the kitche se you need help in se you need help fro- se you need help fro-	one to l Admini erson N to appl by some cool th 20 mini eams or sults in r floor of Place a ergency in or wo times of om the om the om the	breath. ster Cardic Note: Invite y First Aid, thing wet, s e scald with utes- do no greasy sub a person co or other lo a cold comp numbers i porkshop. of accidents police serv fire service ambulance f training a	opulmonary a resource especially such as hot h cool or ot use ice, ostances such oming to rest wer level oress or ice n case of any stice service. caterer or	Picture	es and of food	

	 <u>Assessment</u> I. 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
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.

FIRST TERM WEEKLY LESSON NOTES WEEK 4

Week Ending:		Day:		Subject: Career Technology			
Duration: 60MINS				Strand: H	lealth And Safe	ty	
Class: B8		Class Size:		Sub Strand: Household And Industrial Waste			ustrial
ways of disposing of industrial/workshop	ite understar f household a site/ laborat	/site/ laboratory waste					
Performance Indic Learners can identif household and indu	y proper ma	nagement and	disposal of		Core Compe CP 6.5: Cl 5.4:		
Reference: Career	Technology	Curriculum Pg	g. 43				
Phase/Duration	Learners	Activities				Resou	rces
PHASE I: STARTER	previous l				ding in the		
PHASE 2: NEW LEARNING	 hygiene. Is the obs hygiene ar Guide lear hygiene. I. Weed a 2. Dispose 3. Distill a 4. Do not 5. Cover a Task learr to minimiz Have each the kitche Brainstorr Waste can 	hygiene. Is the observance and maintenance of high standards of hygiene around our homes to prevent diseases? Guide learners to discuss ways of ensuring environmental					es and of food
		n groups ident		s of waste p	produced in		

	Colid and liquid waste	
	Solid and liquid waste	
	Have learners in groups, research the proper management and disposal of household and industrial waste, in groups.	
	 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. 	
	Engage learners to undertake a project on how to recycle waste at home and in school.	
	<u>Assessment</u> Identify and explain ways of disposing off home and industrial waste	
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:	Day: Subject: Career Techno				Career Technol	ogy	
Duration: 60MINS				Strand: H	lealth And Safet	у	
Class: B8		Class Size:		Sub Strar Waste	nd: Household /	And Indu	ustrial
Content Standard: B8.1.3.2 Demonstrate understanding of basic ways of disposing of household and industrial/workshop/site/ laboratory waste Indicator: B8.1.3.2.1: Identify proper management disposal of household and industrial w							Lesson: I of 2
Performance Indica Learners can identify household and indust	proper ma	nagement and	disposal of		Core Compe CP 6.5: CI 5.4:	tencies: Cl 5.2: C	i 6.10:
Reference: Career T	echnology	Curriculum Pg	. 43				
Phase/Duration	Learners					Resou	rces
PHASE I: STARTER		th learners to	review their	understand	ding in the	Resou	
PHASE 2: NEW LEARNING	Revise with hygiene. Is the obs hygiene ar Guide lead hygiene. I. Weed a 2. Dispose 3. Distill c 4. Do not 5. Cover of Task learr to minimiz Have each the kitche Brainstorr Waste can needed. It is Guide lead in the kitch Learners i the kitche • So Have leard	formance indic th learners on ervance and more round our hon rners to discus around the hore e off solid and hoked gutters litter. open drains. hers in groups ze waste in the more discusses n and sewing work the described as of susually discarded rners to identi then and worksho olid and liquid mers in groups sal of househo	the meaning aaintenance of hes to preve s ways of er uses. liquid waste and drains. to discuss ar eir kitchen a s measures of workshop. the meaning an unwanted n d after its prim fy and descr shops. tify the types ops. waste , research th	of environ of high stan nt diseases asuring envi- properly. Ind come ou nd sewing w of minimizir g of waste. naterial which ary use. libe the sou s of waste p	ironmental ironmental ut with ideas workshop. Ing waste in is no longer arces of waste produced in	Picture charts	es and of food

	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. Engage learners to undertake a project on how to recycle waste at home and in school.	
	Assessment What is a waste?	
	Identify the types of waste and give one example in each case	
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.	

