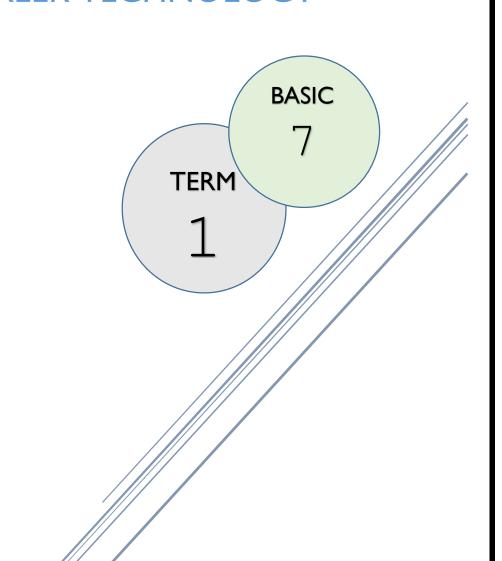
LESSON PLANS FOR JUNIOR HIGH SCHOOLS

CAREER TECHNOLOGY



FAYOL INC. 0547824419

SCHEME OF LEARNING – TERM I

WEEKS	STRAND	SUB STRANDS	CONTENT STANDARD	INDICATORS	RESOURCES
ı	Health and Safety	Personal Hygiene & Food Hygiene	B7.1.1.1	B7.1.1.1.1	Pictures, Posters and illustrations
2	Health and Safety	Personal Hygiene & Food Hygiene	B7.1.1.1	B7.1.1.2-3	Pictures, Posters and illustrations
3	Health and Safety	Personal, Workshop & Food Laboratory Safety	B7.1.2.1	B7.1.2.1.1-2	Pictures, Posters and illustrations
4	Health and Safety	Environmental Health	B7.1.3.1	B7.1.3.1.1	Pictures, Posters and illustrations
5	Health and Safety	Environmental Health	B7.1.3.1	B7.1.3.1.2	Pictures, Posters and illustrations
6	Materials for Production	Compliant Materials	B7.2.1.1	B7.2.1.1.1-2	Pictures, Posters and illustrations
7	Materials for Production	Compliant Materials	B7.2.1.1	B7.2.1.1.3	Pictures, Posters and illustrations
8	Materials for Production	Resistant Materials	B7.2.2.1	B7.2.2.1.1-2	Pictures, Posters and
9	Materials for Production	Resistant Materials	B7.2.2.1	B7.2.2.1.3	illustrations
10	Materials for Production	Resistant Materials	B7.2.2.1	B7.2.2.1.3	Pictures, Posters and illustrations
11	Materials for Production	Smart And Modern Materials	B7.2.3.1	B7.2.3.1.1	Pictures, Posters and illustrations
12	Materials for Production	Food Commodities	B7.2.4.1	B7.2.4.1.1	Pictures, Posters and illustrations

WEEK I

Date:		Perio	d:	Subject: C	areer Technolog	gy			
Duration: 100mins				Strand: He	alth and Safety				
Class: B7		Class	Size:	Sub Strand	d: Personal Hygier	ne & I	Food Hygiene		
Content Standard: B7.1.1.1 Demonstrate concept of staying he		basic	Indicator: B7.1.1.1.1: Discu	uss the need	to stay healthy		Lesson:		
Performance Indica Learners can tell the	encio CP5	es: .1, PL6.2							
References: Career T	Tech. Curriculum	Pg.2							
Keywords: Balanced,	, consequences,	healthy							
D. (D.									
Phase/Duration	Learners Acti		6 1	1 . 1			sources		
PHASE I: STARTER			answers, find out	what learner	's already		tures, Posters I illustrations		
SIARIER	know about h	ieaitiiy	living.			and	lillustrations		
	Share with lear	Share with learners the performance indicators.							
PHASE 2: NEW	Guide learner	rs to ex	plain what is mear	nt by staying	healthy.				
LEARNING			physical, mental, an	nd social wellb	eing, and as a				
	resource for liv	-	•						
	,	•	re enough rest, eat	a balanced di	et, avoid drug				
	abuse and neg	gauve pe	er pressure)						
	Learners to d	liscuss a	and present in gro	ups the cons	equences of				
			of one's body						
	E.g., Contract		•						
	Engage learne	ers to us	se different ways o	or means for	presentation:				
			sters, pictures, illu		F				
	l lava laamaan				-44				
			ch and write on n oving personal hy						
	(,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	·p.	• ···· · 8 p ·· · · · · · · / ·	6.0	. саос, 8. с ар				
	<u>Assessment</u>								
		•	staying healthy?						
DUIACE 2			practices that can						
PHASE 3: REFLECTOIN			and effective ques		a out from				
REFLECTOIN	learners what	Luiey n	ave learnt during 1	uie iessoii.					
	Take feedbac	k from	learners and sumr	narize the le	sson.				
	Ask learners	how the	e lesson will benef	fit them in th	eir daily lives.				

