Week Ending: 20-10-	-2023	2023 Day: Subject: Career Technology			ogy	
Duration: 60MINS				Strand: H	lealth And Safet	<u>.</u>
Class: B8		Class Size:		Sub Strar	nd: First Aid	
food/sewing laborato	in the workshop/site/ in applying First Aid to self and					Lesson:
Performance Indicate Learners can demonstant others		skills in applying	First Aid	to self	Core Compet CP 6.5: CI 5.4:	
Reference: Career T	echnology	Curriculum Pg. 4	13			
Phase/Duration	Learners /					Resources
PHASE I: STARTER	previous l				ding in the	
PHASE 2: <b>NEW</b>	•					Pictures Posters
LEARNING	Share performance indicators with learners.  Explain what is meant by First Aid. E.g., It is a help given to an injured/sick person till full medical treatment is available.  Identify and discuss the contents of a First Aid box. E.g., plaster, gauze, scissors, methylated spirit.  Demonstrate how to administer first aid to persons affected with any of the following:  - Cuts: this is a long, narrow incision in the skin made by a sharp object. How to administer first aid: Rinse the cut with water and apply pressure with sterile gauze, a bandage, or a clean cloth.  - Burns: Is tissue damage that results from dry heat— by an iron or fire, overexposure to the sun or other radiation. How to administer first aid: After holding the burns under cool running water, apply cool wet compresses until the pain subsides.				· · · · · · · · · · · · · · · · · · ·	
PHASE 3:	When is fi Identify fiv	<u>nt</u> neant by first Aid irst Aid administ re kinds of accid discussion and e	ered to a ents that o	ccurs at th		
REFLECTION	from learr	ners what they h	ave learnt	during the	lesson.	

Ask learners how the lesson will benefit them in their daily	
lives.	

Week Ending: 20-10	-2023	Day:		Subject: (	Career Technol	logy
Duration: 60MINS				Strand: H	lealth And Safet	ty
Class: B8		Class Size:		Sub Strar	nd: First Aid	
B8.1.2.1 Demonstra preventing accidents food/sewing laborate	in the work		trate basic skills to self and	Lesson: 2 of 2		
Performance Indica Learners can demon and others	Core Compe					tencies: CI 5.2: CI 6.10:
Reference: Career 7	echnology (	Curriculum Pg. 4	43			
Phase/Duration PHASE I: STARTER	previous l	h learners to re			ding in the	Resources
PHASE 2: NEW LEARNING	- Suffocation to a control of the suscitation of th	dminister first ai running water f d water, or any re events which ly on the ground ury to the persodminister first ainy bumps or brunt ad explain five ki	or one to lid: Adminite person Now to applied by some id: cool the for 20 minited or floor on. Id: Place a uises	breath. ster Cardio Note: Invite y First Aid, thing wet, e scald with utes— do no greasy sub a person cor other lo a cold comp	opulmonary a resource especially such as hot h cool or ot use ice, ostances such oming to rest wer level oress or ice	Pictures, Posters and illustrations

PHASE 3:	Use peer discussion and effective questioning to find out	
REFLECTION	from learners what they have learnt during the lesson.	
	·	
	Take feedback from learners and summarize the lesson.	
	Ask learners how the lesson will benefit them in their daily	
	lives.	

Week Ending: 27-10-	-2023	Day:		Subject:	Career Technol	ogy
Duration: 60MINS				Strand:  -	lealth And Safet	у
Class: B8		Class Size:		Sub Strai	nd: Environmen	tal Health
basic concept of Envi	emonstrate understanding of the pt of Environmental health  B8.1.3.1.1: Discuss the causal factors, effects and prevention of desertification and deforestation					Lesson:
	Performance Indicator: Learners can discuss the effects and prevention of desertification and deforestation  Core Competence CP 6.5: CI 5.4:					
Reference: Career T	echnology	Curriculum Pg. 4	45			
	T .					
Phase/Duration	Learners /			1 .	11	Resources
PHASE I: STARTER	previous I				ding in the	
PHASE 2: <b>NEW</b>						Pictures, Posters
LEARNING	Share performance indicators with learners.  Brainstorm learners to define the following; Desertification and Deforestation.  Guide learners to identify the causal factors and discuss the effects and preventive measures of desertification and deforestation, in groups.  E.g. Deforestation Causal factors - mining, bush fires Effects - polluted water bodies, global warming, Prevention alternative livelihood (agriculture), greening the environment.  Desertification Causal factors - deforestation, urbanization Effects - loss of plant species, climate change Prevention - afforestation, ruralization  Have learners research the causal factors, effects and preventive measures of desertification and deforestation and develop a folder.  Present project findings in a report for appraisal.  Assessment What is Deforestation?				and illustrations	
		ur causes and ef				
PHASE 3: REFLECTION		discussion and e ners what they h				

Take feedback from learners and summarize the lesson.	
Ask learners how the lesson will benefit them in their daily lives.	

