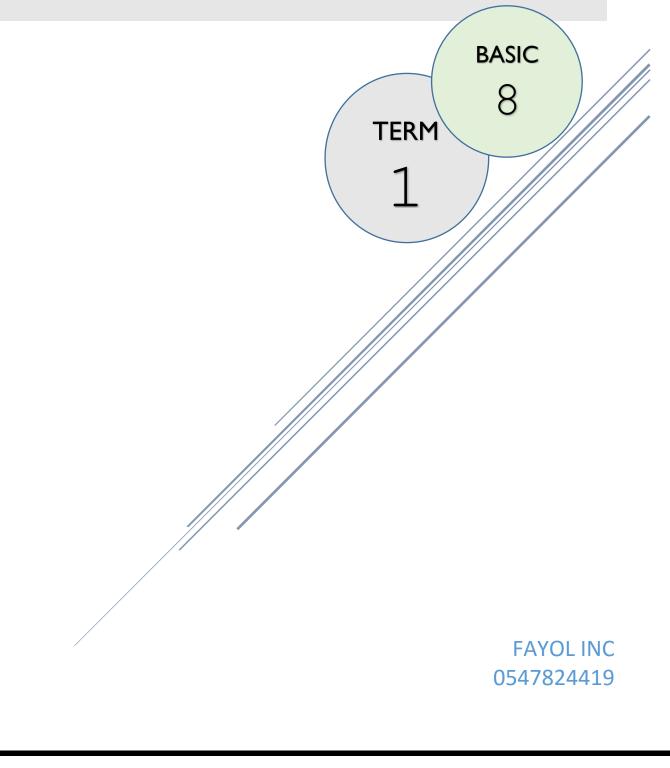
LESSON PLANS FOR JUNIOR HIGH SCHOOLS

CAREER TECHNOLOGY – PRE TECH



SCHEME OF LEARNING – TERM 1

WEEKS	STRAND	SUB STRANDS	INDICATORS	RESOURCES	
1	Personal Hygiene		B8.1.1.1.1	Pictures, Posters and illustrations	
2	Health & Safety	First Aid	B8.1.2.1.1	Pictures, Posters and illustrations	
3		Desertification & Deforestation	B8.1.3.1.1	Pictures, Posters and illustrations	
4	Materials For	Compliant Materials	B8.2.1.1.2	Pictures, Posters	
5	Production	Resistant Materials	B8.2.2.1.1	and illustrations	
6	Materials For	Properties Of Building Materials	B8.2.2.1.2	Pictures, Posters	
7	Production	Smart And Modern Materials	B8.2.3.1.1	and illustrations	
8	Tools,	Measuring & Marking Out Tools	B8.3.1.1.1	Pictures, Posters	
9	Equipment & Processes	Measuring & Marking Out Tools	B8.3.1.1.4:	and illustrations	
10	Tools,	Cutting & Shaping Tools	B8.3.2.1.1	Pictures, Posters and illustrations	
11	Equipment & Processes	Cutting & Shaping Tools	B8.3.2.1.2	Pictures, Posters and illustrations	

FIRST TERM WEEKLY LESSON NOTES

WEEK I

Week Ending:	ding: Day: Subject: Career Techno			Career Techno	logy	1	
Duration: 60MINS	Duration: 60MINS Strand: Health And Safet				ty		
Class: B8		Class Size: Sub Strand: Personal Hy				gie	ne
Content Standard: B8.1.1.1 Demonstra practices that depict hygiene	ate understanding of basic t personal and food Indicator: B8.1.1.1.1: Demonstrate skills of personal hygiene						Lesson: I of 2
Performance Indica					Core Compe		
Learners can demon					CP 6.5: CI 5.4:	CL	5.2: CI 6.10:
Reference: Career 7	Technology	Curriculum Pg.	41				
	-						
Phase/Duration	Learners					R	esources
PHASE I:		th learners to re	eview their	understand	ding in the		
STARTER	previous l	esson.					
	Sharo por	formance indica	tors with I	oarnors			
PHASE 2: NEW		ners to think-pa			s of bad body	Pi	ctures and
LEARNING	odor.	ners to think-pa	in -share of	i the causes	s of bad body		narts of food
LEANNING		athing well.					
		arners to prepar show causes of	•		rds/posters in		
		rners to identify ad body odor.					
	Demonsti materials.	rate how to pre	vent bad b	ody odor u	sing the		
		ers plan and orga mmunity on the	•	-			
		<u>nt</u> s meant by Pers n any four Perso	,.				
PHASE 3:		discussion and e					
REFLECTION		ners what they h					
		back from learn					
	Ask learne lives.	ers how the less	son will be	nefit them i	n their daily		

