

FIRST TERM

WEEKLY LESSON NOTES

WEEK 2

Week Ending: 13-10-2023	Day:	Subject: Career Technology (HE)	
Duration: 60MINS		Strand: Health & Safety	
Class: B9	Class Size:	Sub Strand: Personal Hygiene And Food Hygiene	
Content Standard: B9.1.1.1 Demonstrate skills that relate to personal and food hygiene to self		Indicator: B9.1.1.1.2: Observe appropriate food hygiene practices.	Lesson: 1 of 3
Performance Indicator: Learners can understand the basic concept of food hygiene and recognize its importance in preventing illnesses.		Core Competencies: CP 6.5: CI 5.4: CI 5.2: CI 6.10:	
Reference: Career Technology Curriculum Pg. 78			
New words: Hygiene, Contamination, Bacteria, Sanitize			
Phase/Duration	Learners Activities		Resources
PHASE 1: STARTER	<p>Show learners pictures of two kitchens: one clean and the other visibly dirty.</p> <p>Ask them which kitchen they would feel safer eating food from and why.</p> <p>Share performance indicators with learners.</p>		
PHASE 2: NEW LEARNING	<p>Introduce the term 'food hygiene' and explain its importance in daily life.</p> <p>Highlight the risks associated with poor food hygiene, like food poisoning, contamination, and the spread of diseases.</p> <p>Divide learners into small groups. Provide each group with a list of scenarios or practices related to food handling and preparation. Some can be appropriate, while others are not. Ask each group to discuss and categorize each scenario as "safe" or "unsafe" based on their current knowledge.</p> <p>Outline the essential food hygiene practices. This could include washing hands, using separate cutting boards for raw and cooked foods, ensuring food is stored at the right temperature, etc.</p> <p>Compare these practices with the scenarios from the group activity, correcting any misconceptions.</p> <p><u>Assessment</u></p> <p>What is meant by the term "food hygiene"? Why is it essential to practice good food hygiene? Name two potential risks associated with poor food hygiene.</p>		Pictures and charts of food

	Describe one crucial food hygiene practice you learned today.	
PHASE 3: REFLECTION	<p>Emphasize the individual responsibility each learner has in ensuring food hygiene, not just in a professional setting like a restaurant, but also at home. Challenge them to be more mindful and observe these practices in their daily life.</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>	

Week Ending: 13-10-2023	Day:	Subject: Career Technology (HE)
Duration: 60MINS		Strand: Health & Safety
Class: B9	Class Size:	Sub Strand: Personal And Workshop Safety
Content Standard: B9.1.2.1 Demonstrate skills that relate to personal, workshop and laboratory safety	Indicator: B9.1.2.1.1: Describe procedures for reporting accidents and unsafe practices in school and in the laboratory/ workshop	Lesson: 2 of 3
Performance Indicator: Learners can understand the importance of safety in the food/sewing laboratory and know the procedures to report any accidents or unsafe practices they observe.		Core Competencies: CP 6.5: CI 5.4: CI 5.2: CI 6.10:
Reference: Career Technology Curriculum Pg. 79		
New words: Safety Protocol, Incident Report, Hazard, Preventative Measures		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Display pictures of a few scenarios in the food/sewing laboratory - some depicting safe practices and others showcasing unsafe ones.</p> <p>Ask learners: "Identify which practices are unsafe and explain why."</p> <p>Share performance indicators with learners.</p>	
PHASE 2: NEW LEARNING	<p>Introduce the concept of safety in a food/sewing lab. Why is it so crucial?</p> <p>Discuss common hazards in the laboratory setting.</p> <p>Cleaning Agents: Many cleaning substances are toxic if ingested and can be harmful if they come in contact with the skin or eyes.</p> <ul style="list-style-type: none"> • <i>Gas Leaks: Natural gas or propane used for cooking can be flammable and hazardous if leaked.</i> • <i>Sharp Objects: Knives, graters, and other cutting tools can cause cuts.</i> • <i>Hot Surfaces & Liquids: Stoves, ovens, boiling liquids, or hot oil can cause burns.</i> • <i>Electrical Equipment: Risk of electric shock from improperly grounded or damaged appliances.</i> • <i>Slips, Trips, and Falls: Wet floors, scattered ingredients, or clutter can lead to accidents.</i> • <i>Heavy Objects: Dropping or improperly handling heavy pots and appliances can lead to injuries.</i> • <i>Spoiled Food: Consuming or handling spoiled or contaminated food can lead to foodborne illnesses.</i> • <i>Raw Ingredients: Raw meat, fish, and certain vegetables can sometimes contain pathogens that can cause illness if not handled or cooked properly.</i> <p>Outline the procedures for reporting accidents or unsafe practices. Emphasize the importance of immediate reporting for everyone's safety.</p>	Pictures and charts of food