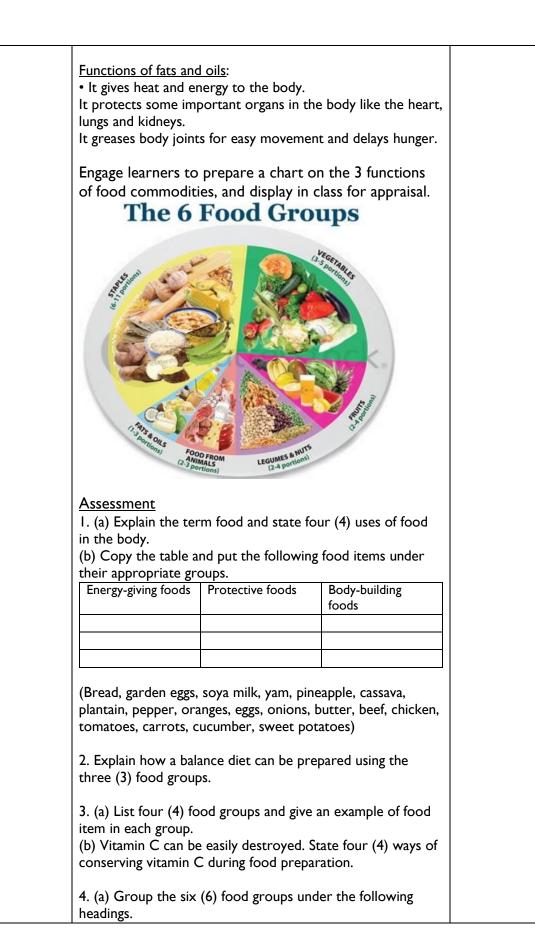
Week Ending:		Day:		Subject: (Career Technol	ogy	
Duration: 60MINS				Strand: H	lealth And Safet	ty	
Class: B8		Class Size:		Sub Strar	nd: Smart And I	Modern	Materials
Content Standard:Indicator:B8.2.3.1 Demonstrate understanding and the use of smart and modern materialsB8.2.3.1.1: Discuss smar materials				nart and moder	n	Lesson: 1 of 2	
	Performance Indicator:Core CompetLearners can discuss smart and modern materialsCP 6.5: CI 5.4: C						
Reference: Career T	echnology	Curriculum Pg	j. 43				
Phase/Duration	Learners	Activities				Resou	rces
PHASE I: STARTER	previous l	Revise with learners to review their understanding in the previous lesson.					
PHASE 2: NEW LEARNING	materials E.g., food industry, I Have learn modern n E.g. - Modified - Sanitized - Liquid C diodes - Photoch <u>Assessme</u> Mention a food indus	 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 					es and of food
PHASE 3: REFLECTION	Use peer from learr Take feed	discussion and ners what they back from lear ers how the le	l effective qu v have learnt mers and su	during the mmarize th	lesson. e lesson.		

Week Ending:	Day: S			Subject: Career Technology			
Duration: 60MINS				Strand: Health And Safety			
Class: B8		Class Size:		Sub Stran	d: Smart And I	Modern Materials	
Content Standard:Indicator:B8.2.3.1 Demonstrate understanding and the use of smart and modern materialsB8.2.3.1.1: Discuss smar materials					art and moder	'n	Lesson: 1 of 2
Performance Indica	ator:				Core Compe		
Learners can discus					CP 6.5: CI 5.4:	CI 5.2: C	:1 6.10:
Reference: Career	Technology	Curriculum Pg	, 43				
Phase/Duration	Learners A					Resou	rces
PHASE I:		th learners to	review their	understand	ling in the		
STARTER	previous I	esson.					
	Share per	formance india	rators with I	earners			
PHASE 2: NEW LEARNING	materials E.g., food industry, H Have learn modern n E.g. - Modified - Sanitized - Liquid C diodes - Photoch	 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 					
		stry and its fur					
PHASE 3: REFLECTION	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.						
	Take feed	back from lear	mers and su	mmarize th	e lesson.		
	Ask learne lives.	ers how the le	sson will be	nefit them i	n their daily		

