

CAREER TECHNOLOGY – BASIC 9
THIRD TERM SCHEME OF LEARNING

WEEKS	STRAND	SUB STRAND	INDICATORS	RESOURCES
1	Designing and Making of Artefacts	Planning For Making Artefacts <ul style="list-style-type: none"> B9.5.3.1 Demonstrate understanding of planning for making artefacts/ products/ meals 	B9.5.3.1.1 identify basic dry methods of cooking and foods that can be prepared using the method	Charts & Pictures
2	Designing And Making of Artefacts/Products	Planning For Making Artefacts <ul style="list-style-type: none"> B9.5.3.1 Demonstrate understanding of planning for making artefacts/ products/ meals 	B9.5.3.1.2 Demonstrate Skills in menu planning	Charts & Pictures
3	Designing And Making of Artefacts/Products	Planning For Making Artefacts <ul style="list-style-type: none"> B9.5.3.1 Demonstrate understanding of planning for making artefacts/ products/ meals 	B9.5.3.1.3: Describe ways of using the natural building materials for production. Demonstrate how to clarify user requirements	Charts & Pictures
4	Designing And Making of Artefacts/Products	Making Artefacts from Food Ingredients <ul style="list-style-type: none"> B9.5.4.1 Demonstrate understanding of gathering materials, tools and equipment for making/preparing meals and articles 	B9.5.4.1.1 Demonstrate skills in preparing food using the dry methods of cooking	Charts & Pictures
5	Designing And Making of Artefacts/Products	Making Artefacts from Compliant, Resistant Materials	B9.5.4.1.2: Create advanced articles using crocheting and embroidery stitches	Charts & Pictures

Resistant Materials

6	Designing And Making of Artefacts/Products	<ul style="list-style-type: none"> B9.5.4.1 Demonstrate understanding of gathering materials, tools and equipment for making/preparing meals and articles 	B9.5.4.1.3: Demonstrate how to gather materials, tools, and equipment for making artefacts	Charts & Pictures
7	Entrepreneurial Skills	Career Pathways and Opportunities <ul style="list-style-type: none"> B9.6.1.1 Demonstrate understanding about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals 	B9.6.1.1.1: Describe how the changing nature of the workplace can bring about global competition and technology	Charts & Pictures
8	Entrepreneurial Skills	Career Pathways and Opportunities <ul style="list-style-type: none"> B9.6.1.1 Demonstrate understanding about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals 	B9.6.1.1.2: Analyse the value of work to the individual and society in general	Charts & Pictures
9	Entrepreneurial Skills		B9.6.1.1.3: Develop a career plan that would assist in the transition from school to eventual entry into a career option	Charts & Pictures
10	Entrepreneurial Skills	Establishing and Managing a Small Business Enterprise <ul style="list-style-type: none"> B9.6.2.1 Demonstrate understanding of establishing and managing a small business enterprise 	B9.6.2.1.1 Describe how to start and run a small business	Charts & Pictures
11	Entrepreneurial Skills		B9.6.2.1.2: Explain how to manage resources of small business enterprises	Charts & Pictures
12	REVISION			

THIRD TERM

WEEKLY LESSON NOTES

WEEK 1

Week Ending:	Day:	Subject: Career Technology	
Duration: 60MINS		Strand: Designing And Making of Artefacts	
Class: B9	Class Size:	Sub Strand: Planning For Making Artefacts	
Content Standard: B9.5.3.1 Demonstrate understanding of planning for making artefacts/ products/ meals		Indicator: B9.5.3.1.1: identify basic dry methods of cooking and foods that can be prepared using the method	Lesson: 1 of 1
Performance Indicator: Learners can identify and describe the basic dry methods of cooking.		Core Competencies: CP 6.5: CI 5.4: CI 5.2: CI 6.10:	
Reference: Career Technology Curriculum Pg. 110			
New words: Baking, Grilling, methods, foods			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Ask learners if they have ever cooked or helped with cooking at home.</p> <p>Discuss any experiences they have had with different cooking methods, such as frying, boiling, or baking.</p> <p>Share performance indicators with learners.</p>		
PHASE 2: NEW LEARNING	<p>Explain that dry cooking methods involve cooking food without using water or liquids. Introduce two basic dry cooking methods: baking and grilling.</p> <p>Describe baking as a method of cooking food using dry heat in an oven. Explain that baking is commonly used for bread, cakes, cookies, and pastries.</p> <p>Explain grilling as a method of cooking food over direct heat, usually on a grill or barbecue. Mention that grilling is suitable for foods like meats, fish, vegetables, and fruits.</p>	Charts and pictures	

