LESSON PLANS FOR JUNIOR HIGH SCHOOLS

CAREER TECHNOLOGY

BASIC 8

TERM 1

- Weekly forecast
- Detailed lesson plans

ONE VISION EXAMINATIONS CENTER (OVEC)
onevisionexams@gmail.com
0241487330 / 0248482827
Kumasi

FIRST TERM CAREER TECHNOLOGY LESSON NOTES – BASIC 8

SCHEME OF LEARNING – TERM 1

WEEKS	STRAND	SUB STRANDS	INDICATORS	RESOURCES
1	Health & Safety	Personal Hygiene	B8.1.1.1.1	Pictures, Posters and illustrations
2		Personal Hygiene	B8.1.1.1.1	Pictures, Posters and illustrations
3		First Aid	B8.1.2.1.1	Pictures, Posters and illustrations
4		Desertification & Deforestation	B8.1.3.1.1	Pictures, Posters and illustrations
5		Desertification & Deforestation	B8.1.3.1.1	Pictures, Posters and illustrations
6	Materials For Production	Compliant Materials	B8.2.1.1.2	Pictures, Posters and illustrations
7		Resistant Materials	B8.2.2.1.1	
8	Materials For Production	Properties Of Building Materials	B8.2.2.1.2	Pictures, Posters and illustrations
9		Smart And Modern Materials	B8.2.3.1.1	
10	Materials for Production	Food Commodities	B8.2.4.1	Pictures, Posters and illustrations
11	**REVISION**			
12				

WEEK 1

Week Ending:	**Day:**	**Subject:** Career Technology	
Duration: 60MINS		**Strand:** Health And Safety	
Class: B8	**Class Size:**	**Sub Strand:** Personal Hygiene	
Content Standard: B8.1.1.1 Demonstrate understanding of basic practices that depict personal and food hygiene	**Indicator:** B8.1.1.1.1: Demonstrate skills of personal hygiene	**Lesson:** 1 of 2	
Performance Indicator: Learners can demonstrate skills of personal hygiene.	**Core Competencies:** CP 6.5: CI 5.4: CI 5.2: CI 6.10:		
Reference: Career Technology Curriculum Pg. 41			

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Revise with learners to review their understanding in the previous lesson. Share performance indicators with learners.	
PHASE 2: **NEW LEARNING**	Have learners to think-pair-share on the causes of bad body odor. E.g., not bathing well. Engage learners to prepare personal hygiene cards/posters in groups to show causes of bad body odor. Guide learners to identify the appropriate materials used to prevent bad body odor. E.g., Lime/lemon, deodorant. Demonstrate how to prevent bad body odor using the materials. Let learners plan and organize campaigns to educate the school community on the elimination of bad body odor. <u>Assessment</u> 1. What is meant by Personal hygiene? 2. Mention any four Personal hygiene practices.	Pictures and charts of food
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 2

Week Ending:	**Day:**	**Subject:** Career Technology	
Duration: 60MINS		**Strand:** Health And Safety	
Class: B8	**Class Size:**	**Sub Strand:** Personal Hygiene	
Content Standard: B8.1.1.1 Demonstrate understanding of basic practices that depict personal and food hygiene	**Indicator:** B8.1.1.1.1: Demonstrate skills of personal hygiene		**Lesson:** 2 of 2
Performance Indicator: Learners can demonstrate skills of personal hygiene.		**Core Competencies:** CP 6.5: CI 5.4: CI 5.2: CI 6.10:	
Reference: Career Technology Curriculum Pg. 41			

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Revise with learners to review their understanding in the previous lesson. Share performance indicators with learners.	
PHASE 2: **NEW LEARNING**	Have learners to think-pair-share on the causes of bad body odor. E.g., not bathing well. Engage learners to prepare personal hygiene cards/posters in groups to show causes of bad body odor. Guide learners to identify the appropriate materials used to prevent bad body odor. E.g., Lime/lemon, deodorant. Demonstrate how to prevent bad body odor using the materials. Let learners plan and organize campaigns to educate the school community on the elimination of bad body odor. <u>Assessment</u> 1. What is meant by Personal hygiene? 2. Mention any four Personal hygiene practices.	Pictures and charts of food
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 3