Week Ending:	Day: Subject: Career Techno					ogy
Duration: 60MINS		-		Strand: M	laterials For Pro	oduction
Class: B8		Class Size:		Sub Strar	nd: Food Comm	nodities
	B8.2.4.1 Demonstrate understanding of the functions of food commoditiesB8.2.4.1.1: Explore the functions of food the body.					
Performance Indica	Core Compe					
Learners can explore			-		CP 6.5: CI 5.4:	CI 5.2:
Reference: Career T	echnology C	urriculum Pg	. 50			
Phase/Duration	Learners A	ctivities				Resources
PHASE I: STARTER	teachers tal	items to the ble. rs in turns to				
		s relate to th ormance indic				
PHASE 2: NEW LEARNING	Food is description can be diges 1. Provide he 2. Promote g 3. Protect th 4. Regulate he movement a Guide lear functions. 1. Body bu animal food pulses (bear 2. Energy g and grains s margarine, p cassava, coo 3. Protect and vegetab kontomire, Brainstorm the three f • It is imp	ted and absor- eat and energy growth. e body agains body processed ind prevents of ners to clas iilding food I such as eggs ns, agushice, giving food s ouch as maized palm oil, butt coyam, etc. ive foods or oles such as of garden eggs, n learners to food groups portant to kn dy so that you	ing solid or li bed by the b y. t diseases. s (e.g. rought onstipation). sify foods a s or Grow f s, meat, fish, etc). s or Go food s, rice, millet ter, etc. and Glow food orange, banat pepper, etc o talk about ow which fo	quid which w ody to: age in food h ccording t coods: exam and plant f ds: example , etc. fats a root tuber s: examples na, pawpaw t the impo pod does w	to their basic nples are ood like the es are cereals nd oils like s such as yam, s are fruits y, tomato, ertance of	Pictures and charts of food

	Guide learners relate food commodities to their
	functions.
	Body building foods
	Group I:
	Animal foods and their products
	Some examples include: snails, fish, eggs, meat, milk, etc.
	Nutrients: protein (animal protein or first class protein).
	Group 2:
	Legumes and oily seeds
	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.
	Nutrients: protein (vegetable protein or second class
	protein), mixed elements like calcium, iron, etc
	Functions of proteins:
	• It builds the body
	• It repairs worn out cells and tissues.
	Assessment
	What is food?
	State with three examples each, the six food groups.
	Mention four importance of eating food.
	Body building foods or growth foods may include;
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:	Day:			Subject: Career Technology				
Duration: 60MINS				Strand: Materials For Production				
Class: B8		Class Size:		Sub Strar	nd: Food Comn	nodities		
	B8.2.4.1 Demonstrate understanding of the functions of food commodities B8.2.4.1.1: Explore the functions of food commodities body.							
Performance Indicat Learners can explore	Performance Indicator:Core CompetitionLearners can explore the functions of food to the bodyCP 6.5: CI 5.4:							
Reference: Career T	echnology (Curriculum Pg	. 50					
Phase/Duration	Learners A	Activities				Resources		
PHASE I: STARTER	previous le				ding in the			
PHASE 2: NEW LEARNING	Guide lea functions. Group 3: <u>Fruits and</u> Some exar banana, or onions, pe Nutrient Functions • It protec • It helps r <u>Energy giv</u> Group 4: Cereals a Some exar sorghum e Group 5: Root tub Some exar plantain, e <u>Functions</u> It provides Group 6: Fats and Some exar kernel oil,	vegetables mples include anges, and veg pper, nkontor s: vitamins and of vitamins and of vitamins and ts the body ag regulate body ing foods and grains mples include: etc. Nutrients: ers and plan mples include: tc. Nutrients: of carbohydra s the body wit oils	food comm fruits such a getables such nire, carrots d mineral sal d mineral sal gainst diseas processes. maize, mille carbohydra tain yam, cocoy carbohydrat tes: h heat and e butter, mar egg yolk, sue	nodities to s pineapple n as tomato s, etc. ts lts: es and infec it, cats, quir te am, sweet p energy. garine, salad	s, mangoes, bes, carrots, rtions. ries corn, rice, botatoes,	Pictures and charts of food		