Week Ending:		Day:		Subject: Career Technology			ý
Duration: 60MINS	•	Strand: Health And Safe		lealth And Safe	ty		
Class: B8		Class Size:		Sub Strar	nd: Personal Hy	/gie	ne
	I.I.I Demonstrate understanding of basic ctices that depict personal and food						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	understand	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 Technol				ogy		
Duration: 60MINS				Strand: Health And Safety			
Class: B8	Class Size: Sub Strand: First Aid						
Content Standard: B8.1.2.1 Demonstra preventing accidents food/sewing laborate	in the worl	Lesson: I of 2					
Performance Indica Learners can demons and others		skills in applying	First Aid	to self	Core Compet CP 6.5: CI 5.4:		
Reference: Career T	echnology	Curriculum Pg. 4	43				
Phase/Duration	Learners					Resources	
PHASE I:		th learners to re	viow thoir	undorstan	ding in the	Resources	
STARTER	previous l			understand			
	-			earners.			
PHASE 2: NEW LEARNING	E.g., It is a treatment Identify ar plaster, ga Demonstr with any o - Cuts: thi sharp obje water and clean clot - Burns: Is iron or fir How to a cool runn subsides.	Share performance indicators with learners.Pictures, PostersExplain what is meant by First Aid. E.g., It is a help given to an injured/sick person till full medical treatment is available.Pictures, Posters and illustrationsIdentify and discuss the contents of a First Aid box. E.g., plaster, gauze, scissors, methylated spirit.E.g., plaster, gauze, scissors, methylated spirit.Demonstrate how to administer first aid to persons affected with any of the following: - 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 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.					
	Assessment What is meant by first Aid When is first Aid administered to a patient? Identify five kinds of accidents that occurs at the workshop.						
PHASE 3: REFLECTION		discussion and e ners what they h					
	Take feed	back from learn	ers and su	mmarize th	e lesson.		

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

Week Ending:	Day: Subject: Career Techno				Career Technol	logy	/
Duration: 60MINS			Strand: Health And Safe		ety		
Class: B8	Class Size: Sub Strand: First Aid						
Content Standard: B8.1.2.1 Demonstra preventing accidents food/sewing laborate	strate knowledge of B8.1.2.1.1: Demonstrate basic skills in applying First Aid to self and						Lesson: 2 of 2
Performance Indica Learners can demon and others		skills in applying	g First Aid	to self	Core Compe CP 6.5: CI 5.4:		
Reference: Career 7	echnology	Curriculum Pg. 4	43				
Phase/Duration PHASE 1: STARTER	Learners / Revise wit previous l	h learners to re	eview their	understan	ding in the	R	esources
PHASE 2: NEW		formance indicat			rsons affected	Pi	ctures, Posters
	 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 						

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	Duration: 60MINS Strand: Health And Safe				lealth And Safet	с у		
Class: B8	Class Size: Sub Strand: Environment				nd: Environmen	tal Health		
	rd: strate understanding of the Environmental health Indicator: B8.1.3.1.1: Discuss the causal factors, effects and prevention of desertification and deforestation						1:	
Performance Indica Learners can discuss and deforestation		and prevention	of desertif	ication	Core Compe CP 6.5: CI 5.4:		.10:	
Reference: Career	Technology	Curriculum Pg.	45					
Phase/Duration	Learners	Activities				Resource	s	
PHASE I:		th learners to re	eview their	understan	ding in the	i teboui ce		
STARTER	previous l	esson.			-			
	Share per	formance indica	tors with l	earners.				
PHASE 2: NEW LEARNING	Desertific Guide lea effects and deforestat E.g. Defor Causal fac Effects - p Preventio environm Desertific Causal fac Effects - lo	Brainstorm learners to define the following; Desertification and Deforestation.Pictures, Posters and illustrationsGuide learners to identify the causal factors and discuss the effects and preventive measures of desertification and deforestation, in groups. E.g. Deforestation Causal factors - mining, bush fires Effects - polluted water bodies, global warming, Prevention alternative livelihood (agriculture), greening the environment.Pictures, Posters and illustrationsDesertification Causal factors - deforestation, urbanization Effects - loss of plant species, climate change Prevention - afforestation, ruralizationPictures, Posters and illustrations						
	preventive develop a Present p <u>Assessme</u> What is D Identify fo	roject findings ir	esertification a report f ffects of de	on and defo for appraisa	orestation and al. n.			