Week Ending: 27-10	-2023	Day:		Subject:	Career Technol	ogy	
Duration: 60MINS				Strand:  -	lealth And Safet	ty	
Class: B8		Class Size	<b>:</b> :	Sub Strai	nd: Environmen	tal Health	
the basic concept of	ard: nstrate understanding of pt of Environmental health  Indicator:  B8.1.3.1.1: Discuss the causal factors, effects and prevention of desertification and deforestation				Lesson:		
Performance Indica Learners can discuss and deforestation		and preven	tion of desertif	ication	Core Compe CP 6.5: CI 5.4:		
Reference: Career T	echnology	Curriculum	Pg. 45				
Phase/Duration	Learners A					Resources	
PHASE I: STARTER	previous I		to review their	understan	aing in the		
PHASE 2: NEW LEARNING	J				Pictures, Posters and illustrations		
PHASE 3:	develop a folder.  Present project findings in a report for appraisal.  Assessment What is Deforestation? Identify four causes and effects of deforestation. Identify four causes and effects of desertification Use peer discussion and effective questioning to find out						
REFLECTION	from learn	ners what tl	hey have learnt	during the	lesson.		

Ask learners how the lesson will benefit the lives.	em in their daily
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Week Ending: 03-02	-2023	Day:		Subject: (	Career Technol	ogy
Duration: 60MINS				Strand: M	laterials For Pro	oduction
Class: B8		Class Size:		Sub Strar	nd: Compliant M	1aterials
B8.2.1.1 Demonstrate properties of compli	ant material	_	basic liant materials	Lesson:		
Performance Indica						tencies: Cl 5.2: Cl 6.10:
Reference: Career 7			-	11415.	0. 0.0. 0. 0. 1.	0. 3.2. 0. 0.10.
Phase/Duration	Learners A					Resources
PHASE I: STARTER	Revise with previous I		review their	understand	ding in the	
	Share per	formance inc	licators with l	earners.		
PHASE 2: <b>NEW LEARNING</b>	Compliant predictable fabric/texti A material performant Have learn	Revise with learners on the meaning of compliant materials.  Compliant materials are materials that have recognized, predictable and consistent properties such as paper/card, fabric/textiles.  A material is a compliant material, if it conforms to a known performance criteria.  Have learners give some examples of compliant materials.				,
	board that E.g. - Paper: M	t make them	atify the prope suitable for unit, fairly smoon models.	se.		

	- Cardboard: Stiff, smooth and thin; Good for creating greeting cards, paper models and other stand-up building projects.	
	Learners in groups describe the properties of fabrics/textiles that make them suitable for use.  E.g.  - Absorbent:: can allow moisture vapor to pass through easily  - Durable: can last long	
	<ol> <li>Assessment</li> <li>What is a compliant material?</li> <li>Give three examples of a compliant material.</li> <li>Identify three properties of paper and card board that make them suitable for use</li> <li>Identify two properties of fabrics and textiles that make them suitable for use</li> </ol>	
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.  Ask learners how the lesson will benefit them in their daily lives.	

Week Ending: 03-02	-2023 <b>Day:</b>		Subject: (	Career Technolo	ogy
Duration: 60MINS	<u> </u>		Strand: M	laterials For Pro	duction
Class: B8	Class S	Class Size: Sub Strand: Compliant I			laterials
Content Standard: B8.2.1.1 Demonstrat properties of complia	ant materials			liant materials	Lesson: 2 of 2
Performance Indicar		.f	مامام	Core Compet	
Learners can discuss		•	eriais.	CP 6.5: CI 5.4: 0	CI 5.2: CI 6.10:
Reference: Career T	echnology Curricult	ım Fg. 47			
Phase/Duration	Learners Activities				Resources
PHASE I:	Revise with learner		r understan	ding in the	
STARTER	previous lesson.			3	
	Share performance	indicators with	learners		
PHASE 2: <b>NEW</b>	•			ant materials.	Pictures, Posters
LEARNING	Revise with learners on the meaning of compliant materials.  Compliant materials are materials that have recognized, predictable and consistent properties such as paper/card, fabric/textiles.  A material is a compliant material, if it conforms to a known performance criteria.				and illustrations
	Have learners give	some examples	of complian	t materials.	
	Paints Emulsio Super Latex Super Latex Specials:	S On			
				Calendar  To 8 9 10  To 18 14 15 10  To 18 17  To 18 18  To 18 18 18  To 18	
	Guide learners to it board that make the E.g Paper: Medium we for making small particles and cardboard: Streeting cards, paperojects.	nem suitable for reight, fairly smoon aper models. iff, smooth and t	use. oth and fairl hin; Good	y stiff; Ideal for creating	

	Learners in groups describe the properties of fabrics/textiles that make them suitable for use.  E.g.  - Absorbent:: can allow moisture vapor to pass through easily  - Durable: can last long	
	<ul> <li>Assessment</li> <li>What is a compliant material?</li> <li>Give three examples of a compliant material.</li> <li>Identify three properties of paper and card board that make them suitable for use</li> <li>Identify two properties of fabrics and textiles that make them suitable for use</li> </ul>	
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.  Ask learners how the lesson will benefit them in their daily lives.	