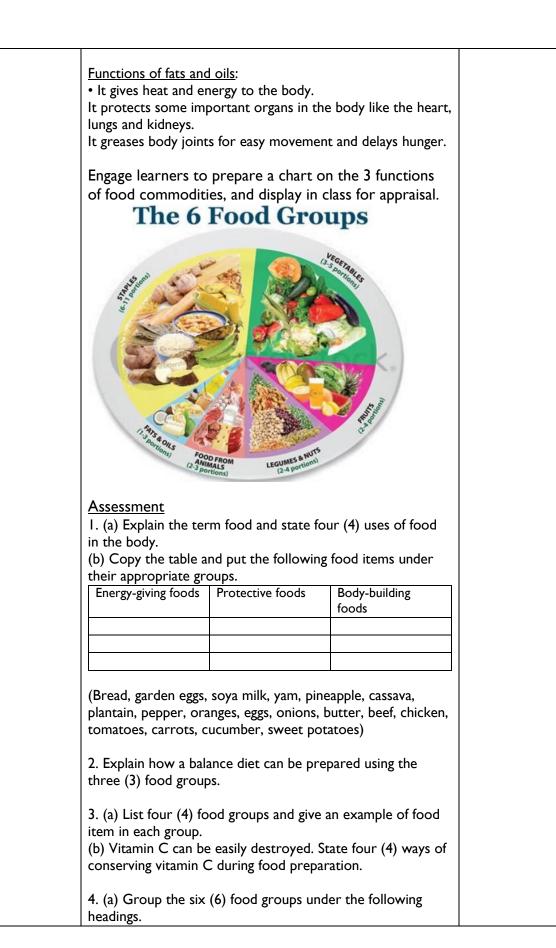


	i. Protective foods ii. Energy-giving foods iii. Body-building foods	
	(b) Mention two (two) importance of eating from each of the three (3) food groups daily.	
	5. Mention four characteristics of food	
PHASE 3:	Use peer discussion and effective questioning to find out	
REFLECTION	from learners what 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:	Day: Subject: Career Techno					ogy
Duration: 60MINS				Strand: M	laterials For Pro	oduction
Class: B8		Class Size:		Sub Strar	nd: Food Comn	nodities
	B8.2.4.1 Demonstrate understanding of the functions of food commoditiesB8.2.4.1.1: Explore the functions of food the body.					
Performance Indica	Core Compe CP 6.5: CI 5.4:					
Learners can explore Reference: Career T					CP 6.5: CI 5.4:	CI 5.2:
Reference. Career i	echnology		. 50			
Phase/Duration	Learners A	Activities				Resources
PHASE I: STARTER	teachers t	l items to the able. ers in turns to				
		rs relate to th ormance indic				
PHASE 2: NEW LEARNING	Revise wi Food is des can be dige I. Provide I 2. Promote 3. Protect t 4. Regulate movement Guide lea functions. I. Body b animal foo pulses (be 2. Energy and grains margarine, cassava, co 3. Protec and vegeta kontomire Brainstor the three • It is im	th learners t cribed as anythested and absor- heat and energing growth. he body agains body processes and prevents of crimers to class building food d such as eggs ans, agushice, giving food such as maize palm oil, butto pooyam, etc. tive foods on ables such as of a garden eggs, m learners to food groups aportant to know	he meaning hing solid or li rbed by the b y. et diseases. es (e.g. roughe constipation). sify foods a s or Grow f s, meat, fish, etc). s or Go food e, rice, millet ter, etc. and r Glow food prange, bana pepper, etc o talk about s. now which food	of food. quid which w ody to: age in food h ccording t coods: exam and plant f ds: example , etc. fats a root tuber s: examples na, pawpaw t the impo	when taken in helps bowel to their basic oples are ood like the es are cereals nd oils like rs such as yam, s are fruits v, tomato, ortance of what work in	Pictures and charts of food