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	ogy
Duration: 60MINS				Strand: H	lealth And Safet	у
Class: B8		Class Size	e:	Sub Strand: Environmental Health		
Content Standard: B8.1.3.1 Demonstration the basic concept of	Environmer	Lesson: I of 2				
Performance Indicat Learners can discuss and deforestation		and preven	tion of desertif	ication	Core Compe CP 6.5: CI 5.4:	
Reference: Career T	echnology	Curriculum	Pg. 45			
Phase/Duration						Pasaurass
Phase/Duration PHASE I: STARTER	previous l	h learners esson.	to review their		ding in the	Resources
PHASE 2: NEW LEARNING	Share performance indicators with learners.Brainstorm learners to define the following; Desertification and Deforestation.Pictures, Posters and illustrationsGuide learners to identify the causal factors and discuss the effects and preventive measures of desertification and deforestation, in groups. E.g. Deforestation Causal factors - mining, bush fires Effects - polluted water bodies, global warming, Prevention alternative livelihood (agriculture), greening the environmentDesertification Causal factors - deforestation, urbanization Effects - loss of plant species, climate change Prevention - afforestation, ruralizationHave learners research the causal factors, effects and preventive measures of desertification and deforestation and develop a folder.Present project findings in a report for appraisal.					
PHASE 3:	Identify fo Identify fo Use peer	Deforestatio ur causes a ur causes a discussion a	nd effects of de nd effects of de and effective qu	esertificatio estioning t	n o find out	
REFLECTION			hey have learnt earners and su			

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

Week Ending:	Day:		Subject: (Career Technolo	ogy		
Duration: 60MINS			Strand: Materials For P		oduction		
Class: B8 Class Size:			Sub Strar	id: Compliant M	laterials		
Content Standard: B8.2.1.1 Demonstrat properties of compli	emonstrate understanding of the B8.2.1.1.2: Discuss the basic						
Performance Indica	tor:		•	Core Compet			
	the characteristics of c	•	rials.	CP 6.5: CI 5.4: 0	CI 5.2: CI 6.10:		
Reference: Career 1	Technology Curriculum	Pg. 47					
	A				D		
Phase/Duration PHASE 1:	Learners Activities	to raviou thair	undorstan	ding in the	Resources		
STARTER	Revise with learners to previous lesson.	to review their	understand	ling in the			
	Share performance in	dicators with I	earners.				
PHASE 2: NEW LEARNING	Revise with learners of Compliant materials ar predictable and consist fabric/textiles. A material is a complia performance criteria. Have learners give so	e materials that ent properties si nt material, if it	have recognuch as pape	nized, r/card, a known	Pictures, Posters and illustrations		
	SourceSourceSourceSourceGuide learners to identify the properties of paper and card board that make them suitable for use.E.g. .Paper: Medium weight, fairly smooth and fairly stiff; Ideal for making small paper models.						

	 Cardboard: Stiff, smooth and thin; Good for creating greeting cards, paper models and other stand-up building projects. Learners in groups describe the properties of fabrics/textiles that make them suitable for use. E.g. Absorbent:: can allow moisture vapor to pass through easily Durable: can last long
	Assessment I. What is a compliant material?
	2. Give three examples of a compliant material.
	 Identify three properties of paper and card board that make them suitable for use
	 Identify two properties of fabrics and textiles that make them suitable for use
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 Technolo	gy	
Duration: 60MINS				Strand: Materials For Production			
Class: B8		Class Size:		Sub Strar	nd: Compliant M	aterials	
Content Standard: B8.2.1.1 Demonstrate properties of complia		basic liant materials	Lesson: 2 of 2				
Performance Indicat Learners can discuss	t or: the characto	eristics of co	ompliant mate		Core Compete CP 6.5: CI 5.4: C		
Reference: Career T	echnology (Curriculum I	Pg. 47				
Phase/Duration PHASE I: STARTER	previous le	h learners to esson.	o review their		ding in the	Resources	
PHASE 2: NEW LEARNING	Share performance indicators with learners.Pictures, PostRevise with learners on the meaning of compliant materials. Compliant materials are materials that have recognized, predictable and consistent properties such as paper/card, fabric/textiles. A material is a compliant material, if it conforms to a known performance criteria.Pictures, Post and illustratioHave learners give some examples of compliant materials.Pictures, Post and illustratio						
	Pain Emuls Super Late	rd te palevjapd Palnts see Lev			J		
	R	Calendar 1 4 40 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1					
	board that E.g. - Paper: M for making - Cardbo	make them edium weig small paper ard: Stiff, s	ntify the prope suitable for u nt, fairly smoo models. smooth and th models and ot	se. th and fairly nin; Good	y stiff; Ideal for creating		