Week Ending:	**Day:**	**Subject:** Career Technology	
Duration: 60MINS		**Strand:** Health And Safety	
Class: B8	**Class Size:**	**Sub Strand:** First Aid	
Content Standard: B8.1.2.1 Demonstrate knowledge of preventing accidents in the workshop/site/ food/sewing laboratory	**Indicator:** B8.1.2.1.1: Demonstrate basic skills in applying First Aid to self and others		**Lesson:** 1 of 2
Performance Indicator: Learners can demonstrate basic skills in applying First Aid to self and others		**Core Competencies:** CP 6.5: CI 5.4: CI 5.2: CI 6.10:	
Reference: Career Technology Curriculum Pg. 43			

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Revise with learners to review their understanding in the previous lesson. Share performance indicators with learners.	
PHASE 2: **NEW LEARNING**	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. <u>Assessment</u> What is meant by first Aid When is first Aid administered to a patient? Identify five kinds of accidents that occurs at the workshop.	Pictures, Posters and illustrations
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:	**Day:**	**Subject:** Career Technology
Duration: 60MINS		**Strand:** Health And Safety
Class: B8	**Class Size:**	**Sub Strand:** First Aid

Content Standard: B8.1.2.1 Demonstrate knowledge of preventing accidents in the workshop/site/ food/sewing laboratory	**Indicator:** B8.1.2.1.1: Demonstrate basic skills in applying First Aid to self and others	**Lesson:** 2 of 2

Performance Indicator: Learners can demonstrate basic skills in applying First Aid to self and others	**Core Competencies:** CP 6.5: CI 5.4: CI 5.2: CI 6.10:

Reference: Career Technology Curriculum Pg. 43

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Revise with learners to review their understanding in the previous lesson. Share performance indicators with learners.	
PHASE 2: **NEW LEARNING**	Demonstrate how to administer first aid to persons affected with any of the following: - Suffocation: inability for one to breath. How to administer first aid: Administer Cardiopulmonary resuscitation (CPR) on the person Note: Invite a resource person to demonstrate how to apply First Aid, especially CPR. - Scalds: they are caused by something wet, such as hot water or steam. How to administer first aid: cool the scald with cool or lukewarm running water for 20 minutes– do not use ice, chilled/cold water, or any creams or greasy substances such as butter. - Falls: are events which results in a person coming to rest accidentally on the ground or floor or other lower level causing injury to the person. How to administer first aid: Place a cold compress or ice pack on any bumps or bruises <u>Assessment</u> Identify and explain five kinds of accident that occurs at the workshop. Describe how you will administer first Aid in the following accidents. i. Falls ii. Scalds iii. Burns	Pictures, Posters and illustrations
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 4

Week Ending:	**Day:**	**Subject:** Career Technology
Duration: 60MINS		**Strand:** Health And Safety
Class: B8	**Class Size:**	**Sub Strand:** Environmental Health

Content Standard: B8.1.3.1 Demonstrate understanding of the basic concept of Environmental health	**Indicator:** B8.1.3.1.1: Discuss the causal factors, effects and prevention of desertification and deforestation	**Lesson:** 1 of 2

Performance Indicator: Learners can discuss the effects and prevention of desertification and deforestation	**Core Competencies:** CP 6.5: CI 5.4: CI 5.2: CI 6.10:
Reference: Career Technology Curriculum Pg. 45	

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Revise with learners to review their understanding in the previous lesson. Share performance indicators with learners.	
PHASE 2: **NEW LEARNING**	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. <u>Assessment</u> What is Deforestation? Identify four causes and effects of deforestation. Identify four causes and effects of desertification	Pictures, Posters and illustrations
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 5

Week Ending:	**Day:**	**Subject:** Career Technology	
Duration: 60MINS		**Strand:** Health And Safety	
Class: B8	**Class Size:**	**Sub Strand:** Environmental Health	
Content Standard: B8.1.3.1 Demonstrate understanding of the basic concept of Environmental health	**Indicator:** B8.1.3.1.1: Discuss the causal factors, effects and prevention of desertification and deforestation	**Lesson:** 1 of 2	
Performance Indicator: Learners can discuss the effects and prevention of desertification and deforestation		**Core Competencies:** CP 6.5: CI 5.4: CI 5.2: CI 6.10:	
Reference: Career Technology Curriculum Pg. 45			

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Revise with learners to review their understanding in the previous lesson. Share performance indicators with learners.	
PHASE 2: **NEW LEARNING**	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. <u>Assessment</u> What is Deforestation? Identify four causes and effects of deforestation. Identify four causes and effects of desertification	Pictures, Posters and illustrations
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 6