Week Ending: 10-02-2023 Day:			Subject: Career Technology			
Duration: 60MINS				Strand: Materials For Production		
Class: B8		Class Size:		Sub Strar	nd: Resistant Ma	aterials
B8.2.2.1 Demonstrat properties of resistal		iding of	Indicator: B8.2.2.1.1: E of resistant	•	pasic properties	Lesson:
Performance Indica Learners can explain		roperties of	resistant mate	erials.	Core Compet	
Reference: Career T		•				
Phase/Duration	Learners A	Activities				Resources
PHASE I:	Recap wit	h learners to	find out wha	•	•	
STARTER	about plas	stic, wood,	metal, ceram	ics and gla	SS.	
	Share the	performance	e indicators ar	nd introduc	e the lesson.	
PHASE 2: NEW LEARNING	materials the form 'Material'  Display the materials resistant me common of and glass.  Guide leavarious carrious carrio	used for the of a two-co and 'Use'. The realia or and ask lead atterials refer tharacteristics arners to so ategories. The results ardwoods a materials. The tant materials and cannot be cood, metal, of available materials arners to so a favailable materials.	rners to dest to a group of r such as plastic, ort out resista oplastics and and softwood and smart to explain w to explain w ls are materic easily compreseramics, and	show videocribe them materials the wood, metals thermose ds metals that are essed with glass).	oresent in headings of resistant in. E.g. in the certain in into it in glastics in the plastics in the plastics in the plastic	Realia, pictures, charts, videos, of wood, plastic, metal, ceramics, glass materials, samples of hard and soft wood, types of metalsferrous, nonferrous, alloys and smart, products from plastics, metals, ceramics, wood

	Have learners write down the summary of the explanation and sorting.	
	Assessment  I. What are resistant materials?  2. Give four examples of resistant materials.	
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.	
	Ask learners how the lesson will benefit them in their daily lives.	

Week Ending: 10-02	-2023	Day:		Subject: Career Technology			
<b>Duration:</b> 60MINS	<b>Duration:</b> 60MINS <b>Strand:</b> Materials For Pr			1aterials For Pro	oduction		
Class: B8		Class Size:		Sub Strai	nd: Resistant M	aterials	
B8.2.2.1 Demonstrat properties of resistar			Indicator: B8.2.2.1.1: E of resistant	•	basic properties	Lesson:	
Performance Indica Learners can explain	the basic p			erials.	Core Compe CP 6.5: CI 5.4:	tencies: CI 5.2: CI 6.10:	
Reference: Career T	echnology	Curriculum F	Pg. 47				
Phase/Duration PHASE I: STARTER	Learners A Revise with previous I	th learners to	o review their	understan	ding in the	Resources	
	Share per	formance inc				Di D	
PHASE 2: <b>NEW LEARNING</b>	Share performance indicators with learners.  Guide learners to discuss the physical properties of resistant materials.  E.g., density, fusibility, electrical conductivity, thermal conductivity  Have learners investigate the working properties of resistant materials;  E.g., strength, hardness, toughness, malleability, ductility, elasticity  Make a chart on the various properties of resistant materials.  E.g.,  Physical Properties  Working Properties  Density  Strength						
PHASE 3: REFLECTION	Use peer						
REFLECTION	Take feed	back from le	ey have learnt arners and sul	mmarize th	ne lesson.		

### FIRST TERM

Week Ending: 17-02	-2023	Day:		Subject: Career Technology		
Duration: 60MINS				Strand: Materials For Production		
Class: B8		Class Size:		Sub Strai	nd: Resistant Ma	aterials
Content Standard: B8.2.2.1 Demonstrat properties of resistar		nding of	Indicator: B8.2.2.1.2: D building mat		e properties of	Lesson:
Performance Indica Learners can describ	e the prope				Core Compe CP 6.5: CI 5.4:	
Reference: Career T	echnology	Curriculum F	Pg. 47			
Phase/Duration PHASE I: STARTER	•	h learners to	find out wha	•	•	Resources
		•	e indicators ar			
PHASE 2: <b>NEW LEARNING</b>	Guide learners to discuss the physical properties of resistant materials.  E.g., density, fusibility, electrical conductivity, thermal conductivity  Have learners investigate the working properties of resistant materials;  E.g., strength, hardness, toughness, malleability, ductility, elasticity, etc.  Make a chart on the various properties of resistant materials.					
	Physical Properties  Density Fusibility  Working Properties  Strength Hardness					
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.  Ask learners how the lesson will benefit them in their daily lives.					