	Learners in groups describe the properties of fabrics/textiles that make them suitable for use. E.g. - Absorbent:: can allow moisture vapor to pass through easily - Durable: can last long	
	 <u>Assessment</u> 5. What is a compliant material? 6. Give three examples of a compliant material. 7. Identify three properties of paper and card board that make them suitable for use 8. Identify two properties of fabrics and textiles that make them suitable for use 	
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 T					ogy
Duration: 60MINS		-		Strand: M		
Class: B8 Class Size:				Sub Strand: Resistant Materials		
Content Standard: B8.2.2.1 Demonstrat properties of resista		iding of	Indicator: B8.2.2.1.1: E of resistant	•	pasic properties	Lesson:
Performance Indica				ia la	Core Compet	
Learners can explain Reference: Career T		•		eriais.	CP 6.5: CI 5.4: 0	CI 5.2: CI 6.10:
Reference. Carcer i	cennology	Carriculation	δ. 1/			
Phase/Duration	Learners /	Activities				Resources
PHASE I:	Recap wit	h learners to	o find out wha	t they alrea	idy know	
STARTER	about plas	stic, wood,	metal, ceram	ics and gla	ISS.	
	Share the		a indicatora ar	ما تمعمم ماريم	a tha lassan	
PHASE 2: NEW			e indicators ar on identifyin			Realia, pictures,
LEARNING			ne school bui	-		charts, videos, of
			olumn table ι			wood, plastic,
		and 'Use'.				metal, ceramics,
						glass materials,
	materials resistant m	and ask lea aterials refer	pictures or s irners to des to a group of r such as plastic,	cribe them materials the	at have certain	samples of hard and soft wood, types of metals- ferrous, non- ferrous, alloys and smart,
	Guide learners to sort out resistant materials into various categories.product plastics, ceramicE.g. plastics – thermoplastics and thermosetting plastics wood – hardwoods and softwoods metals – ferrous, non-ferrous, alloys and smartproduct plastics ceramic					
	Brainstor resistant E.g., Resis flexible an (plastic, w					
	variety of	f available m			ials from the composites,	
		rners write on and sort	down the su ing.	mmary of	the	

	Assessment I. What are resistant materials? 2. Give four examples of resistant materials.	
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: Subje			Subject:	Subject: Career Technology			
Duration: 60MINS Strand: Materials				1aterials For Pro	oduction			
Class: B8		Class Size:		Sub Stra	nd: Resistant Ma	aterials		
Content Standard: B8.2.2.1 Demonstrat properties of resista		•	Indicator: B8.2.2.1.1: E of resistant		basic properties	Lesson:		
Performance Indica Learners can explain		roperties of	resistant mate	erials.	Core Competence CP 6.5: CI 5.4:			
Reference: Career 1	-	-						
Phase/Duration	Learners	Activities				Resources		
PHASE I:			o review their	understan	ding in the			
STARTER	previous I	esson.						
PHASE 2: NEW			licators with l		-			
LEARNING	Guide learners to discuss the physical properties of resistant materials.Pictures, Posters and illustrationsE.g., density, fusibility, electrical conductivity, thermal conductivityPictures, Posters and illustrationsHave learners investigate the working properties of resistant materials; E.g., strength, hardness, toughness, malleability, ductility, elasticityPictures, Posters and illustrationsMake a chart on the various properties of resistant materials.Pictures, Posters and illustrations							
	Physical P	roperties	Working F	roperties				
	Density Strength Fusibility Hardness							
PHASE 3: REFLECTION	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.							
			arners and su lesson will be					