	Guide learners relate food commodities to their
	functions.
	Body building foods
	Group I:
	Animal foods and their products
	Some examples include: snails, fish, eggs, meat, milk, etc.
	Nutrients: protein (animal protein or first class protein).
	Group 2:
	Legumes and oily seeds
	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.
	Nutrients: protein (vegetable protein or second class
	protein), mixed elements like calcium, iron, etc
	Functions of proteins:
	• It builds the body
	• It repairs worn out cells and tissues.
	Assessment
	What is food?
	• State with three examples each, the six food groups.
	Mention four importance of eating food.
	Body building foods or growth foods may include;
PHASE 3:	Use peer discussion and effective questioning to find out
REFLECTION	from learners what they have learnt during the lesson.
	Take for the defense become and some mediate the defense of the de
	Take feedback from learners and summarize the lesson.
	Ask learners how the lesson will benefit them in their daily
	Ask learners how the lesson will benefit them in their daily lives.
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Week Ending:		Day:		Subject: Career Technology				
Duration: 60MINS				Strand: Materials For Production				
Class: B8		Class Size:		Sub Strar	nd: Food Comn	nodities		
Content Standard: B8.2.4.1 Demonstrat functions of food cor	nmodities	iding of the	Indicator: B8.2.4.1.1: the body.	Explore th	e functions of f	bod to Lesson: I of 2		
Performance Indicat Learners can explore	Performance Indicator:Core CompetitionLearners can explore the functions of food to the bodyCP 6.5: CI 5.4:							
Reference: Career T	echnology	Curriculum Pg	. 50					
Phase/Duration PHASE 1:	Learners /			understen	ding in the	Resources		
STARTER	previous l	h learners to esson.	review their	understand	ling in the			
	Share perf	formance indic	ators with l	earners.				
PHASE 2: NEW LEARNING	functions Group 3: Fruits and Some example banana, or onions, pe Nutrient Functions • It protect • It helps r <u>Energy giv</u> Group 4: Cereals a Some example Some example Some example functions It provides Group 5: Root tub Some example It provides Group 6: Fats and Some example Some example for example Group 6:	vegetables mples include anges, and veg pper, nkontor s: vitamins and of vitamins and of vitamins and sts the body ag regulate body ing foods and grains mples include: etc. Nutrients: ers and plan mples include: tc. Nutrients: of carbohydra s the body wit oils	fruits such a getables such nire, carrots d mineral sal d mineral sa gainst disease processes. maize, mille carbohydra tain yam, cocoy carbohydrat tees: h heat and e butter, mar egg yolk, sue	s pineapple n as tomato s, etc. ts lts: es and infec t, cats, quir te am, sweet p e. energy. garine, sala	s, mangoes, bes, carrots, rtions. ries corn, rice, botatoes,	Pictures and charts of food		



	i. Protective foods ii. Energy-giving foods iii. Body-building foods	
	(b) Mention two (two) importance of eating from each of the three (3) food groups daily.	
	5. Mention four characteristics of food	
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:		Day:		Subject:	Career Techno	logy	
Duration: 60MINS		I		Strand: T	ools, Equipmen	t & Prod	cesses
Class: B8		Class Size:		Sub Stra	nd: Measuring 8	k Markin	g Out
Content Standard: B8.3.1.1 Demonstration measuring and mark equipment for production	ing out tool	-		Identify to and markir	ols and equipmong out	ent for	Lesson: 1 of 2
Performance Indica Learners can explore		ons of food to	the body		Core Compe CP 6.5: CI 5.4:		
Reference: Career						CI J.2.	
	0,	J					
Phase/Duration	Learners /					Resou	rces
PHASE I: STARTER	know abo laboratory	stions and ans ut measuring a y. the lesson by	and marking	out in the	sewing		
PHASE 2: NEW LEARNING	artefacts/ - Food la cups, grate - Sewing measure, Sketch ar out tools Present to in class. Demonstr tools and <u>Assessme</u> I. Draw tools 2. Draw	articles/prod boratory (kit er and cutter workshop/lat meter rule, pe and label parts and equipment whe sketched for ate how to use equipment.	ucts in the: chen), exan poratory, ex- ncil and tailo of some ment. tools and e e the measu s of 3 measu s of 3 measu	nples inclu xamples in ors chalk. easuring a quipment ring and m uring and n tchen. uring and n	for appraisal arking out harking out	Picture	es and of food

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.	