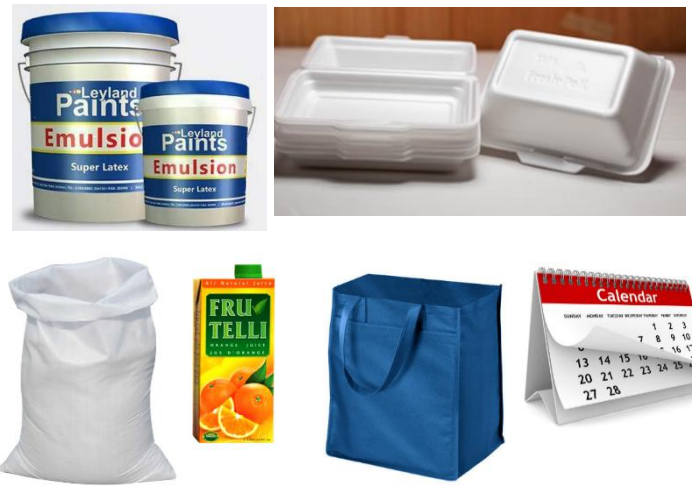
Week Ending:	**Day:**	**Subject:** Career Technology	
Duration: 60MINS		**Strand:** Materials For Production	
Class: B8	**Class Size:**	**Sub Strand:** Compliant Materials	
Content Standard: B8.2.1.1 Demonstrate understanding of the properties of compliant materials	**Indicator:** B8.2.1.1.2: Discuss the basic characteristics of compliant materials	**Lesson:** 1 of 2	
Performance Indicator: Learners can discuss the characteristics of compliant materials.		**Core Competencies:** CP 6.5: CI 5.4: CI 5.2: CI 6.10:	
Reference: Career Technology Curriculum Pg. 47			

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Revise with learners to review their understanding in the previous lesson. Share performance indicators with learners.	
PHASE 2: **NEW 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.* Have learners give some examples of compliant materials.       Guide learners to identify the properties of paper and card board that make them suitable for use. E.g. - Paper: Medium weight, fairly smooth and fairly stiff; Ideal for making small paper models. - Cardboard: Stiff, smooth and thin; Good for creating greeting cards, paper models and other stand-up building projects.	Pictures, Posters and illustrations

	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 <u>Assessment</u> 1. What is a compliant material? 2. Give three examples of a compliant material. 3. Identify three properties of paper and card board that make them suitable for use 4. Identify two properties of fabrics and textiles that make them suitable for use	
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:	**Day:**	**Subject:** Career Technology
Duration: 60MINS		**Strand:** Materials For Production
Class: B8	**Class Size:**	**Sub Strand:** Compliant Materials

Content Standard: B8.2.1.1 Demonstrate understanding of the properties of compliant materials	**Indicator:** B8.2.1.1.2: Discuss the basic characteristics of compliant materials	**Lesson:** 2 of 2
Performance Indicator: Learners can discuss the characteristics of compliant materials.	**Core Competencies:** CP 6.5: CI 5.4: CI 5.2: CI 6.10:	
Reference: Career Technology Curriculum Pg. 47		

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Revise with learners to review their understanding in the previous lesson. Share performance indicators with learners.	
PHASE 2: **NEW 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.* Have learners give some examples of compliant materials.  Guide learners to identify the properties of paper and card board that make them suitable for use. E.g. - Paper: Medium weight, fairly smooth and fairly stiff; Ideal for making small paper models. - 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.	Pictures, Posters and illustrations

	- Absorbent:: can allow moisture vapor to pass through easily - Durable: can last long <u>Assessment</u> 5. What is a compliant material? 6. Give three examples of a compliant material. 7. Identify three properties of paper and card board that make them suitable for use 8. Identify two properties of fabrics and textiles that make them suitable for use	
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 7

Week Ending:	**Day:**	**Subject:** Career Technology	
Duration: 60MINS		**Strand:** Materials For Production	
Class: B8	**Class Size:**	**Sub Strand:** Resistant Materials	
Content Standard: B8.2.2.1 Demonstrate understanding of properties of resistant materials	**Indicator:** B8.2.2.1.1: Explain the basic properties of resistant materials		**Lesson:** 1 of 2
Performance Indicator: Learners can explain the basic properties of resistant materials.		**Core Competencies:** CP 6.5: CI 5.4: CI 5.2: CI 6.10:	
Reference: Career Technology Curriculum Pg. 47			