Date:		Day:		Subject: Career Technology			
Duration: 100mins			Strand: Health and S		ıfety		
Class: B7		Class Size:		Sub Strand: Personal	iene & Food Hygiene		
Content Standard: B7.1.1.1 Demonstrate k concept of staying healt		basic		Describe ways of gpersonal hygiene	2 0	sson: f 3	
Performance Indicator Learners can identify so		hygiene prac	tices	Core Competencies CC 8.1, CC 8.2, CP5.1		5.2	
References: Career Tec	h. Curriculum	Pg.2					
Keywords: personal hy	giene,						
Phase/Duration	Learners Ad	ctivities				Resources	
PHASE I: STARTER	Using quest			t what learners alread	у	Pictures, Posters and illustrations	
	practices th	ey observe a	t home.	of the personal hygiene	2		
PHASE 2: NEW		learners the p					
LEARNING	In groups, e personal hy E.g., - Wash - Clean the	Brainstorm the meaning of Personal hygiene from learners. In groups, engage learners to discuss ways of maintaining personal hygiene. E.g., - Wash the body often. - Clean the teeth at least twice a day. - Wash hands after visiting the toilet.					
	Guide learners to demonstrate the personal hygiene practices in groups. E.g., Care of finger nails, hair, nose, ear, mouth and teeth Assessment I. What is personal hygiene? 2. Mention any four personal hygiene practices.						
PHASE 3:				estioning to find out fr	om		
REFLECTOIN	-	at they have	•	_			
	Take feedba	ack from lear	ners and sun	nmarize the lesson.			
	Ask learner lives.	s how the les	sson will ben	efit them in their daily	,		

Date:		Day:		Subject: Ca	reer Technolog	у
Duration: 100mins				Strand: Hea	alth and Safety	
Class: B7		Class Size:		Sub Strand	: Personal Hygien	e & Food Hygiene
Content Standard: B7.1.1.1 Demonstrate concept of staying hea		oasic	Indicator: B7.1.1.3:	discuss food	hygiene	Lesson: 3 of 3
	describe the conditions and measures needed to ensure of from production to consumption Core Competer CC 8.1, CC 8.2					
References: Career Te	ech. Curriculum	Pg.3				
Keywords:						
Phase/Duration	Learners Act	vitios				Resources
PHASE I:			o provious la	scon Lot los	rnore anguer	Pictures, Posters
STARTER	few questions		•		rners answer	and illustrations
STARTER	10W questions	S to I CVICVY ti	icii understa	inding on the	topic	and muscrations
	Recap with le	arners to fin	d out what tl	ney already k	now about	
	food hygiene.			, ,		
	Share with le					
PHASE 2: NEW	Brainstorm le		•	•	, •	
LEARNING	E.g., Condition			to ensure saf	fety of food	
	from product	ion to consu	mption.			
	Research into	food hygien	e practices i	n groups and	report in	
	class for disci		c practices, i	ii Si oups une	тероге	
	E.g., Proper st	orage and pre	servation of fo	ood		
	Cook food tho					
	Eat cooked for		•			
	Store cooked 1					
	Reheat cooked	-		I I C I.		
	Avoid contact	petween raw j	rooas ana coo	kea tooas		
	Assessment					
		t is food hygi	ene?			
			our safe food	practice.		
PHASE 3:	Use peer disc				d out from	
REFLECTOIN	learners what	they have le	earnt during t	he lesson.		
	Take feedbac	k from learne	ers and sumn	narize the les	sson.	
	Ask learners	how the less	on will benef	it them in th	eir daily lives.	

Date:		Period:	Su	Subject: Career Technology			
Duration:			St	Strand: Health and Safety			
Class: B7		Class Size:		Sub Strand: Personal, Workshop & Food Laboratory Safety			
Content Standard: B7.1.2.1 Demonstrate accidents in the works				.I: De	scribe accidents in /site/laboratory	Lesson:	
Performance Indica Learners can identify w		accidents and their cau	ıses		Core Competencie CC 8.2: CP5.2:	s:	
Keywords:							
Phase/Duration	Learn	ers Activities				Resources	
PHASE I: STARTER	answe topic	e with learners on the refew questions to re	Pictures, Posters and illustrations				
PHASE 2: NEW LEARNING	Brain: accide E.g., A in the Guide occur E.g., F Let le occur	e with learners the performance indicators. Instorm learners to explain what is meant by dents. Accidents in the workshops are injuries that occur e workshop/site or laboratory unexpectedly. Ide learners to discuss the types of accidents that is in the workshop. Falls, Cuts, Bruises and Explosions earners identify the causes of accidents that can in the workshop/food laboratory. Tiredness/fatigue, poor lightening and ventilation.					
PHASE 3: REFLECTOIN	learne	eer discussion and efers what they have le	arnt dur	ing th			