Week Ending:		Day:		Subject:	Career Technol	ogy	
Duration: 60MINS				Strand: M	oduction		
Class: B8	Class Size: Sub Strand: Resistant Ma				n d: Resistant Ma	aterials	
Content Standard:Indicator:B8.2.2.1 Demonstrate understanding of properties of resistant materialsB8.2.2.1.2: Describe the properties of building materials						Lesson:	
Performance Indicat Learners can describ		erties of build	ling materials.		Core Compet CP 6.5: CI 5.4:		
Reference: Career T	echnology	Curriculum F	Pg. 47				
Phase/Duration	Learners	Activities				Resources	
PHASE I:	Recap wit	h learners to	find out wha	t they alrea	ady know		
STARTER	about pla	stic, wood, I	metal, ceram	ics and gla	ISS.		
PHASE 2: NEW LEARNING	Share the performance indicators and introduce the lesson. Guide learners to discuss the physical properties of resistant materials. E.g., density, fusibility, electrical conductivity, thermal conductivity Have learners investigate the working properties of resistant materials; E.g., strength, hardness, toughness, malleability, ductility, elasticity, etc. Make a chart on the various properties of resistant materials. Fig. Physical Properties Working Properties Density Fusibility						
PHASE 3: REFLECTION	from learn Take feed	ners what the back from le	nd effective qu ey have learnt arners and su lesson will be	during the mmarize th	lesson. 1e lesson.		

Week Ending:	Day:			Subject: Career Technology				
Duration: 60MINS				Strand: Materials For Pro		oduction		
Class: B8	Class: B8 Class Size:			Sub Strand: Resistant Materials				
Content Standard:Indicator:B8.2.2.1 Demonstrate understanding of properties of resistant materialsB8.2.2.1.2: Describe the properties of building materials						Lesson:		
Performance Indicat					Core Compet			
Learners can describ			-		CP 6.5: CI 5.4: 0	CI 5.2: CI 6.10:		
Reference: Career T	echnology		²g. 4/					
Phase/Duration	Learners /					Pasauraaa		
PHASE I:			find out who	t thou alrea	du know	Resources		
STARTER			find out wha metal, ceram	•				
STARTER	about plas	stic, wood, i	inetai, cerain	ics and gia				
	Share the	performance	e indicators ar	d introduc	e the lesson.			
PHASE 2: NEW			identify some					
LEARNING		.g. cement, s	,					
	material. A cement i that sets, h together. Show lear characteri	A cement is a binder, a chemical substance used for construction that sets, hardens and adheres to other materials to bind them						
	 Provide Stiffen Posses Easily Good I Demonstriproperties Sand is a g particles. 							
	Show lear	ners samples	s of sand discu	iss their cha	aracteristics.			

	 Sand Grains should be sharp, strong and angular Should not contain any hygroscopic salts Should not contain clay and slit; usually 3-4% clay and slit is ordinarily permitted for practical reasons. There should be no organic matter. Have learners identify other building materials and discuss their properties in relation to construction. Guide learners use this building materials to erect a two coarse block work. Have learners discuss reasons for choosing a type of material for a building project. E.g., Cement binds aggregates (sand and stone) in making mortar and concrete Prepare a chart on properties of building materials. Present chart for appraisal
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.