Week Ending:		Day:		Subject:	Career Techno	logy	
Duration: 60MINS		L		Strand: T	ools, Equipmen	it & Prod	cesses
Class: B8		Class Size:		Sub Stra	nd: Measuring 8	Marking Out	
Content Standard: B8.3.1.1 Demonstration measuring and mark equipment for product	ing out tool	•		Identify to and markir	ols and equipmong out	ent for	Lesson: I of 2
Performance Indica Learners can explor		ons of food to	the body		Core Compe CP 6.5: Cl 5.4:		
Reference: Career	Technology	Curriculum Pg	g. 50				
Phase/Duration	Learners	Activities				Resou	rces
PHASE I: STARTER	Using que know abo laboratory	stions and ans out measuring a	and marking	out in the	sewing		
PHASE 2: NEW LEARNING	Describe artefacts/ - Food la cups, grat - Sewing measure, Sketch ar out tools Present to in class. Demonstr tools and <u>Assessme</u> 3. Draw tools 4. Draw	the procedu darticles/prod boratory (kit er and cutter workshop/lal meter rule, pe nd label parts and equipment the sketched rate how to use equipment.	re for meas ucts in the: chen), exan boratory, ex ncil and tailo of some ment. tools and e e the measu es of 3 measu ent in the ki s of 3 measu	suring and nples inclu xamples ir ors chalk. easuring a quipment ring and m uring and n tchen. uring and n	marking out ade measuring aclude tape and marking for appraisal arking out harking out	Picture	es and of food

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.	

Week Ending:		Day: Subject: Career Technology					
Duration: 60MINS				Strand: T	ools, Equipmen	t & Prod	cesses
Class: B8		Class Size:		Sub Strar	nd: Measuring 8	Markin	g Out
Content Standard: B8.3.1.1 Demonstration measuring and mark equipment for production	ing out tools	-		Take meas rtefacts/art	urements of icles		Lesson: 1 of 2
Performance Indica Learners can take m		s of products/	artefacts/art	cles	Core Compe CP 6.5: CI 5.4:		
Reference: Career	Fechnology	Curriculum Pg	g. 52				
i j	1.						
Phase/Duration PHASE I:	Learners /	Activities stions and ans	wors find o	it what loa	rpors already	Resou	rces
STARTER	know abo laboratory	ut measuring a	and marking	out in the	sewing		
PHASE 2: NEW LEARNING	Discuss t in sewing Discuss t E.g Ta garment - Use a fi - Record Take each construct E.g., bust, Note: - B girls shou - Check f (B) Take Demonst measurer Demonst groups.	he guidelines Ike measuren rm tape meas all measuren h other's boo	te of taking for taking l nents over sures for ac nents taken dy measure dy measure across back ake measur urements of measureme ts of artefa handle the metres, in a mark out n	body meas well-fitted ccurate me ments for , chest ements of of girls. nts and re cts/produc tape meas groups. measured p	surements. foundation easurements garment boys and cord. ets ure to take part(s), in	Picture charts	es and of food

	Demonstrate how to indicate dimensions on marked out part(s), in groups.
	Demonstrate how to care for and maintain measuring and marking out tools and equipment.
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.