Phase/Duration	Learners Activities	Resources
PHASE 1: **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**	Revise with learners on identifying the different materials used for the school building and present in the form of a two-column table under the headings 'Material' and 'Use'. Display the realia or pictures or show video of resistant materials and ask learners to describe them. E.g. *resistant materials refer to a group of materials that have certain common characteristics such as plastic, wood, metal, ceramics, and glass*. Guide learners to sort out resistant materials into various categories. E.g. plastics – thermoplastics and thermosetting plastics wood – hardwoods and softwoods metals – ferrous, non-ferrous, alloys and smart Brainstorm learners to explain what is meant by resistant materials. E.g., *Resistant materials are materials that are not pliable or flexible and cannot be easily compressed with bare hands (plastic, wood, metal, ceramics, and glass).* Engage learners to sort out resistant materials from the variety of available materials. *E.g., plastic, wood, metal, ceramics, glass and their composites*, Have learners write down the summary of the explanation and sorting. <u>Assessment</u> 1. What are resistant materials? 2. Give four examples of resistant materials.	Realia, pictures, charts, videos, of wood, plastic, metal, ceramics, glass materials, samples of hard and soft wood, types of metals-ferrous, non-ferrous, alloys and smart, products from plastics, metals, ceramics, wood
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:	**Day:**	**Subject:** Career Technology
Duration: 60MINS		**Strand:** Materials For Production
Class: B8	**Class Size:**	**Sub Strand:** Resistant Materials

Content Standard:	**Indicator:**	**Lesson:**
B8.2.2.1 Demonstrate understanding of properties of resistant materials	B8.2.2.1.1: Explain the basic properties of resistant materials	1 of 2

Performance Indicator:	**Core Competencies:**
Learners can explain the basic properties of resistant materials.	CP 6.5: CI 5.4: CI 5.2: CI 6.10:

Reference: Career Technology Curriculum Pg. 47

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Revise with learners to review their understanding in the previous lesson. Share performance indicators with learners.	
PHASE 2: **NEW LEARNING**	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 Fusibility | Hardness	Pictures, Posters and illustrations
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 8

Week Ending:	**Day:**	**Subject:** Career Technology
Duration: 60MINS		**Strand:** Materials For Production
Class: B8	**Class Size:**	**Sub Strand:** Resistant Materials

Content Standard:	**Indicator:**	**Lesson:**
B8.2.2.1 Demonstrate understanding of properties of resistant materials	B8.2.2.1.2: Describe the properties of building materials	1 of 2

Performance Indicator:	**Core Competencies:**
Learners can describe the properties of building materials.	CP 6.5: CI 5.4: CI 5.2: CI 6.10:

Reference: Career Technology Curriculum Pg. 47

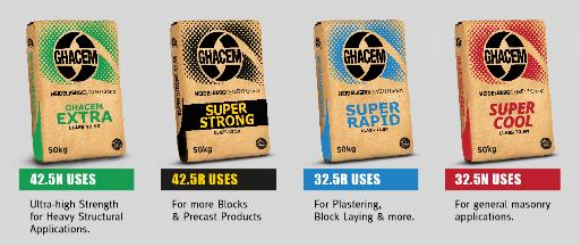
Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Recap with learners to find out what they already know about plastic, wood, metal, ceramics and glass. Share the performance indicators and introduce the lesson.	
PHASE 2: **NEW LEARNING**	Guide learners to discuss the physical properties 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. E.g. **Physical Properties** | **Working Properties** Density | Strength Fusibility | 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.	

Week Ending:	**Day:**	**Subject:** Career Technology
Duration: 60MINS		**Strand:** Materials For Production
Class: B8	**Class Size:**	**Sub Strand:** Resistant Materials

Content Standard:	**Indicator:**	**Lesson:**
B8.2.2.1 Demonstrate understanding of properties of resistant materials	B8.2.2.1.2: Describe the properties of building materials	1 of 2

Performance Indicator:	**Core Competencies:**
Learners can describe the properties of building materials.	CP 6.5: CI 5.4: CI 5.2: CI 6.10:

Reference: Career Technology Curriculum Pg. 47

Phase/Duration	Learners Activities	Resources
PHASE 1: **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.  <u>Cement</u> • *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 properties. *Sand is a granular material composed of finely divided mineral particles.* Show learners samples of sand discuss their characteristics.	

	 <u>Sand</u> • *Grains should be sharp, strong and angular* • *Should not contain any hygroscopic salts* • *Should not contain clay and slit; usually 3-4% clay and slit is ordinarily permitted for practical reasons.* • *There should be no organic matter.* 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.	