Date:		Period:		Subjec	ct: Career Technology		
Duration:				Strand: Health and Safety			
Class: B7		Class Size:		Sub Strand: Personal, Workshop & Food Laboratory Safety			
accidents in the workshop/site and laboratory wor					xplain the need for keeping the te and the laboratory safe	Lesson:	
Performance Indicat Learners can describe h		ep the workshop site	safe		Core Competencies: CC 8.2: CP5.2:		
Keywords:							
Phase/Duration		rs Activities				Resources	
PHASE I:			•		esson. Let learners answer	Pictures, Posters	
STARTER	few que	estions to review th	neir u	ındersta	nding on the topic	and illustrations	
	Share v						
PHASE 2: NEW	Guide	learners to identi	fy pe	rsonal	safety measures in the		
LEARNING	works	hop or laboratory	<i>'</i> .				
	E.g., Pro	oper use of personal	þrote	ctive eq	uipment in the workshop and		
	_	ory and adherence to	•	-	•		
	to pre	vent accidents in 1	the v	vorksh	ols and equipment safe op or laboratory. als, tools and equipment.		
	worksl E.g. • F • Good • Keep • Wear	nstrate ways of proposite//food laberallow instructions and lighting and ventilation personal protective and boots	orato d do i on, wo observ				
PHASE 3: REFLECTOIN		er discussion and e s what they have le			tioning to find out from the lesson.		
	Take fe	edback from learne	ers ar	nd sumn	narize the lesson.		

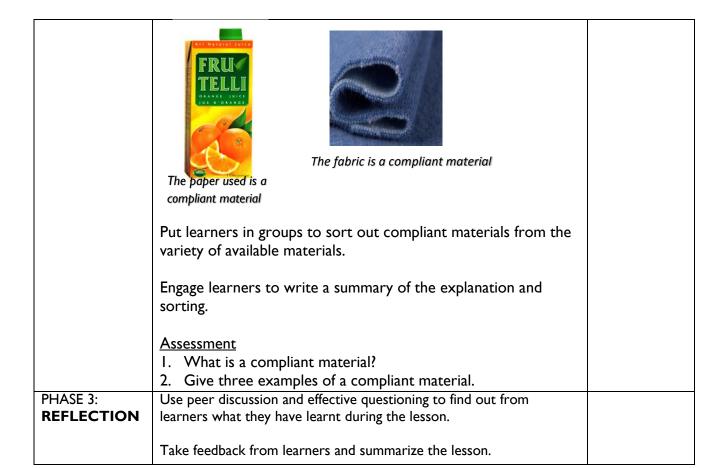
Date:		Day:		Subject: Career Technology			
Duration:				Strand: Health and Sa			
Class: B7		Class Size:		Sub Strand: Environr	mental l	Health	
B7.1.3.1 Demonstra of Environmental Ho Performance India	strate knowledge of basic concept I Health B7.1.3.1.1 Discuss the factors of environmental health I of 2					n:	
Learners can discus			Health	CC 8.2: CP5.2:			
Reference: Career							
Keywords: Environ	nmental Health, sa	nitation, clima	te				
Phase/Duration	Learners Activiti	<u> </u>				Resources	
PHASE I: STARTER	Have learners to degradation. Ask learners to t	Have learners to watch a video or pictures on environment					
PHASE 2: NEW LEARNING	Brainstorm learners to explain what is meant by Environmental Health. E.g., It is a way of protecting quality of life through the prevention and treatment of disease that relates to the natural and built environment that may affect human health and fosters healthy and safe communities. Guide learners to Identify and discuss the factors of						
PHASE 3: REFLECTOIN	E.g., Disease contetc. Guide learners environmental E.g., Air, water a Use peer discuss learners what the Take feedback fr	mental health, in groups. ease control, clean water, sanitation and hygiene, climate change, earners to Identify and discuss the causes of mental health and other sources and report in class. water and soil pollutions, chemical exposures, etc. r discussion and effective questioning to find out from what they have learnt during the lesson. edback from learners and summarize the lesson. ners how the lesson will benefit them in their daily lives.					

Date:	Day: Subject: Career Technol			hnology			
Duration:				afety			
Class: B7		Class Size:		Sub Strand: Environm	Environmental Health		
Content Standard: B7.I.3.I Demonstrate I of Environmental Healt		sic concept	Indicator: B7.1.3.1.1 environme	Discuss the factors of ntal health	Lesson: 2 of 2		
Performance Indicat Learners can discuss t		nvironmental	Health	Core Competencies CC 8.2: CP5.2:	:		
Reference: Career Te	echnology P.g.	6					
Keywords: Environme	ental Health, sa	nitation, clim	ate				
Disease/Domestic	1						
Phase/Duration PHASE I:	Learners Act				Resources		
STARTER	degradation.			ures on environment			
PHASE 2: NEW	Ask learners to talk about parts of the video or the pictures. Share performance indicators and introduce the lesson.						
LEARNING	Revise with learners to discuss the factors of environmental health. Recap with learners on the causes of environmental health. Engage learners to research the consequences of poor environmental health, in groups and present for class discussions. E.g., Transmission of diseases such as cholera, diarrhoea, dysentery, hepatitis A, typhoid, polio, Novel Coronavirus						
PHASE 3: REFLECTOIN	Use peer disc learners what Take feedbac	COVID-19) and exacerbates stunting Use peer discussion and effective questioning to find out from earners 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.					

