

SECOND TERM

WEEKLY LESSON NOTES

WEEK 6

Week Ending: 16-02-2024	Day:	Subject: Career Technology
Duration: 60MINS		Strand: Tools, Equipment And Processes
Class: B9	Class Size:	Sub Strand: Finishes And Finishing
Content Standard: B9.3.5.1 Demonstrate understanding of application of finishes		Indicator: B9.3.5.1.1 Demonstrate the techniques of applying finishes to resistant materials
		Lesson: 1 of 2
Performance Indicator: Learners can demonstrate the techniques of applying finishes to resistant materials		Core Competencies: CP 6.5: CI 5.4: CI 5.2: CI 6.10:
Reference: Career Technology Curriculum Pg. 97		
New words:		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Revise with learners on the previous lesson through questions and answers. Share performance indicators with learners.	
PHASE 2: NEW LEARNING	Guide learners to identify finishes and tools for finishing resistant materials E.g. - Finishes—lacquer, paints, thinner, turpentine - Tools—brushes, spray can, roller Learners to identify materials used for preparing surfaces of wood, metal and wall to be finished. E.g., sanding sealers, sand paper, emery cloth, filler Prepare the surface to be finished by using glass paper for wood, emery cloth for metal, and filler for walls. Demonstrate the procedure for applying finishes to resistant materials, in groups. E.g. - Mix lacquer with thinner - Apply first coat and allow to dry - Apply second coat and allow to dry Demonstrate how to wash the finishing tools after use. E.g. - Use thinner to wash brush used for applying lacquer - Use water to wash brush used for applying emulsion paint. <u>Assessment</u> 1. You need to paint a metal toolbox. Why is surface preparation like sanding and degreasing crucial before applying the paint? What are the potential consequences of skipping this step?	Pictures and charts of food

	<ol style="list-style-type: none"> 2. Imagine you want to stain a concrete countertop. How would the application technique differ from staining wood? Explain the specific considerations for applying a finish to a porous material like concrete. 3. You decide to apply vinyl stickers to a ceramic mug. What techniques and materials would you need to ensure the stickers adhere well and don't peel off during washing? 4. Your child's plastic toy shows scratches and fading. Could spray painting be a good option to revive it? Discuss potential challenges and alternatives for finishing a resilient material like plastic. 	
<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>	

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Duration: 60MINS		Strand: Tools, Equipment And Processes	
Class: B9	Class Size:	Sub Strand: Finishes And Finishing	
Content Standard: B9.3.5.1 Demonstrate understanding of application of finishes		Indicator: B9.3.5.1.2: Demonstrate basic skills and processes for finishing edges of articles in sewing	Lesson: 2 of 2
Performance Indicator: Learners can learn and practice three basic finishing techniques: lacing, facing, and scalloping.		Core Competencies: CP 6.5: CI 5.4: CI 5.2: CI 6.10:	
Reference: Career Technology Curriculum Pg. 99			
New words:			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Show learners various examples of finished edges on clothing, bags, or decorative items.</p> <p>Discuss the purpose and aesthetic appeal of different edge finishes.</p> <p>Explain that finishing raw edges is crucial for professional-looking projects and prevents fraying.</p> <p>Share performance indicators with learners.</p>		
PHASE 2: NEW LEARNING	<p>Demonstrate each technique step-by-step, emphasizing key points like fabric preparation, stitch types, and neatness.</p> <p>Use different fabrics and thread colors to showcase the versatility of each technique. Encourage learners to ask questions and observe closely.</p> <p>Provide handouts with clear instructions and diagrams as visual aids.</p> <p>Divide learners into small groups and provide them with fabric scraps, tools, and materials.</p> <p>Assign each group to practice one specific technique (lacing, facing, or scalloping). Encourage them to experiment with different fabrics and colors.</p> <p>Circulate among the groups, offering guidance and answering questions.</p> <p>Once comfortable, encourage learners to combine techniques for creative edge finishes.</p> <p>Gather learners as a class. Have each group showcase their finished samples and explain their creative choices.</p>	<p>Fabrics of different textures (scraps or small pieces)</p> <p>Sewing needles and thread in various colors</p> <p>Scissors</p>	

	<p>Facilitate a discussion about the pros and cons of each technique, exploring their suitability for different types of projects.</p> <p>Ask learners to reflect on their learning experience and share any challenges or discoveries they encountered.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. Imagine you're making a cute skirt for your little sister. On the bottom edge, you want something playful and decorative. Would you choose lacing, facing, or scalloping? Why? 2. You're sewing a sturdy tote bag to carry your school books. The edges need to be strong and prevent fraying. Which technique would be most suitable: lacing, facing, or scalloping? Explain your answer 	
<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>	