WEEK 9

Week Ending:	**Day:**	**Subject:** Career Technology	
Duration: 60MINS		**Strand:** Materials For Production	
Class: B8	**Class Size:**	**Sub Strand:** Smart And Modern Materials	
Content Standard: B8.2.3.1 Demonstrate understanding and the use of smart and modern materials	**Indicator:** B8.2.3.1.1: Discuss smart and modern materials		**Lesson:** 1 of 2
Performance Indicator: Learners can discuss smart and modern materials		**Core Competencies:** CP 6.5: CI 5.4: CI 5.2: CI 6.10:	
Reference: Career Technology Curriculum Pg. 49			

Phase/Duration	Learners Activities	Resources
PHASE 1: **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**	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 diodes - Photochromic pigments for lens in glass, windows	
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:	**Day:**	**Subject:** Career Technology	
Duration: 60MINS		**Strand:** Materials For Production	
Class: B8	**Class Size:**	**Sub Strand:** Smart And Modern Materials	
Content Standard: B8.2.3.1 Demonstrate understanding and the use of smart and modern materials	**Indicator:** B8.2.3.1.1: Discuss smart and modern materials		**Lesson:** 2 of 2
Performance Indicator: Learners can discuss smart and modern materials		**Core Competencies:** CP 6.5: CI 5.4: CI 5.2: CI 6.10:	
Reference: Career Technology Curriculum Pg. 49			

Phase/Duration	Learners Activities	Resources
PHASE 1: **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**	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 diodes - Photochromic pigments for lens in glass, windows	
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 10

Date:	**Period:**	**Subject:** Career Technology	
Duration: 50 mins		**Strand:** Materials for Production	
Class: B8	**Class Size:**	**Sub Strand:** Food Commodities	
Content Standard: B8.2.4.1 Demonstrate knowledge of basic food commodities	**Indicator:** B8.2.4.1.1: Discuss food commodities	**Lesson:** 1 of 2	
Performance Indicator: Learners can explain the term food commodities and give examples		**Core Competencies:** CC8.1: CP6.5: CC 8.2:	
Reference: Career Technology Curriculum Pg.16			
Keywords: edible, commodity, ingredients			

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Bring food items to the class and display them on the teachers table. Call learners in turns to identify the names of the food items. Let learners relate to the items and tell their uses. Share performance indicators and introduce the lesson.	cassava, okro, orange
PHASE 2: **NEW LEARNING**	Learners to brainstorm on the meaning of Food and give examples. E.g., *Food is any edible substance either solid or liquid which when eaten is used by the body to maintain life.* Learners to brainstorm on the meaning of Food commodities and give examples. E.g., *Food commodities generally refer to ingredients needed to produce different varieties of food.* Give examples of common food commodities in the community E.g., Meat, Eggs Fish Poultry Milk and milk products Fruits Vegetables Cereals and grains fats, and oils. Teacher to bring real foodstuff to class for pupils to examine. Guide learners to enumerate the two (2) main sources of food commodities. E.g. Plant and animal. <u>Assessment</u> 1. Define the term food and give three examples. 2. What is a food commodity? 3. Write three examples of food commodities.	Pictures, Posters and illustrations

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.	

Date:	**Period:**	**Subject:** Career Technology	
Duration: 50 mins		**Strand:** Materials for Production	
Class: B8	**Class Size:**	**Sub Strand:** Food Commodities	
Content Standard: B8.2.4.1 Demonstrate knowledge of basic food commodities	**Indicator:** B8.2.4.1.1: Discuss food commodities	**Lesson:** 2 of 2	
Performance Indicator: Learners can classify sources of food commodities into Plant and animal sources.		**Core Competencies:** CC8.1: CP6.5: CC 8.2:	
Reference: Career Technology Curriculum Pg.16			
Keywords: edible, commodity, ingredients			

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Revise previous lesson with learners using questions and answers.	
PHASE 2: **NEW LEARNING**	Guide learners to classify food commodities under the two main sources, i.e., plant source and animal source. Plant - cassava, okro, orange, etc. Animal - fish, milk, meat, etc. Learners brainstorm to discuss reasons for eating food; E.g., To satisfy our hunger, build body, provide heat energy, protect body from diseases. Make a chart on the two (2) main sources of food commodities and their examples. <u>Assessment</u> 1. Identify the two main sources of food commodities. 2. Give three examples each under plant and animal source.	Pictures, Posters and illustrations
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.	