Date: 18 th FEB, 2022		Day:		Subject: Career Technology			
Duration:				Strand: Health and Safety			
Class: B7		Class Size:		Sub Strand: Environmental H	ealth		
Content Standard: B7.1.3.1 Demonstrate of Environmental Hea	-	sic concept	Indicator: B7.1.3.1.1 I environme	Discuss the factors of ntal health	Lesson: 2 of 2		
	Performance Indicator: Learners can discuss the causes of Environmental Health Core Competencies CC 8.2: CP5.2:						
Reference: Career	Technology P.g. 6	5					
Keywords: Environn	nental Health, sa	nitation, clim	ate				
Phase/Duration PHASE I:	Learners Activi		doo on pictu	vos on onvivonment	Resources		
STARTER	Have learners to watch a video or pictures on environment degradation. Ask learners to talk about parts of the video or the pictures. Share performance indicators and introduce the lesson.						
PHASE 2: NEW LEARNING	health. Recap with leading and the second second second discussions. E.g., Transmis dysentery, here (COVID-19) and the second	Recap with learners on the causes of environmental health. Engage learners to research the consequences of poor environmental health, in groups and present for class discussions. E.g., Transmission of diseases such as cholera, diarrhoea, dysentery, hepatitis A, typhoid, polio, Novel Coronavirus					
PHASE 3: REFLECTION	learners what t	e peer discussion and effective questioning to find out from oners what they have learnt during the lesson. The feedback from learners and summarize the lesson. The feedback from learners and summarize the lesson. The feedback from learners and summarize the lesson.					

Date:		Period: Subject: Career Technology			у	
Duration:			Strand: Health and Safety		Health and Safety	
Class: B7		Class Size:		Sub Str	and: Environmental	Health
Content Standard: B7.1.3.1 Demonstrat of Environmental He	e knowledge of bas	sic concept	Indicator: B7.1.3.1.2: D measures of		te the preventive ental health	Lesson: I of I
Learners can discuss	Performance Indicator: Learners can discuss ways of preventing poor environmental health CP6.3: CC 8.4: CP6.7					
Keywords: 7						
Phase/Duration PHASE I: STARTER	Learners Active Revise with lear lesson.		ew their und	lerstandin	g in the previous	Resources
	Share performa	ance indicato	rs and introd	luce the l	esson.	
PHASE 2: NEW LEARNING	poor environmental health. E.g Avoid polluting water bodies - Avoid littering - Avoid defecating indiscriminately In groups, have learners present their findings to the whole class. Engage learners to undertake a project in tree planting around the school/community. Task learners to document the growth stages of the tree and report in class for appraisal using charts, pictures and videos. Assessment					Pictures, Posters and illustrations
PHASE 3: REFLECTION	State two ways of preventing poor environmental health. State three effects of poor environmental health 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:		Str		Stran	Strand: Materials for Production			
Class: B7		Class Size:		Sub 9	Strand: Complia	nt Mate	erials	
B7.2.1.1 Demonstra of compliant materia	te knowledge of bas ls	sic concept	Indicator: B7.2.1.1.1: materials	Descri	ibe compliant	Lesson	1:	
Performance Indicates Learners can identify		noliant materia	ı		Core Compete CC 8.2: CP5.2:	encies:		
Reference: Career		•			0 0 0,2, 0, 0, 0,2,			
Keywords: Card, C	ompliant, Fabric, M	aterials, Paper,	Textiles					
Phase/Duration	Learners Activiti						Resources	
PHASE I: STARTER	Revise with learn lesson.	ners to reviev	v their unde	rstandi	ing in the previo	us		
JIANIEN	1033011.							
	Share performan	nce indicators	and introdu	ce the	lesson.			
PHASE 2: NEW	Display a chart	of pictures	of materials	on th	ne board for lea	arners	Realia/charts/	
LEARNING	to observe.						pictures of compliant,	
	Paints Emulsio Super Latex Soper La	FRUTE Paper/card	fabric/text	13 11 20 2	alendar 1 2 3 7 8 9 10 4 15 10 1 22 23 24 25 24	rs to y and erials	manila cards, markers, poster colours, ICT tools and internet facilities	
	Guide learners E.g., Compliant m and consistent pro A material is a con criteria.	naterials are m operties such d	naterials that l is paper/card,	have re fabrica	ecognized, predict /textiles.	able		