Class B8   Class Size: Sub Strand: Resistant Materials	Week Ending: 17-02	ng: 17-02-2023 Day: Subject: Career Technological Control of the C			ogy			
Content Standard:  88.2.2.1 Demonstrate understanding of properties of resistant materials  Performance Indicator: Learners can describe the properties of building materials.  Phase/Duration PHASE I: STARTER  Core Competencies: CP 6.5: CI 5.4: CI 5.2: CI 6.10: Reference: Career Technology Curriculum Pg. 47  Phase/Duration PHASE I: STARTER  Recap with learners to find out what they already know about plastic, wood, metal, ceramics and glass.  Share the performance indicators and introduce the lesson.  PHASE 2: NEW LEARNING  Brainstorm learners to identify some materials used in building. E.g. cement, sand, stones.  Brainstorm learners to describe cement as a building material. A cement is a binder, a chemical substance used for construction that sets, hardens and adheres to other materials to bind them together.  Show learners samples of cement discuss their characteristics.  Cement  Provides strength to masonry Stiffens or hardens easily Possesses good plosticity Easily workable Good moisture resistant  Demonstrate the use of sand in construction and discuss it	<b>Duration:</b> 60MINS	<b>Duration:</b> 60MINS <b>Strand:</b> Materials For P				laterials For Pro	oduction	
B8.2.2.1 Demonstrate understanding of properties of fresistant materials  Performance Indicator: Learners can describe the properties of building materials.  Phase/Duration Phase/Duration Phase/Duration PHASE I: Becap with learners to find out what they already know about plastic, wood, metal, ceramics and glass.  Share the performance indicators and introduce the lesson.  PHASE 2: NEW LEARNING  Brainstorm learners to identify some materials used in building. E.g. cement, sand, stones.  Brainstorm learners to describe cement as a building material.  A cement is a binder, a chemical substance used for construction that sets, hardens and adheres to other materials to bind them together.  Show learners samples of cement discuss their characteristics.  Cement  Provides strength to masonry Stiffens or hardens easily Possesses good plosticity Easily workable Good moisture resistant  Demonstrate the use of sand in construction and discuss it	Class: B8	Class Size: Sub Strand: Resistant Ma				nd: Resistant Ma	terials	
Reference: Career Technology Curriculum Pg. 47  Phase/Duration Learners Activities Recap with learners to find out what they already know about plastic, wood, metal, ceramics and glass.  Share the performance indicators and introduce the lesson.  PHASE 2: NEW LEARNING Brainstorm learners to identify some materials used in building. E.g. cement, sand, stones.  Brainstorm learners to describe cement as a building material.  A cement is a binder, a chemical substance used for construction that sets, hardens and adheres to other materials to bind them together.  Show learners samples of cement discuss their characteristics.  Cement  Provides strength to masonry  Stiffens or hardens easily Possesses good plasticity Easily workable Good moisture resistant  Demonstrate the use of sand in construction and discuss it	B8.2.2.1 Demonstrat		nding of	B8.2.2.1.2: D		e properties of		
Phase/Duration Phase/Duration Phase I: STARTER Recap with learners to find out what they already know about plastic, wood, metal, ceramics and glass. Share the performance indicators and introduce the lesson. PHASE 2: NEW LEARNING Brainstorm learners to identify some materials used in building. E.g. cement, sand, stones. Brainstorm learners to describe cement as a building material. A cement is a binder, a chemical substance used for construction that sets, hardens and adheres to other materials to bind them together.  Show learners samples of cement discuss their characteristics.  Cement Provides strength to masonry Stiffens or hardens easily Possesses good plasticity Easily workable Good moisture resistant Demonstrate the use of sand in construction and discuss it	Performance Indica	tor:						
Phase/Duration PHASE I: STARTER  Recap with learners to find out what they already know about plastic, wood, metal, ceramics and glass.  Share the performance indicators and introduce the lesson. PHASE 2: NEW LEARNING  Brainstorm learners to identify some materials used in building. E.g. cement, sand, stones.  Brainstorm learners to describe cement as a building material.  A cement is a binder, a chemical substance used for construction that sets, hardens and adheres to other materials to bind them together.  Show learners samples of cement discuss their characteristics.  Cement  Provides strength to masonry Stiffens or hardens easily Possesses good plasticity Easily workable Good moisture resistant  Demonstrate the use of sand in construction and discuss it						CP 6.5: CI 5.4: C	CI 5.2: CI 6.10:	
Recap with learners to find out what they already know about plastic, wood, metal, ceramics and glass.  Share the performance indicators and introduce the lesson.  PHASE 2: NEW LEARNING  Brainstorm learners to identify some materials used in building. E.g. cement, sand, stones.  Brainstorm learners to describe cement as a building material.  A cement is a binder, a chemical substance used for construction that sets, hardens and adheres to other materials to bind them together.  Show learners samples of cement discuss their characteristics.  Cement  Provides strength to masonry  Stiffens or hardens easily  Possesses good plasticity  Easily workable  Good moisture resistant  Demonstrate the use of sand in construction and discuss it	Reference: Career 1	echnology	Curriculum I	Pg. 4/				
Recap with learners to find out what they already know about plastic, wood, metal, ceramics and glass.  Share the performance indicators and introduce the lesson.  PHASE 2: NEW LEARNING  Brainstorm learners to identify some materials used in building. E.g. cement, sand, stones.  Brainstorm learners to describe cement as a building material.  A cement is a binder, a chemical substance used for construction that sets, hardens and adheres to other materials to bind them together.  Show learners samples of cement discuss their characteristics.  Cement  Provides strength to masonry  Stiffens or hardens easily  Possesses good plasticity  Easily workable  Good moisture resistant  Demonstrate the use of sand in construction and discuss it	Phase/Duration	Learners	Activities			T	Resources	
Brainstorm learners to identify some materials used in building. E.g. cement, sand, stones.  Brainstorm learners to describe cement as a building material.  A cement is a binder, a chemical substance used for construction that sets, hardens and adheres to other materials to bind them together.  Show learners samples of cement discuss their characteristics.  Cement  Provides strength to masonry  Stiffens or hardens easily  Possesses good plasticity  Easily workable  Good moisture resistant  Demonstrate the use of sand in construction and discuss it	PHASE I:	Recap wit about plas	h learners to stic, wood,	metal, ceram	ics and gla	ss.	ressur ees	
Sand is a granular material composed of finely divided mineral particles.  Show learners samples of sand discuss their characteristics.		Brainstorr building. E Brainstorr material. A cement is that sets, how lear characteri	m learners to i.g. cement, some learners to i.g. cement, some learners to is a binder, a condens and a concern samples stics.  Learners to i.g. and a condens of the samples stics.  Learners to i.g. and a condens of the samples stics.  Learners to i.g. and a condens of the samples stics.  Learners samples stics.  Learner	describe cemental substantial composed of	e materials nent as a budince used for materials the scuss their scuss their struction are struction are struction are struction are struction divided.	uilding or construction o bind them		

