

# FIRST TERM

## WEEKLY LESSON NOTES

### WEEK 9

<b>Week Ending:</b> 30-11-2023	<b>Day:</b>	<b>Subject:</b> Career Technology (PT)
<b>Duration:</b> 60MINS		<b>Strand:</b> Tools, Equipment & Processes
<b>Class:</b> B9	<b>Class Size:</b>	<b>Sub Strand:</b> Measuring & Marking Out
<b>Content Standard:</b> B9.3.1.1 Demonstrate understanding of measuring and marking out tools and equipment	<b>Indicator:</b> B9.3.1.1.1: Discuss tools and equipment used for measuring and marking out	<b>Lesson:</b> 1 of 3
<b>Performance Indicator:</b> Learners can discuss tools and equipment used for measuring and marking out		<b>Core Competencies:</b> Communication and Collaboration (CC), Critical Thinking and Problem Solving (CP), Creativity and Innovation
<b>Reference:</b> Career Technology Curriculum Pg. 91		
<b>New words:</b> Measurement Tools, Marking Out, Precision Instruments, Trade Areas		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
PHASE 1: <b>STARTER</b>	<p>Begin with a hands-on activity. Place a few tools and equipment related to measuring and marking out on a table.</p> <p>Ask learners to observe and write down the names of as many tools as they can identify. After a few minutes, discuss their observations as a class.</p> <p>Share performance indicators with learners.</p>	
PHASE 2: <b>NEW LEARNING</b>	<p>Discuss the importance of accurate measurement and marking in various trade areas.</p> <p>Introduce the concept of precision instruments for different applications.</p> <p>Divide the class into small groups. Assign each group a trade area (building site, wood workshop, metal/plastic workshop).</p> <p>Provide images or samples of tools used in each area. Ask groups to discuss and list the tools they think are used for measuring and marking out in their assigned trade area.</p> <p>Each group presents their findings, explaining the tools they identified and their purposes.</p> <p>Encourage discussions on the precision required in different trade areas and how it impacts the choice of tools.</p> <p>Allow learners to handle and examine various measuring and marking tools.</p>	<p>Marking tools (pencils, chalk, markers)</p> <p>Images of measuring tools (ruler, tape measure, calipers, etc.)</p>

	<p>Discuss the specific features and applications of each tool.</p> <p>Facilitate a class discussion on the similarities and differences in tools used across different trade areas.</p> <p>Explore the concept of adaptability in tools for varied materials (wood, metal, plastic).</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> <li>1. Identify three tools commonly used for measuring in a wood workshop.</li> <li>2. Explain the importance of precision instruments in a metal/plastic workshop.</li> <li>3. Discuss a situation where accurate marking out is crucial on a building site.</li> <li>4. How do the tools used in wood workshops differ from those used in metal/plastic workshops?</li> </ol>	
<p><b>PHASE 3:</b> <b>REFLECTION</b></p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	

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<b>Content Standard:</b> B9.3.1.1 Demonstrate understanding of measuring and marking out tools and equipment	<b>Indicator:</b> B9.3.1.1.1: Discuss tools and equipment used for measuring and marking out	<b>Lesson:</b> 1 of 3
<b>Performance Indicator:</b> Learners can classify measuring and marking out tools and equipment according to their use in building, woodwork, and metal/plastic work.		<b>Core Competencies:</b> Communication and Collaboration (CC), Critical Thinking and Problem Solving (CP), Creativity and Innovation
<b>Reference:</b> Career Technology Curriculum Pg. 91		
<b>New words:</b> Measurement Tools, Marking Out, Precision Instruments, Trade Areas		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	<p>Begin with a hands-on activity. Place a few tools and equipment related to measuring and marking out on a table.</p> <p>Ask learners to observe and write down the names of as many tools as they can identify. After a few minutes, discuss their observations as a class.</p> <p>Share performance indicators with learners.</p>	
<b>PHASE 2: NEW LEARNING</b>	<p>Discuss the concept of classification and why it is useful in organizing information.</p> <p>Highlight the importance of categorizing tools based on their applications.</p> <p>Divide the class into small groups. Provide a set of measuring and marking tools along with images or samples of tools used in building, woodwork, and metal/plastic work.</p> <p>Ask each group to classify the tools into categories based on their likely use in the three trade areas.</p> <p>Each group presents their classification, explaining the rationale behind their choices.</p> <p>Encourage discussions on the versatility of certain tools that may be used in multiple trade areas.</p> <p>Facilitate a class discussion on the commonalities and differences in tool classification among groups. Emphasize the adaptability of certain tools to different materials.</p> <p>Use an interactive whiteboard to create a digital chart of classified tools. Allow learners to drag and drop tools into the appropriate categories.</p>	<p>Marking tools (pencils, chalk, markers)</p> <p>Images of measuring tools (ruler, tape measure, calipers, etc.)</p>

	<p><u>Assessment</u></p> <ol style="list-style-type: none"> <li>1. Name two measuring tools commonly used in metal/plastic work.</li> <li>2. Explain why adaptability is an important feature in some measuring tools.</li> <li>3. How might the classification of tools help workers in a wood workshop?</li> <li>4. Provide an example of a marking tool that could be used in both building and woodwork.</li> </ol>	
<p>PHASE 3: <b>REFLECTION</b></p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	