	<ul style="list-style-type: none"> • Immediate Action: Ensure everyone's safety and administer first aid if needed. If severe, seek medical help. • Notify Supervisors: Inform the person in charge promptly. • Isolate Hazard Area: Mark or section off any dangerous areas resulting from the accident. • Document the Incident: Complete an accident report detailing the event, individuals involved, injuries, and corrective actions taken. • Photographic Evidence: Take photos of the accident scene if possible. • Investigation: Determine the cause of the incident by reviewing procedures and interviewing witnesses. • Report Upwards: Notify higher organizational levels or regulatory bodies for severe incidents. • Implement Safety Measures: Based on the investigation's findings, introduce measures to prevent future occurrences. • Conduct Safety Audits: Regularly check kitchen practices to ensure safety. • Provide Feedback: Inform staff about the incident's details and the subsequent actions taken. <p>Role-play a scenario where a learner notices an unsafe practice and goes through the reporting process.</p> <p><u>Assessment</u> Why is it essential to report an unsafe practice in the food/sewing lab immediately? What is one common hazard in a food/sewing laboratory? What is the first thing you should do if you notice a spill or accident in the lab? Who should you report to if you notice an unsafe practice in the lab?</p>	
<p>PHASE 3: REFLECTION</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>	

Week Ending: 13-10-2023		Day:	Subject: Career Technology (PT)
Duration: 60MINS		Strand: Health & Safety	
Class: B9	Class Size:	Sub Strand: Personal And Workshop Safety	
Content Standard: B9.1.2.1 Demonstrate skills that relate to personal, workshop and laboratory safety		Indicator: B9.1.2.1.1: Describe procedures for reporting accidents and unsafe practices in school and in the laboratory/ workshop	Lesson: 3 of 3
Performance Indicator: Learners can understand the unique risks of a blockwork site and the importance of safety protocols, as well as the procedures for reporting any unsafe practices		Core Competencies: CP 6.5: CI 5.4: CI 5.2: CI 6.10:	
Reference: Career Technology Curriculum Pg. 79			
New words: Construction Safety, Safety Gear, Site Supervisor, Hazard Assessment			
Phase/Duration	Learners Activities		Resources
PHASE 1: STARTER	<p>Show a brief video clip of a busy construction site, preferably with some clear safety violations.</p> <p>Ask learners: "What did you observe? Which practices seemed unsafe to you?"</p> <p>Share performance indicators with learners.</p>		
PHASE 2: NEW LEARNING	<p>Discuss the inherent risks of a blockwork site: heavy machinery, falling objects, etc.</p> <p>Outline the significance of personal protective equipment (PPE) on the site.</p> <ul style="list-style-type: none"> • <i>Safety Barrier: PPE shields workers from various environmental hazards, from chemicals to physical injuries.</i> • <i>Decreases Incidents: Using PPE reduces workplace injuries and illnesses.</i> • <i>Legal Compliance: PPE ensures adherence to occupational health and safety regulations.</i> • <i>Encourages Safe Work Culture: Regular PPE use fosters a sense of safety and responsibility among workers.</i> • <i>Economic Benefits: Investing in PPE minimizes costs associated with accidents, like medical bills and legal penalties.</i> • <i>Boosts Morale: Workers feel valued and secure, leading to better focus and productivity.</i> • <i>Customizability: PPE can be tailored to address specific risks for varied tasks.</i> • <i>Flexibility: PPE can be adjusted based on changing risk conditions on site.</i> <p>Describe the procedures for reporting any accidents or unsafe practices on a blockwork site, emphasizing immediate reporting.</p> <ul style="list-style-type: none"> • Immediate Action: Ensure everyone's safety and administer first aid if needed. If severe, seek medical help. • Notify Supervisors: Inform the person in charge promptly. 		Pictures and charts of food

	<ul style="list-style-type: none"> • Isolate Hazard Area: Mark or section off any dangerous areas resulting from the accident. • Document the Incident: Complete an accident report detailing the event, individuals involved, injuries, and corrective actions taken. • Photographic Evidence: Take photos of the accident scene if possible. • Investigation: Determine the cause of the incident by reviewing procedures and interviewing witnesses. • Report Upwards: Notify higher organizational levels or regulatory bodies for severe incidents. • Implement Safety Measures: Based on the investigation's findings, introduce measures to prevent future occurrences. • Conduct Safety Audits: Regularly check kitchen practices to ensure safety. • Provide Feedback: Inform staff about the incident's details and the subsequent actions taken. <p>Role-play scenarios where learners identify and report safety violations on a hypothetical construction site.</p> <p><u>Assessment</u> Why is wearing PPE crucial on a blockwork site? Name one potential danger unique to a blockwork or construction site. If you observe a colleague not wearing safety gear on site, what should you do? Who is typically responsible for overseeing safety on a blockwork site?</p>	
<p>PHASE 3: REFLECTION</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>	