Date:		Period:		Subject: Career Technology		
Duration:				Strand: Ma	terials for Produc	tion
Class: B7		Class Size:		Sub Strand	I: Compliant Mate	erials
Content Standard: B7.2.1.1 Demonstr concept of complia	nt materials	of basic	Indicator: B7.2.1.1.2: compliant r	_	etween types of	Lesson:
Performance Indica					Core Competer CC 8.1: CP5.6.3:	ncies:
Learners can Identify						
Reference: Career						
Keywords: Card, Co	mpliant, Fabric, Ma	aterials, Paper,	Textiles			
Phase/Duration	1	4:				Dagarraga
Phase/Duration PHASE I:	Learners Activi		ovy thoir und	aretanding in	the provious	Resources
STARTER	lesson.	rners to revi	ew their und	erstanding ii	i tile previous	
	Share performa	ance indicato	rs and introc	luce the lesso	on.	
PHASE 2: NEW LEARNING	In groups, lead under their ty - Paper - Card	·				Realia/charts/ pictures of compliant, manila cards, markers, poster colours, ICT tools and internet facilities
	- Paper - copy - Card - solid - Fabric/Textil Engage learne on their commappraisal. 0 Assessment 1. State and 2. Give two a. Paper b. Card	paper, con white board e - cotton, rs to make a non charact	struction pa d, corrugate nylon a chart on c eristics and types of cor	oper d card, compliant m present in	class for	
PHASE 3: REFLECTION	Use peer discu learners what t Take feedback	hey have lead	rnt during th	e lesson.		

Date:		Period:		1				
Duration:				ction				
Class: B7		erials						
Content Standard: B7.2.1.1 Demonstrat of compliant material	monstrate knowledge of basic concept							
	· · · · · · · · · · · · · · · · · · ·							
Reference: Career								
Keywords: Card, Co	ompliant, Fabric, M	aterials, Paper,	, Textiles					
Phase/Duration PHASE I: STARTER	Learners Activ Recap with lea production,		out what the	ey already kno	ow about paper	Resources		
			ace of papers papers play	in our everyd	•			
PHASE 2: NEW LEARNING	Revise with learners gethem. Guide learner obtained, in gether, learner is chips are boiled pulp is pressed paper i.e. card	Pictures, videos and charts						
		© more has de	The paper is calent into one only tong and of an	The bank of a shade also of if the bank of				

	Guide learners to explain the terms associated in paper making.				
	Learners to write out findings and present in class.				
	Brainstorm learners to come out with the uses of paper in everyday life.				
	Assessment I. Describe how papers are made				
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.				

Duration:		Period:		Subject: (Career Technology	
Dai acion.				Strand: Materials for Production		tion
Class: B7		Class Size: Sub Strand: Compliant Mat				rials
Content Standard: B7.2.1.1 Demonstrat of compliant material	te knowledge of bas s	sic concept		re manufact	v compliant tured/produced	Lesson:
Performance Indic Learners can describe		ved in making a	a fabric	Core Cor CC 8.2: CF	mpetencies: P5.2:	
Reference: Career	Technology Curr	riculum P.g.9				
Keywords: Card, Co	ompliant, Fabric, Ma	aterials, Paper,	Textiles			
DI /D ::	1 A					T n
Phase/Duration PHASE I:	Learners Activiti Recap with learn		ut what they	already len	our shout the	Resources
STARTER	making of fibers.	ers to find of	ut what they	aiready kni	ow about the	
	Share the perfor	mance indica	tors and intr	oduce the	lesson.	
PHASE 2: NEW	Revise with lear	rners the m	eaning of co	mplaint m	aterials.	Pictures,
LEARNING						videos and
	Let learners giv them.	e examples	of complain	t material	s and relate to	charts
	3. S They	atural and m ds. They are r ing or bondin ow Is Wool hearing production of wool begin l-bearing animals.	an-made fibrande through and through and through and through and the second of the sec	res which a h weaving, and felting.	re turned into knitting,	

	Guide learners to explain the terms associated in paper making.				
	Learners to write out findings and present in class.				
	Brainstorm learners to come out with the uses of fabrics in everyday life.				
	Assessment I. Describe how fabrics are made				
PHASE 3:	Use peer discussion and effective questioning to find out from learners				
REFLECTION	what they have learnt during the lesson.				
	Take feedback from learners and summarize the lesson.				