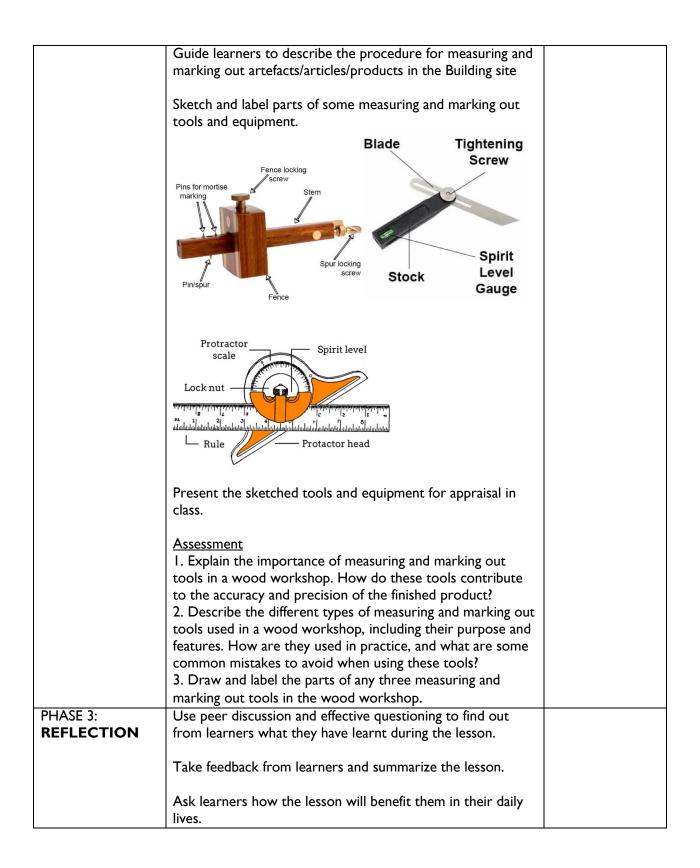
Week Ending:	Day: Subject:				Subject: Career Technology			
Duration: 60MINS				Strand: Materials For Production				
Class: B8	Class: B8 Class Size: Sub					Nodern Materials		
	Content Standard:Indicator:B8.2.3.1 Demonstrate understanding and the use of smart and modern materialsB8.2.3.1.1: Discuss smart and modern materials							
Performance Indicat Learners can discuss		modern mate	erials		Core Compet CP 6.5: CI 5.4: (
Reference: Career T	echnology	Curriculum I	Pg. 49					
Phase/Duration	Learners					Deseuress		
PHASE I:			find out wha	t thoy alroa	dy know	Resources		
STARTER			metal, ceram					
		•	e indicators ar					
PHASE 2: NEW LEARNING	Guide lead Smart and They are n properties electric and Brainstorr some feat Smart and with highly Identify ar E.g., buildi Using pict modern m Have lear	rners to defin I modern ma naterials that and can be cl d magnetic fie m learners to ures of it. modern work sophisticated reas where so ng industry ures guide le naterials.	ne the followin terials: have been eng hanged by expo elds, stress, etc. o explain Smar schops are work tools and equi mart and mod earners to ider	ng keyword ineered to h osure to stim t workshop kshops that pment. ern materia ntify some s nade from s	ls. ave improved huli, such as o and identify are stuffed als are in use. smart and			
PHASE 3:	 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 Use peer discussion and effective questioning to find out 							
REFLECTION	from learr Take feed	ners what the back from le	arners and su lesson will be	during the mmarize th	lesson. e lesson.			

Week Ending:	ek Ending: Day:			Subject: Career Technology			
Duration: 60MINS	Duration: 60MINS			Strand: Materials For Production			
Class: B8	8 Class Size: Sub Strand: Sm					1odern Materials	
	Content Standard:Indicator:B8.2.3.1 Demonstrate understanding and the use of smart and modern materialsB8.2.3.1.1: Discuss smart and modern materials						
Performance Indica Learners can discuss		nodern mate	erials		Core Compet CP 6.5: CI 5.4: (
Reference: Career T	echnology	Curriculum I	Pg. 49				
	1.						
Phase/Duration	Learners /		Card and a start	<u></u>	4.1	Resources	
PHASE I: STARTER			o find out wha	•			
JIANIEN	about plas	suc, wood,	metal, ceram	iics and gia	155.		
	Share the	performance	e indicators ar	nd introduc	e the lesson.		
PHASE 2: NEW	Guide lear	ners to defi	ne the followi	ng keyword	ds.		
LEARNING		modern ma					
	-		have been eng				
			hanged by exp		nuli, such as		
	electric and	i magnetic fie	elds, stress, etc.				
	Brainstorr	n learners to	o explain Smai	t worksho	and identify		
	some feat						
			kshops are wor	kshops that	are stuffed		
			tools and equi	•			
		eas where sing industry	mart and mod	lern materi	als are in use.		
	Using pict modern m	-	earners to ide	ntify some s	smart and		
	Have lear	ners search f	for products r	nade from :	smart and		
		naterials usin	g ICT tools a	nd other so	ources.		
	E.g.	starches us	ad in pizza tar	ninge			
			ed in pizza top sportswear an				
			ys (LCDs)for		t-emitting		
	diodes			24.116 1181	5		
		romic pigme	nts for lens in	glass, winc	lows		
PHASE 3:	Use peer	discussion ar	nd effective qu	estioning t	o find out		
REFLECTION	from learr	ners what the	ey have learnt	during the	lesson.		
	Take feed	back from le	arners and su	mmarize th	e lesson.		
	Ask learne lives.	ers how the	lesson will be	nefit them i	n their daily		

