THIRD TERM

WEEKLY LESSON NOTES

WEEK 3

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:** B9.5.3.1.3: Describe ways of using the natural building materials for production	**Lesson:** 1 of 1

Performance Indicator: Learners can discuss how clay/laterite is used for producing bricks/blocks	**Core Competencies:** Communication and Collaboration (CC), Critical Thinking and Problem Solving (CP), Creativity and Innovation (CI)

Reference: Career Technology Curriculum Pg. 111

New words: Clay Bricks, Blocks, Laterite, Extruded Method, Molded Method

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Show learners images or samples of clay and laterite bricks/blocks. Ask them if they know what these materials are used for and if they have seen them in construction. Discuss their prior knowledge about bricks and blocks. Share performance indicators with learners.	
PHASE 2: **NEW LEARNING**	Explain the difference between clay and laterite bricks/blocks. Discuss the characteristics of each type, such as durability, color, and suitability for different construction purposes. Explain how clay/laterite is extruded through a machine to form long bricks/blocks of uniform shape and size. Describe the process of molding clay/laterite into bricks/blocks using molds, which can vary in shape and size.	Charts and pictures

	Discuss the dry-pressing technique, where clay/laterite is compressed under high pressure to form dense and sturdy bricks/blocks. Provide samples of clay and laterite bricks/blocks for learners to examine. Ask them to identify the type of brick/block and discuss its properties and potential uses in construction. Show videos or animations demonstrating the extruded, molded, and dry-pressed methods of manufacturing clay/laterite bricks/blocks. Discuss the advantages and disadvantages of each method. Divide learners into groups and assign each group a manufacturing method (extruded, molded, dry-pressed). Have groups discuss the technical aspects of their assigned method, including equipment used, materials required, and quality of the final product. <u>Assessment</u> 1. Describe each manufacturing method (extruded, molded, dry-pressed) in detail. 2. Discuss the advantages and disadvantages of each method and provide examples of projects where each method would be suitable.	
PHASE 3: **REFLECTION**	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson.	

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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:** B9.5.3.1.4: Demonstrate how to clarify user requirements		**Lesson:** 1 of 1
Performance Indicator: Learners can demonstrate how to clarify user requirements		**Core Competencies:** Communication and Collaboration (CC), Critical Thinking and Problem Solving (CP), Creativity and Innovation (CI)	
Reference: Career Technology Curriculum Pg. 111			
New words: Clay Bricks, Blocks, Laterite, Extruded Method, Molded Method			

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Revise with learners on the previous lesson. Share performance indicators with learners.	
PHASE 2: **NEW LEARNING**	Study the working drawings and cutting list obtained from the communication design. Observe the workshop environment to identify the health and safety needs of the work. Study workshop rules and regulations for better familiarization before the actual work. Study about the needed materials, tools and processes to be employed for better understanding. Write down a summary of your study and observations and discuss in class. Experiment with similar materials, tools and processes to gain confidence prior to the making of artefact	Charts and pictures
PHASE 3: **REFLECTION**	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson.	