Week Ending:		Day:		Subject:	Career Technol	logy	
Duration: 60MINS				Strand: T	ools, Equipmen	t & Prod	cesses
Class: B8		Class Size:		Sub Strar	nd: Measuring 8	& Marking Out	
Content Standard: B8.3.1.1 Demonstration measuring and mark equipment for product	ing out tool		Indicator: B8.3.1.1.3: measure	Use appro	priate techniqu	ues to 2 of 2	
Performance Indica		-h			Core Compe		
	Learners can use appropriate techniques to measure CP 6.5: CI 5.4: Reference: Career Technology Curriculum Pg. 53						
Reference. Career	rechnology	Curriculum r	5. 55				
Phase/Duration	Learners	Activities				Resou	rces
PHASE I: STARTER	know abo laboratory	stions and ans ut measuring a y. the lesson by	and marking	out in the	sewing		
PHASE 2: NEW LEARNING	Discuss p E.g., Port quantity of to be ser handy me reduces of Plan how and servi E.g. 80z 40z (113) 2 ladles of Discuss t equipmen this affect quantity a Measure pancake. Measure ups using Display p plan and the issues	portion control ion control is of ingredients ved per a per easures such waste of food to apply por ce (226.80 g/0.2 40 g/0.113kg of soup/porrio he inaccuraci nt that are fait ts individuals and quality of the ingredier objects or m compliant ar ancakes and organize a co s of using me	ol, equipme s the art of s for meal p rson. Equi as spoons, d, helps in fe rtion contro 27kg) yam de per per de per per des in using ulty or tam and others f products/v ints for pance aterials, and resistant artefacts foo pmmunity e asuring too	ent used an controlling preparation pment: sca jugs etc. cod cost of in meal p per person son measuring pered with . E.g., It af works/pro cake, and n d make mod materials. or appraisal ducation co of that are	nd reasons g the size or n and food ales and Reasons: it preparation n tools and n and how fects duce nake the odels/mock-	Picture	es and of food

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.	

WEEKLY LESSON NOTES WEEK 10 REVISION AND END OF TERM ASSESSMENT

Week Ending:		Day:		Subject: C	areer Techno	logy		
Duration: 60MINS				Strand: Str	rands for the t	erm		
Class: B8		Class Size:		Sub Strand: Sub strands for the term				
Content Standar Demonstrate know in the topics treate	vledge and un d so far.	derstanding			all what they h	hat they have I of I		
Performance Ind Learners can recall the term		ze all what the	ey have learr	nt within	Core Comp CP 6.5: CI 5.4		:	
Reference: Career	Technology	Curriculum Pg	. 52					
Phase/Duration	Learners /					Resou	rces	
PHASE I: STARTER	know abo laboratory		and marking	out in the so	ewing			
PHASE 2: NEW LEARNING	Introduce the lesson by sharing the performance indicators. Revise with learners to demonstrate skills of personal hygiene.					Picture charts	es and of food	
	odor using	n groups dem g the materials	5.	·				
		rs plan and or mmunity on th		-				
		ners identify p I and industria		gement and o	disposal of			
	i. The diffe waste; E.g ii. The pro waste; E.g	 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 fo					d to the			
	 Mentio Identify industrial What is 	meant by Per n any four Per and explain w waste.	sonal hygier ays of dispo	e practices sing off hom				

	6. Mention four importance of eating food. Body building foods or growth foods may include	
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:	Day:			Subject: Career Technology			
Duration: 60MINS				Strand: Strands treated for the term			
Class: B8		Class Size:		Sub Stran	nd: Sub strands	for the	term
Content Standard: Demonstrate knowledge and understanding in the topics treated so far.				cator: aration towa	ards vacation		Lesson:
Performance Indicator: Learners can answer all end of term assessment questions exercise books.				eir	Core Compe CP 6.5: CI 5.4:		
Reference: Career T	echnology	Curriculum Pg. 53					
	1 -						
Phase/Duration	Learners A					Resou	
PHASE I:	Ask learne	ers to bring and displ	ay all	the materia	als needed for	Exerci	se books,
STARTER	the assess	ment.				pen, pe	encils,
						eraser	s, Answer
	Educate tl practice.	hem on the conseque	ences	of examina	tion mal	sheets	
PHASE 2: NEW	Engage le	arners to arrange t	hems	selves prop	perly to sit	SBA, A	ssessment
LEARNING		ssessment test.			·	-	ions and se books.
	Mark lea	rners answer sheet	s or e	exercise b	ooks.		
	Fill in learner's SBA books and report cards.						
	Distribut for feedb	e learners answer s ack.	sheet	s or exerc	ise books		