Week Ending:	D	ay:		Subject: (Career Technolog	gy
Duration: 60MINS	Duration: 60MINS			Strand: Tools, Equipment And Processes		
Class: B8	C	nd: Measuring An	d Marking Out			
	Content Standard: B8.3.1.1 Demonstrate understanding of measuring and marking out tools and for measuring and marking out					
Performance Indica Learners can identify marking out		ipment fo	r measuring a	nd	Core Compete CP 6.5: CI 5.4: C	
Reference: Career T	echnology Cu	rriculum I	² g. 51			
Dhana/Durati	1					D
Phase/Duration PHASE I: STARTER	about plastic	earners to c, wood, 1	o find out what metal, ceram	ics and gla	dy know Iss.	Resources
PHASE 2: NEW LEARNING	Brainstorm Ia marking tool Measuring an ensure accura Guide learne marking tool I. Tape Meas height of the most commor 2. Spirit Leve plumb. It is a between two 3. Squares - Ia are square. Th or plastic. 4. Chalk Line workpiece. It can be snapp 5. Mason's Li courses. It is a guide for layin 6. Bevel - Us workpiece. It that can be se 7. Compass - workpiece. It specific radius Guide learne	earners fo s. d marking ate and pre- ers to iden s in masor sure - Use masonry w hly used ler el - Used to small level lines. Used to mas is a reel wi ed to creat ine - Used to is a reel wi ed to creat is a small o et at any a - Used to r is a device s. ers to deso	d to measure t orkpiece. A 25- ngth. o check whethe with a bubble ark right angles n various sizes create a straig th a string coat to a straight line to mark out lo g attached to to blocks. sure and transf adjustable tool ngle. nark circles or with two arms	using meas ssential in n es, and dime of some me he length, w foot tape m that needs t and ensure and are ma that line on th ted in chalk e. ng straight l wo stakes an er angles on with a hand arcs on the that can be edure for r	suring and hasonry to ensions. asuring and hidth, and heasure is the is level or to be centered e that corners ide from metal he masonry powder that lines for laying nd is used as a hto the masonry le and a blade masonry adjusted to a measuring and	

	Sketch and label parts of some measuring and marking out tools and equipment.	
	Hook Imperial Metrics Thumb Lock Heasurements Heasurements Blade/Tape Spring Belt Clip Stop Belt Clip Stop Bresent the sketched tools and equipment for appraisal in class.	
	Assessment I. Explain the role of measuring and marking out tools in masonry. Why are they important for ensuring accuracy and precision in masonry work? 2. Describe the different types of measuring and marking out tools used in masonry, including their purpose and features. How are they used in practice? 3. Draw and label the parts of any three measuring and marking out tools in masonry.	
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				gy
Duration: 60MINS				Strand: T	ools, Equipment	And Processes
Class: B8	Class Size: Sub Strand: Measuring A			nd: Measuring Ar	nd Marking Out	
Content Standard: B8.3.1.1 Demonstrat measuring and marki equipment for produ	ng out tools	•	entify tools and equipment 2 of 2			
Performance Indica Learners can identify marking out	mance Indicator: rs can identify tools and equipment for measuring and CP 6 5: CI 5 4: C					
Reference: Career T	echnology (Curriculum I	Pg. 51			
						<u> </u>
Phase/Duration	Learners A		<u> </u>	<u> </u>		Resources
PHASE I: STARTER	about plas	stic, wood, I	o find out wha metal, ceram e indicators ar	ics and gla	ISS.	
PHASE 2: NEW LEARNING	Brainstorn marking to Measuring ensure acco Guide lear marking to I. Tape M height of th most comm 2. Combin square, leve an edge. It to different 3. Marking face of the to a specifi at the end. 4. Sliding E workpiece. angle. 5. Try Squ or plumb. I right angle. 6. Mortise It has two of different di 7. Dividers scribe circle	in learners for pols. and marking urate and pre- mers to iden pols in the w easure - Use he wood work nonly used ler bas a ruler a chas a rul	or the need of out tools are e ecise cuts, angle atify the uses of rood worksho d to measure t piece. A 25-foo ngth. e - Used to che and also to ma nd a moveable ed to mark line iece. It has a fe im the cutter, of to transfer ang fle and a blade o check whethe quare with a ho ed to mark out wo beams that	using meas essential in n es, and dime of some me p. he length, w ot tape meas eck whether rk lines at ri head that ca s parallel to nad a beam des onto the that can be andle and a mortise and can be adju distances alo piece. They	suring and nasonry to ensions. asuring and ridth, and sure is the a surface is ight angles to can be adjusted an edge or a to be adjusted with a cutter wood e set at any is square, level, blade set at a d tenon joints. sted to ong a line or to	