	<ul> <li>Sand</li> <li>Grains should be sharp, strong and angular</li> <li>Should not contain any hygroscopic salts</li> <li>Should not contain clay and slit; usually 3-4% clay and slit is ordinarily permitted for practical reasons.</li> <li>There should be no organic matter.</li> </ul> Have learners identify other building materials and discuss
	their properties in relation to construction.  Guide learners use this building materials to erect a two coarse block work.
	Have learners discuss reasons for choosing a type of material for a building project.  E.g., Cement binds aggregates (sand and stone) in making mortar and concrete
	Prepare a chart on properties of building materials. Present chart for appraisal
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.
	Ask learners how the lesson will benefit them in their daily lives.

#### FIRST TERM

Week Ending: 24-02	-2023	Day:		Subject: Career Technology			
Duration: 60MINS	<b>Ouration:</b> 60MINS <b>Strand:</b> Materials For P			laterials For Pro	oduction		
Class: B8	Class Size: Sub Strand: Smart And			nd: Smart And M	Modern Materials		
Content Standard: B8.2.3.1 Demonstrat the use of smart and			Indicator: B8.2.3.1.1: D materials	Discuss sma	rt and modern	Lesson:	
Performance Indica					Core Compet		
Learners can discuss					CP 6.5: CI 5.4: 0	CI 5.2: CI 6.10:	
Reference: Career T	echnology	Curriculum F	Pg. 49				
D. (D. )					Ţ		
Phase/Duration	Learners		<u> </u>	1 1		Resources	
PHASE I: STARTER			find out wha	•	•		
SIARIER	about pla	stic, wood,	metal, ceram	ics and gia	.55.		
	Share the	performance	e indicators ar	nd introduc	e the lesson.		
PHASE 2: <b>NEW</b>			ne the followi				
LEARNING		l modern ma			_		
	,		have been eng		•		
			hanged by expo		nuli, such as		
	electric and	a magnetic fie	lds, stress, etc.				
			explain Smar	t workshop	and identify		
	some feat				<i>~</i> ,		
			shops are worl	•	are stuffed		
	with nighly	sopnisticatea	tools and equi	pment.			
		reas where si	mart and mod	ern materia	als are in use.		
		6 /					
	<b>.</b>	_	arners to ider	ntify some s	smart and		
	modern n	naterials.					
	Have lear	ners search f	or products n	nade from s	smart and		
	modern n	naterials usin	g ICT tools ar	nd other so	urces.		
	E.g.						
	- Modified						
	- Sanitized						
	- Liquid C diodes						
	- Photoch						
PHASE 3:	Use peer						
REFLECTION			ey have learnt	_			
	Take feed	back from le	arners and su	mmarize th	e lesson.		
		Take feedback from learners and summarize the lesson.					