Date:		Period:		Subject: Career Technology			
Duration: 50MINS				Stranc	: Materials for Produ	ıction	
Class: B7	7 Class Size: Sub Strand: Resistant Mate						
B7.2.2.1 Demonstra of resistant materials	ate knowledge of bas s	sic concept	Indicator: B7.2.2.1.1:	Describ	e resistant materials	Lesson: I of I	
Performance Indi- Learners can describ		s and give exar	mples.		CC8.1: CP5.2	es:	
Reference: Career	Technology Curr	riculum P.g. I ()				
Keywords: plastic,	wood, metal, cera	amics and gla	ss				
DI /D :	T 1 A					D	
Phase/Duration	Learners Activiti		6	-1	las accesable code	Resources	
PHASE I: STARTER	Recap with learn plastic, wood, r	metal, ceram	nics and glas	S.			
	Share the perfor	mance indica	tors and intr	oduce t	he lesson.		
PHASE 2: NEW LEARNING	Review the less					Realia, pictures, charts, videos, of	
	Ask learners to school building under the head	and present	t in the forn	n of a t	s used for the wo-column table	wood, plastic, metal, ceramics, glass materials, samples of hard and soft wood,	
	Display the rea materials and a materials refer to characteristics suc	sk learners to a group of mo	to describe aterials that h	them. ave certo	E.g. resistant ain common	types of metals- ferrous, non- ferrous, alloys and smart,	
	Guide learners categories. E.g. plastics – tl – hardwoods a alloys and smar	nermoplastion	cs and therr	nosetti	ng plastics wood	products from plastics, metals, ceramics, wood	
	materials. E.g., Resistant m	naterials are i asily compres	materials tha	s meant by resistant at are not pliable or flexibl are hands (plastic, wood,			
	Engage learners of available mat E.g., plastic, wood						
	Have learners v sorting.	write down	the summai	y of th	e explanation and		
	<u>Assessment</u>						

	 What are resistant materials? 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.	

Date:		Period:		Subject: Career 7	Technol	logy
Duration: 50MINS				Strand: Materials	for Pro	duction
Class: B7		Class Size:		Sub Strand: Resistant Mat		aterials
Content Standard: B7.2.2.1 Demonstrate of resistant materials		sic concept		Distinguish betwee of resistant materials	n	sson:
Performance Indica						Competencies:
Learners can distingu				ls.	CC8.1	: CP5.2
Reference: Career						
Keywords: plastic, v	vood, metal, cera	amics and glas	SS			
Phase/Duration	Learners Activ	ities				Resources
PHASE I: STARTER	Recap with lea plastic, wood,	rners to find , metal, cera	mics and gla	ey already know abo ass. troduce the lesson.		resources
PHASE 3: REFLECTION	among the variate categories. Lead the class synthetic) from E.g. Natural resistances. By-products: rubber, roads. Synthetic sour products: - chrounder (PVC) Ask learners including online examples: The Thermosettine epoxy resin. Have learners types of plastic type switches insulators baken. Use peer discurled the categories of plastic type switches insulators baken.	s to discuss of m which platesources: - paint, decorres: - crudent nemically processive, polystyre to look for integration to the twermoplastics of plastics; - s make a tables they are of nylon britelite. Ission and effective have leader they have leader to discussion and effective to discussion and effective they have leader to discussion and effective they have leader to discussion and effective they have leader to discussion and effective to discussion and effective they have leader to discussion and effective to discussion and effective they have leader to discussion and effective they are they have leader to discussion and effective they are they have leader they are they have leader they are they are they are they have leader they are the they are the	the two mastics are obplants (cellus balls, acetoration, glue e oil, coal aroduced plastene, polyeth nformation wo types of a commande from a commande from a cetive question to during the control of the cetive question to the commande from the cetive question the ce	ate films, wrappines, polish ad natural gas Bytics – polymerizing ylene, acrylic. from different so plastics and givene, PVC, nylon dehyde, polyester E.g.: product plastich brush pvc cable oning to find out from the polyester on the product plastich brush pvc cable oning to find out from the polyester on the pvc cable on the pvc cable on the pvc cable on the pvc cable on the pvc to the pvc cable on the pvc cable on the pvc cable on the pvc to the pvc cable on the pvc to the pvc	heir Il and als, g; g vinyl, urces resin, to the itic e	

Date:		Perio	d:	Subject: Career Technology				
Duration: 50mins				Strand: N	tion			
Class: B7		Class	Size:	Sub Stra	nd: Resistant Mater	ials		
B7.2.2.1 Demonstrat concept of resistant r Performance Indic Learners can describe	e knowledge of bas naterials ator:		Indicator: B7.2.2.1.3: Explair materials is manufaking wood and pla	factured/pro	Lesson: 3 of 4 Sies: 5.2:			
Keywords: felled, c	onverted, season	ed						
Phase/Duration	Learners Activ	itios				Resources		
PHASE I: STARTER	Recap with lear making of woo	rners to	o find out what the plastic. e indicators and in			Resources		
PHASE 2: NEW LEARNING	Let learners gethem. Guide learner obtained, in get.g., A mature learner plastic making Learners to we Brainstorm learners to we Brainstorm learners to we Guide learner made boards E.g., Solid timber whereas man-mor waste wood In groups, lear solid timber a E.g. Solid timber a E.g. Solid timber a E.g. Solid timber and the solid timber a E.g. S	rs to exproups. iving tree iving to express iving tree	(sawn) to standard colors (sawn) to standard properties of the weight of	w wood and ches are cut sizes, then associated the uses on solid time arees or similated from sight of processors.	Is and relate to Id plastic are It off to obtain the loging seasoned. I in wood and lass. Is of wood and	Pictures, videos and charts		
	Assessment I. Describe 2. Mention a							