Week Ending:	Day:			Subject: Career Technology			
Duration: 60MINS Str			Strand: Tools, Equipment And Processes				
Class: B8		Class Size: Sub Strand: Measuring A			nd Marking Out		
Content Standard: B8.3.1.1 Demonstrate understanding of measuring and marking out tools and equipment for production			for and mair	ntain measu	e how to care ring and for production	Lesson: I of 2	
Performance Indicat Learners can demons and marking out tool	strate how		nd maintain m	easuring	Core Compet CP 6.5: CI 5.4: C		
Reference: Career T	echnology	Curriculum I	Pg. 54				
Phase/Duration PHASE 1:	Learners /		find out what	t they alrea	dy know	Resources	
STARTER	Recap with learners to find out what they already know about plastic, wood, metal, ceramics and glass. Share the performance indicators and introduce the lesson.						
PHASE 2: NEW LEARNING	equipmen Identify cli tools and in making E.g., Silvo Brasso for and dustir Demonstr and equip them	Share experiences from home on how to care for tools and equipment for production.Identify cleaning agents/materials used to clean and maintain tools and equipment based on the respective material used in making the tool.E.g., Silvo for cleaning silver, Brasso for cleaning brass, oil to avoid rust, cloth for cleaning and dusting.Demonstrate how to clean measuring and marking out tools and equipment according to the materials used in making					
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, Equipment	And Processes	
Class: B8		Class Size: Sub Strand: Measuring A			nd Marking Out		
Content Standard: B8.3.1.1 Demonstrate understanding of measuring and marking out tools and equipment for production			for and mair	ntain measu	e how to care ring and for production	Lesson: 2 of 2	
Performance Indica Learners can demon and marking out too	strate how		nd maintain m	easuring	Core Compet CP 6.5: CI 5.4: C		
Reference: Career T	echnology	Curriculum I	Pg. 54				
Phase/Duration	Learners /	Activities				Resources	
PHASE I: STARTER	Recap wit about plas	Recap with learners to find out what they already know about plastic, wood, metal, ceramics and glass. Share the performance indicators and introduce the lesson.					
PHASE 2: NEW LEARNING	equipmen Identify cli tools and in making E.g., Silvo Brasso for and dustir Demonstr	Share experiences from home on how to care for tools and equipment for production.Identify cleaning agents/materials used to clean and maintain tools and equipment based on the respective material used in making the tool.E.g., Silvo for cleaning silver, Brasso for cleaning brass, oil to avoid rust, cloth for cleaning and dusting.Demonstrate how to clean measuring and marking out tools and equipment according to the materials used in making					
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: (ý		
Duration: 60MINS				Strand: Strands for the te			n
Class: B8		Class Size:		Sub Strand: Sub strands			the term
Content Standar Demonstrate know understanding in the							Lesson:
Performance Indicator: Learners can recall and summarize all what they have learnt within the term							
Reference: Career	Technology	Curriculum I	Pg. 54				
Phase/Duration	Learners	Activities				R	esources
PHASE I: STARTER	Recap wit about plas	h learners to stic, wood,	o find out wha metal, ceram e indicators ar	ics and gla	ISS.		
PHASE 2: NEW LEARNING							ictures and harts
	When is f	neant by first ìrst Aid admi ive kinds of	: Aid inistered to a accidents tha	-	at the		

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	Ouration: 60MINS Strand: Strands treated				for the t	erm	
Class: B8	Class Size: Sub Strand: Sub strands			for the	term		
Content Standard: Demonstrate knowledge treated so far.	ge and under		dicator: eparation towards vacation			Lesson:	
Performance Indica Learners can answer al exercise books.		n assessment questions	in the	eir	Core Compe CP 6.5: CI 5.4:		
Reference: Career T	echnology	Curriculum					
	1.					-	
Phase/Duration	Learners A					Resou	
PHASE I:	Ask learn	ers to bring and displ	ay all	the materia	als needed for	Exercis	se books,
STARTER	the assess	sment.				pen, pe	encils,
	Educate t	Educate them on the consequences of examination mal					
	practice.						
PHASE 2: NEW	Engage learners to arrange themselves properly to sit SBA, Assessme						ssessment
LEARNING	for the a	ssessment test.			-	Questi	ons and
						exercis	se books.
	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.						