Ask learners how the lesson will benefit them in their daily	
lives.	

Week Ending: 24-02	Ending: 24-02-2023 Day:			Subject: Career Technology			
Duration: 60MINS	Duration: 60MINS			Strand: M	Strand: Materials For Production		
Class: B8		Class Size:		Sub Strar	nd: Smart And N	Modern Materials	
B8.2.3.1 Demonstrat the use of smart and	modern ma		Indicator: B8.2.3.1.1: D materials	Discuss sma	rt and modern	Lesson: 2 of 2	
Performance Indica Learners can discuss		modern mate	erials		CP 6.5: CI 5.4: 0		
Reference: Career T	echnology	Curriculum I	Pg. 49				
Phase/Duration	Learners	Activities				Resources	
PHASE I: STARTER	Recap wit about plas	h learners to stic, wood,	o find out wha metal, ceram	ics and gla	ss.	Tradau cas	
PHASE 2: NEW LEARNING	Share the performance indicators and introduce the lesson.  Guide learners to define the following keywords. Smart and modern materials: They are materials that have been engineered to have improved properties and can be changed by exposure to stimuli, such as electric and magnetic fields, stress, etc.  Brainstorm learners to explain Smart workshop and identify some features of it. Smart and modern workshops are workshops that are stuffed with highly sophisticated tools and equipment.  Identify areas where smart and modern materials are in use. E.g., building industry  Using pictures guide learners to identify some smart and modern materials.  Have learners search for products made from smart and modern materials using ICT tools and other sources. E.g Modified starches used in pizza toppings - Sanitized fabrics for sportswear and socks - Liquid Crystal Displays (LCDs) for organic light-emitting						
PHASE 3: REFLECTION	Use peer	discussion ar	nts for lens in nd effective qu	estioning to	o find out		
REFLECTION	ii oin ieari	iers what the	ey have learnt	during the	iessuii.		

Take feedback from learners and summarize the lesson.	
Ask learners how the lesson will benefit them in their daily lives.	

#### FIRST TERM

Week Ending: 03-0	3-03-2023 Day: Subject: Career Techno			Subject: (	Career Technol	ogy
Duration: 60MINS	Duration: 60MINS Strand: Tools, Equipmen			t And Processes		
Class: B8		Class Size:		Sub Strai	nd: Measuring A	and Marking Out
Content Standard: B8.3.1.1 Demonstrat measuring and marki equipment for produ	ng out tools	_	Indicator: B8.3.1.1.1: lo for measurin	•	s and equipmen king out	Lesson: t
Performance Indicate Learners can identify marking out		equipment fo	r measuring a	nd	Core Compet	
Reference: Career T	echnology	Curriculum F	Pg. 51			
Phase/Duration	Learners /					Resources
PHASE I:	-		find out wha	•	•	
STARTER	about plas	stic, wood,	metal, ceram	ics and gla	iss.	
	Chana the	nonformer =	indicators = =	d introduc	o the lessen	
PHASE 2: <b>NEW</b>			e indicators ar or the need of			
LEARNING	marking to Measuring ensure according ensure according to 1. Tape M height of the most commoderate square or plastic. 4. Chalk L workpiece. can be sna 5. Mason's courses. It guide for le 6. Bevel - workpiece. that can be 7. Compar	ools. and marking urate and presents to identification of the proof of	out tools are excise cuts, angle exist the uses of any. If the uses of any. If the uses of a to measure to the existence of t	essential in mes, and dimended for some means the length, we foot tape means are and are more and are more that line on the led in chalk elements are straight lewo stakes a ler angles or with a hand arcs on the	nasonry to ensions.  easuring and width, and neasure is the is level or to be centered the that corners ade from metal the masonry powder that lines for laying and is used as a to the masonry le and a blade masonry	

Guide learners to describe the procedure for measuring and marking out artefacts/articles/products in the Building site

Sketch and label parts of some measuring and marking out tools and equipment.