	<p>Divide learners into small groups and provide them with a list of foods.</p> <p>Ask each group to identify which foods can be prepared using the baking method and which can be prepared using the grilling method.</p> <p>Demonstrate the baking process by preparing a simple recipe like cookies or muffins in class. Discuss the steps involved in baking.</p> <p>Distribute a worksheet where learners match food items to the appropriate dry cooking method (baking or grilling). For example, they may match "bread" to baking and "chicken" to grilling.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. What are the differences between baking and grilling in terms of cooking process and results? 2. Why is it important to use the correct cooking method for different types of foods? 3. Can you think of any other dry cooking methods besides baking and grilling? What foods are suitable for those methods? 4. How does the choice of cooking method affect the taste and texture of the food? 	
<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:	Day:	Subject: Career Technology	
Duration: 60MINS		Strand: Designing And Making of Artefacts	
Class: B9	Class Size:	Sub Strand: Planning For Making Artefacts	
Content Standard: B9.5.3.1 Demonstrate understanding of planning for making artefacts/ products/ meals		Indicator: B9.5.3.1.1: identify basic dry methods of cooking and foods that can be prepared using the method	Lesson: 1 of 1
Performance Indicator: Learners can discuss advantages and disadvantages of baking and grilling methods of cooking		Core Competencies: Communication and Collaboration (CC), Critical Thinking and Problem Solving (CP), Creativity and Innovation (CI)	
Reference: Career Technology Curriculum Pg. 110			
New words: Baking, Grilling, methods, foods			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Ask learners if they have ever baked or grilled food at home or if they have eaten baked or grilled dishes.</p> <p>Discuss their experiences and what they know about these cooking methods.</p> <p>Share performance indicators with learners.</p>		
PHASE 2: NEW LEARNING	<p>Explain that baking and grilling are two popular cooking methods used in households and restaurants.</p> <p>Discuss advantages such as even cooking, preservation of nutrients, and ease of preparation for large quantities.</p> <p>Mention disadvantages like longer cooking times, potential for dryness in certain foods, and the need for an oven.</p> <p>Highlight advantages such as enhanced flavor, quick cooking times, and minimal use of added fats.</p> <p>Discuss disadvantages such as potential for overcooking, limited capacity for certain foods, and dependence on outdoor or specialized equipment.</p>	Charts and pictures	

	<p>Explain the principle of baking as cooking food using dry heat in an enclosed environment, typically an oven.</p> <p>Emphasize temperature control, use of leavening agents, and the</p> <p>Describe the principle of grilling as cooking food over direct heat, either on a grill or barbecue.</p> <p>Discuss the importance of temperature control, marination for flavor, and flipping foods for even cooking.</p> <p>Divide learners into small groups and assign each group either baking or grilling.</p> <p>Have them brainstorm and discuss additional advantages and disadvantages of their assigned cooking method.</p> <p>Demonstrate the baking process by preparing a simple baked dish and the grilling process by grilling a food item in class. Explain the key principles as you demonstrate.</p> <p>Provide learners with a chart where they can compare and contrast the advantages, disadvantages, and principles of baking and grilling.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. What are some other advantages and disadvantages of baking and grilling that you can think of? 2. How do the principles of baking and grilling affect the cooking process and the final results? 3. In what situations would you choose baking over grilling, and vice versa? 4. How can you adapt recipes to use either baking or grilling based on your preferences or available equipment? 	
<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>	