	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 Technolo					ogy		
Duration: 50mins				Strand:	Materials for	aterials for Production		
Class: B7		Class Size:		Sub Stra	and: Resistan	t Ma	terials	
Content Standard: B7.2.2.1 Demonstrate knowledge of basic concept of resistant materials Indicator: B7.2.2.1.3: Explain how each of the resistant materials is manufactured/produced						Les 4 of	sson: f 4	
Performance Indicate		1. 1.			Core Comp			
Learners can describe the Keywords: glazes, dec				glass	CC8.1: CC 8	3.2: C	.P5.2:	
Reywords: glazes, dec	orative, water	proof, cerain	IC .					
Phase/Duration	Learners Acti	ivities					Resources	
PHASE I:	Recap with le			ney alread	ly know abou	ıt		
STARTER	the making of	f ceramics a	nd glass.					
	Share the per	formance inc	dicators and i	introduce	the lesson.			
PHASE 2: NEW LEARNING	Revise with Let learners to them. Guide learners are obtained E.g., ceramics elements, pow Once the ceramoven known as waterproof, por Guide learners to Brainstorm ceramics and Assessment I. Describe 2. Mention Use peer disc	give examp ers to explai I, in groups. are generally ders and wate mic has been is a kiln. Often, nint-like substa ers to explai lking. write out the dearners to o d glass in ever e how ceram any three u	les of resistation briefly ho made by taking and shaping shaped, it is finderes known a meir findings come out weryday life.	w ceraming mixture them into covered in a his glazes associate and preside the units are obtained and preside the units are obtained and mics and	rials and relations and glass of clay, earth of desired forming temperature decorative, and the ceramination of the ceraminati	hen s. re	Pictures, videos and charts	
REFLECTION	learners what					11		
	Take feedbac	-	_					

Date:	Period: Subject: Career Technolog			gy		
Duration:				Strand: Mater	ials for Produ	uction
Class: B7		Class Size:		Sub Strand: Si	mart And Mo	odern Materials
Content Standard: B7.2.3.1 Demonstrate uproperties of smart and				Explore the gen of smart and mo		Lesson:
Performance Indicat			I .		Core Com	
Learners can describe t	· ·			erials	CC 8.2: CP6	.5:CC 8.2: CC8.1:
Reference: Career To	echnology Curi	riculum Pg. I	4			
DI /D · ·	T	• •.•				T 8
Phase/Duration	Learners Acti					Resources
PHASE I: STARTER	smart materia	als.		ney already knov		
PHASE 2: NEW	Describe sm			introduce the le	sson.	Pictures, videos
LEARNING	designed mate significantly ch stress, moistur chemical comp - Modern mat	erials that have anged in a cor e, electric or n bounds. erials are mat	e one or more ntrolled fashio nagnetic fields erials develop	properties that consive materials) properties that con by external stings, light, temperatured through the in	can be muli, such as ure, pH or evention of	and charts
	new or improved process to have improved properties and are used for sportswear, medical and safety wear, and fashion clothing. Identify the main factors that affect the properties of smart and modern materials. E.g. Light, temperature (hot/cold/warm), moisture. Describe the effects of light on smart and modern materials and products. E.g Light causes photomechanical materials to change shape when exposed to it.					
PHASE 3:	- Photochro Use peer disc					
REFLECTION	learners what		•	-	ac ii oili	
	Take feedbac	k from learne	ers and sumn	narize the lesso	n.	

Date:	Period: Subject: Career Technology					gy	
Duration:				Strand: Materials for Production			uction
Class: B7		Class Size:		Sub Stra	and: Smart A	nd Mo	odern Materials
Content Standard: B7.2.3.1 Demonstrate understanding of the properties of smart and modern materials			Indicator: B7.2.3.1.1: properties modern ma	of smart		Less	on:
Performance Indicat Learners can describe t		f smart and r	nodern mate	erials	Core Comp CC 8.2: CP6		
Reference: Career To	echnology Curi	riculum Pg. I	4				
Phase/Duration PHASE I: STARTER	Learners Activities Recap with learners to find out what they already know about smart materials.						Resources
PHASE 2: NEW LEARNING PHASE 3: REFLECTION	Share the performance indicators and introduce the lesson. Guide learners to explain the effects of temperature on smart and modern materials and products. E.g., Thermochromic materials change in color depending on temperature Guide learners to discuss how moisture affects products made from smart and modern materials and products E.g., Graphene oxide (electrical insulator) based materials bend when exposed to moisture. 6. Present finding in class for discussion 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.					Pictures, videos and charts	