Present the sketched tools and equipment for appraisal in class.

#### <u>Assessment</u>

- I. Explain the role of measuring and marking out tools in masonry. Why are they important for ensuring accuracy and precision in masonry work?
- 2. Describe the different types of measuring and marking out tools used in masonry, including their purpose and features. How are they used in practice?
- 3. Draw and label the parts of any three measuring and marking out tools in masonry.

### 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.

Ask learners how the lesson will benefit them in their daily lives

Week Ending: 03-0	.03-2023 Day: Subject: Career Techno			Career Technol	ogy	
<b>Duration:</b> 60MINS				Strand: T	ools, Equipmen	t And Processes
Class: B8		Class Size:		Sub Strai	nd: Measuring A	and Marking Out
B8.3.1.1 Demonstrate measuring and marking equipment for produ	ng out tools ction		Indicator: B8.3.1.1.1: lo for measurin	•	s and equipmen king out	Lesson: 2 of 2
Performance Indicat Learners can identify marking out		equipment fo	r measuring a	nd	Core Compet CP 6.5: CI 5.4: 0	
Reference: Career T	echnology	Curriculum F	Pg. 51			
DL /D :		A - 4:: .:4:				D
Phase/Duration PHASE I:	Learners /		التعديد امضاف	4 4b es e e les	ماد ادم مدا	Resources
STARTER	about plas	stic, wood,	o find out wha metal, ceram e indicators ar	ics and gla	iss.	
PHASE 2: NEW LEARNING	marking to Measuring ensure according ensure according to I. Tape M height of the most commodure, levan edge. It to different 3. Marking face of the to a specific at the end. 4. Sliding I workpiece. angle. 5. Try Squor plumb. I right angle. 6. Mortise It has two different different different different directions.	rners to identification of the wood work monly used lemation Square at angles.  If Gauge - Used to distance from the wood work provided in the wood work provided in the wood work provided is a small solution of the wood work provided in the work provided in the wood work provided in the work provided in the wood work provided in the wood work provi	e - Used to che and also to ma nd a moveable ed to mark line ece. It has a fe m the cutter, o to transfer ang dle and a blade o check whethe quare with a ho ed to mark out yo beams that	essential in mes, and dimenses, and dimenses, and dimenses, whether rick whether rick lines at mead that can be and a beam a surface and a mortise and a mortise and can be adjustances allowed bistances allowed	nasonry to ensions.  easuring and vidth, and sure is the a surface is ight angles to can be adjusted with a cutter wood e set at any lis square, level, blade set at a d tenon joints. sted to	

Guide learners to describe the procedure for measuring and marking out artefacts/articles/products in the Building site Sketch and label parts of some measuring and marking out tools and equipment. Blade **Tightening** Screw Fence locking Pins for mortise Spirit Spur locking Level Stock Pin/spu Gauge Protractor Spirit level scale Lock nut ∟ <sub>Rule</sub> Protactor head Present the sketched tools and equipment for appraisal in class. Assessment 1. Explain the importance of measuring and marking out tools in a wood workshop. How do these tools contribute to the accuracy and precision of the finished product? 2. Describe the different types of measuring and marking out tools used in a wood workshop, including their purpose and features. How are they used in practice, and what are some common mistakes to avoid when using these tools? 3. Draw and label the parts of any three measuring and marking out tools in the wood workshop. PHASE 3: Use peer discussion and effective questioning to find out **REFLECTION** from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson.

Ask learners how the lesson will benefit them in their daily

lives.

#### FIRST TERM

Week Ending: 10-03-2023		Day:		Subject: (	ogy		
Duration: 60MINS				Strand: Tools, Equipmen		t And Processes	
Class: B8			Class Size:		nd: Measuring A	nd Marking Out	
Content Standard: B8.3.1.1 Demonstrate understanding of measuring and marking out tools and equipment for production			for and main	itain measu	e how to care ring and for production	Lesson:	
Learners can demons	Performance Indicator:  Learners can demonstrate how to care for and maintain measuring and marking out tools used for production  Core Competence CP 6.5: CI 5.4:					<b>tencies:</b> CI 5.2: CI 6.10:	
Reference: Career T	echnology	Curriculum F	Pg. 54				
Phase/Duration PHASE I: STARTER	Learners Activities Recap with learners to find out what they already know about plastic, wood, metal, ceramics and glass.					Resources	
PHASE 2: <b>NEW LEARNING</b>	Share the performance indicators and introduce the lesson.  Share experiences from home on how to care for tools and equipment for production.  Identify cleaning agents/materials used to clean and maintain tools and equipment based on the respective material used in making the tool.  E.g., Silvo for cleaning silver, Brasso for cleaning brass, oil to avoid rust, cloth for cleaning and dusting.  Demonstrate how to clean measuring and marking out tools and equipment according to the materials used in making						
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.  Ask learners how the lesson will benefit them in their daily lives.						

