

FIRST TERM

WEEKLY LESSON NOTES

WEEK 4

Week Ending: 27-10-2023	Day:	Subject: Career Technology
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: B9.1.2.1.3: Maintain safe working environments
		Lesson: 1 of 2
Performance Indicator: Learners can discuss and reflect on the significance of workplace safety in groups and demonstrate or role-play safety practices, emphasizing the tagging of faulty equipment.		Core Competencies: CP 6.5: CI 5.4: CI 5.2: CI 6.10:
Reference: Career Technology Curriculum Pg. 81		
New words: Dangers, Risks, Threats, Well-being.		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Show pictures of both safe and unsafe working environments.</p> <p>Ask learners, "What differences do you notice between these two environments? How would you feel working in each space?" Allow learners to share their observations and feelings.</p> <p>Share performance indicators with learners.</p>	
PHASE 2: NEW LEARNING	<p>Ask learners if they can define a "safe working environment." Note their definitions on the board.</p> <p>A safe working environment ensures that employees and others have a space free from dangers, risks, and threats to their well-being."</p> <p>Divide the learners into small groups and provide each group with chart paper and markers.</p> <p>Ask each group to discuss and list down reasons for "Why is it essential to keep the working environment safe?". E.g., To reduce/prevent accidents</p> <p>Display different safety signs and symbols. Discuss the importance of each.</p> <p>Introduce the concept of tagging faulty equipment. Explain that this is a method to signal that a piece of equipment is unsafe to use.</p>	<p>Safety signs and symbols</p> <p>Sample "faulty equipment" tags</p>

	<p>Role-play a scenario where a student identifies a faulty piece of equipment, tags it, and reports it.</p> <p>Ask other learners to join and role-play similar scenarios or other safety practices.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. Why is it essential to maintain a safe working environment? 2. Name two key words from today's lesson and explain their importance in workplace safety. 3. Why is tagging faulty equipment important in a workplace? 4. How do safety signs and symbols contribute to a safer working environment? 	
<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> <p><u>Project work:</u> Design posters to create awareness on the need to maintain a safe working environment, and post them around the school. Note: School Health Education Programme (SHEP) clubs to educate other learners, cooks, food vendors, and staff of the school on food hygiene practices. The school should form a SHEP club if there is none in the school.</p>	

Week Ending: 27-10-2023	Day:	Subject: Career Technology (HE)
Duration: 60MINS		Strand: Health & Safety
Class: B9	Class Size:	Sub Strand: Environmental Health
Content Standard: B9.1.3.1 Demonstrate understanding and practice of environmental health in the school/home	Indicator: B9.1.3.1.1: Discuss the causes and prevention of poor sanitation in the school/home/ community/site/ workshop/ laboratory.	Lesson: 2 of 2
Performance Indicator: Learners can identify and discuss the root causes of poor sanitation in workshops and laboratories.		Core Competencies: CP 6.5: CI 5.4: CI 5.2: CI 6.10:
Reference: Career Technology Curriculum Pg. 82		
New words: Contamination, Negligence, Hazards, and Waste		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Show learners pictures of a messy workshop/laboratory and a clean one.</p> <p>Ask, "Which environment would you feel safer and more comfortable working in? Why?" Allow a few minutes for discussion.</p> <p>Share performance indicators with learners.</p>	
PHASE 2: NEW LEARNING	<p>Divide learners into small groups. Each group discusses potential causes of poor sanitation in a workshop or laboratory setting. <i>E.g., Littering around, poor disposal of waste, indiscriminate defecation.</i></p> <p>Have learners brainstorm and note down their ideas on chart paper.</p> <p>Using the same groups as before, now ask learners to come up with ways to prevent poor sanitation, particularly focusing on the key words discussed. <i>E.g., Putting bins at vantage points for waste to be put in instead of putting it on the ground.</i></p> <p>Have groups present their prevention strategies. Add any critical methods they might have missed, emphasizing regular cleaning schedules, proper disposal of waste, and the importance of personal responsibility.</p> <p>Introduce the project: "The Importance of Cleanliness in Our School and Community."</p>	<p>Pictures of messy and clean workshops/laboratories</p> <p>Hand sanitizers, gloves, cleaning supplies for demonstration</p>

	<p>Groups must create a poster, skit, or presentation that emphasizes the significance of maintaining cleanliness in our surroundings. Encourage creativity!</p> <p>Allow time for groups to work on their projects. At the end of the period or in a subsequent class, let each group present their work.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. Name two causes of poor sanitation in workshops or laboratories. 2. How can regular cleaning prevent hazards in these areas? 3. Why is proper waste disposal crucial in a laboratory setting? 4. What role do individuals play in ensuring cleanliness in workshops and laboratories? 	
<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> <p>Project: Invite an expert from the District Assembly or the Community to assist with the recycling project</p>	