WEEK II

Date:	Period:			Subject: Career Technology				
Duration: 50 mins		Strand: Materials for Prod			Produ	uction		
Class: B7 Class Size: Sub Strand: Food Commo					dities			
Content Standard: B7.2.4.1 Demonstrate commodities	ic food	Indicator: B7.2.4.1.1: Discu	Dr: Less 1: Discuss food commodities I of					
Performance Indica Learners can explain t		modities a	nd give exa	Core Com CC8.1: CP6.				
Reference: Career	Reference: Career Technology Curriculum Pg.16							
Keywords: edible, o	ommodity, ingre	dients						
DI (D								
Phase/Duration	Learners Activi						Resources	
PHASE I: STARTER	Bring food items to the class and display them on the teachers cassava, okro, table.							
	Call learners in	turns to	identify the nam	nes of the food	items.			
	Let learners re	late to the	e items and tell	their uses.				
	Share performa	ance indic	ators and introd	luce the lessor	١.			
PHASE 2: NEW LEARNING	Learners to brainstorm on the meaning of Food and give Pictures, Pos						Pictures, Posters and illustrations	
	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. Assessment I. Define the term food and give three examples. What is a food commodity? Write three examples of food commodities.							
PHASE 3: REFLECTION	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.							
	Take feedback	from lear	ners and summa	arize the lesso	٦.			

Date:	Period:		Subject: Career Technology				
Duration: 50 mins			Strand: Materials for P	ction			
Class: B7 Class		Class S	ize: Sub Strand: Food Commod		nmod	lities	
Content Standard: B7.2.4.1 Demonstrate knowledge of basic food commodities			Indicator: B7.2.4.1.1: Discu	Lesson 2 of 2		~	
Performance Indicator: Learners can classify sources of food commodianimal sources.			s into Plant and	Core Competencies: CC8.1: CP6.5: CC 8.2:			
Reference: Career Tec	hnology Curr	iculum P	Pg.16				
Keywords: edible, com	modity, ingre	dients					
DI /D :							
Phase/Duration PHASE I: STARTER	Learners Ad		معرمهما ماهنده	using questions and ansv		Resources	
DILIACE 2 NEW							
PHASE 2: NEW LEARNING	main sources, i.e., plant source and animal source.				Pictures, Posters and illustrations		
PHASE 3: REFLECTION	Use peer di learners wh	scussion at they h	and effective que	estioning to find out fron			

REVISION AND END OF TERM ASSESSMENT

Date:	Period:			Subject: Career Technology			
Duration: 50 mins					Strand: Strands treated for the term		
Class: B7 Class Si		Class Siz	e:		Sub Strand: Sub strands for the term		
Content Standard: Demonstrate knowledge and understanding in the topics treated so far. Indicator: Recall and summarize all what they have learnt					within the term.		
Performance Indicator: Learners can recall and summarize all what they have learnt within the term Reference: Career Technology Curriculum Pg. 1			re	 Core Competencies: Speak clearly and explain ideas, Ability to select alternatives that adequately meet selected criteria Explain ideas in a clear order with relevant details 			
Reference. Caree	reclinology Curri	cululii r g. 1	10 10				
Phase/Duration	Learners Activiti	es				Resources	
PHASE I: STARTER	Revise previous lesson with learners using questions and answers.						
PHASE 2: NEW LEARNING	E.g. Staying heal resource for living (exercise the body and negative peer Revise with learn one's body E.g., Contract dise Brainstorm the rule of the second of the secon	thy: physical a full life of have enough pressure) mers the content and fall meaning of the learners to enaterials are operties such mpliant materials are operties and the materials are operties and the materials are operated as a such as	onsequen I ill. Persona to discus wice a da the toile explain w e material h as pape terial, if it	and so eat a book aces of l hygiels so ways by. Et. what is that I er/card, t conforut com	ant by staying healthy. Indicated diet, avoid drug abuse Inot taking good care of The from learners. In of maintaining personal In or a known performance In a quiz competition.	Pictures, Posters and illustrations	

	Assessment	
	I. What is meant by staying healthy?	
	2. Mention any four practices that can help us live a healthy life.	
	3. What is personal hygiene?	
	4. Mention any four personal hygiene practices.	
	5. What is a compliant material?	
	6. Give three examples of a compliant material.	
PHASE 3:	Use peer discussion and effective questioning to find out from	
REFLECTION	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: Strands treated for the term			
Class: B7 Class Size		ize:	Sub Strand: Sub strands for the term				
Demonstrate knowledge and understanding in			Indica Prepai	ator: ration towards vacation	Lesson:		
Performance Indicator: Learners can answer all end of term assessment questions in their exercise books.				 Core Competencies: Speak clearly and explain ideas, Ability to select alternatives that adequately meet selected criteria Explain ideas in a clear order with relevant details 			
Reference: Career To	echnology Curri	culum Pg.	I to 16				
Phase/Duration PHASE 1: STARTER PHASE 2: NEW LEARNING	Ask learners the assessment Educate them practice. Engage learners the assessment Mark learners assessment the	Learners Activities Ask learners to bring and display all the materials needed for the assessment. Educate them on the consequences of examination mal practice. Engage learners to arrange themselves properly to sit for the assessment test. Mark learners answer sheets or exercise books.			Resources Exercise books, pen, pencils, erasers, Answer sheets. SBA, Assessment Questions and exercise books.		
	Fill in learne Distribute le feedback.						