Week Ending: 10-03-2023		Day:		Subject: Career Technology			
Duration: 60MINS				Strand: Tools, Equipment And Proces			
Class: B8		Class Size:	Sub Strand: Measuring			And Marking Out	
Content Standard: B8.3.1.1 Demonstrat measuring and marki equipment for produ		Indicator:  B8.3.1.1.4: Demonstrate how to care for and maintain measuring and marking out tools used for production			Lesson: 2 of 2		
Performance Indicator:  Learners can demonstrate how to care for and maintain measuring and marking out tools used for production					Core Competencies: CP 6.5: CI 5.4: CI 5.2: CI 6.1		
Reference: Career T	echnology	Curriculum F	Pg. 54				
Phase/Duration		Learners Activities Resources					
PHASE I: STARTER	Recap with learners to find out what they already know about plastic, wood, metal, ceramics and glass.  Share the performance indicators and introduce the lesson.						
PHASE 2: <b>NEW</b> <b>LEARNING</b>	Share experiences from home on how to care for tools and equipment for production.  Identify cleaning agents/materials used to clean and maintain tools and equipment based on the respective material used in making the tool.  E.g., Silvo for cleaning silver, Brasso for cleaning brass, oil to avoid rust, cloth for cleaning and dusting.						
	Demonstrate how to clean measuring and marking out tools and equipment according to the materials used in making them						
PHASE 3: REFLECTION			nd effective quey have learnt				
	Take feedback from learners and summarize the lesson.						
	Ask learners how the lesson will benefit them in their daily						

lives.

# WEEKLY LESSON NOTES WEEK 10

#### **REVISION AND END OF TERM ASSESSMENT**

Week Ending: 17-03-2023		Day: Su		Subject: Career Technology				
Duration: 60MINS			Strand: Strands for		trands for the t	ne term		
Class: B8	Class Siz			Sub Strand: Sub strand		for the term		
Content Standard Demonstrate knowled understanding in the	Indicator: Recall and so have learnt		•	Lesson:				
Performance Indicator: Learners can recall and summarize all what they have learnt within the term  Core Compe CP 6.5: CI 5.4:								
Reference: Career T	echnology (	Curriculum F	Pg. 54					
DI /D ::	T .	A				D		
Phase/Duration PHASE I:	Learners A		find out wha	t they alrea	idy know	Resources		
STARTER	-		metal, ceram	•	•			
		•	e indicators ar					
PHASE 2: NEW LEARNING	Demonstrate basic skills in applying First Aid to self and others.  Identify and discuss the contents of a First Aid box. E.g., plaster, gauze, scissors, methylated spirit.  Demonstrate how to administer first aid to persons affected with burns and cuts.  Explain the basic properties of resistant materials  Guide learners to discuss the physical properties of resistant materials.  E.g., density, fusibility, electrical conductivity, thermal conductivity  Have learners investigate the working properties of resistant materials;  E.g., strength, hardness, toughness, malleability, ductility,					Pictures and charts		
	elasticity, etc.  Make a chart on the various properties of resistant materials  Assessment What is meant by first Aid When is first Aid administered to a patient?							

	Identify five kinds of accidents that occurs at the workshop	
PHASE 3:	Use peer discussion and effective questioning to find out	
REFLECTION	from learners what they have learnt during the lesson.	
	Take feedback from learners and summarize the lesson.	
	Ask learners how the lesson will benefit them in their daily lives.	

Week Ending: 17-03-2023 D		Day:		Subject: Career Technology				
Duration: 60MINS				Strand: Strands treated for the term				
Class: B8 Class Size:				Sub Strand: Sub strands for the term				
Content Standard: Demonstrate knowledge treated so far.		Indicator: Preparation towards vacation			Lesson:			
I cornore can anchior all and of form accordinate dijections in their					Core Competencies: CP 6.5: CI 5.4: CI 5.2:			
Reference: Career T	echnology	Curriculum						
Phase/Duration	Learners Activities						Resources	
PHASE I:	Ask learners to bring and display all the materials needed for					Exercise books,		
STARTER	the assessment.  Educate them on the consequences of examination mal practice.					pen, pe erasers sheets.	s, Answer	
PHASE 2: <b>NEW LEARNING</b>	Engage learners to arrange themselves properly to sit for the assessment test.  Mark learners answer sheets or exercise books.  Fill in learner's SBA books and report cards.  Distribute learners answer sheets or exercise books for feedback.					Questi	assessment ions and se books.	