

SECOND TERM

WEEKLY LESSON NOTES

WEEK 1

Week Ending: 12-01-2024	Day:	Subject: Career Technology	
Duration: 60MINS		Strand: Materials For Production	
Class: B9	Class Size:	Sub Strand: Food Commodities (Animal And Plant Sources)	
Content Standard: B9.2.4.1 Demonstrate skills in selecting food commodities in meal preparation		Indicator: B9.2.4.1.1: Discuss how to select food commodities used for meal preparation	Lesson: 1 of 2
Performance Indicator: Learners can explain the meaning of meaning of food commodities and categorize food commodities as plant or animal sources.		Core Competencies: CP 6.5: CI 5.4: CI 5.2: CI 6.10:	
Reference: Career Technology Curriculum Pg. 89			
New words:			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Begin by asking learners what they think of when they hear the word "food." List their answers on the board.</p> <p>Explain that food commodities are the basic ingredients we use to prepare different types of food. They can be raw materials like cassava or processed items like milk or wheat flour.</p> <p>Use an example familiar to the learners, like making a soup. Explain how different food commodities like vegetables, meat, and spices come together to create the final dish</p> <p>Share performance indicators with learners.</p>		
PHASE 2: NEW LEARNING	<p>Ask each group to come up with a list of 10 common food commodities found in their community.</p> <p>Encourage them to think about ingredients used in various dishes and snacks.</p> <p>Each group presents their list to the class. Discuss the different items mentioned and ensure all understand the concept of food commodities.</p> <p>Guide the learners to categorize the listed food commodities as plant or animal sources.</p> <p>Create a chart on the board with two columns: "Plant Source" and "Animal Source." Place each item in the appropriate category.</p>	Pictures of various food commodities (or real objects)	

	<p>Provide each group with chart paper or butcher paper and assorted pictures of food commodities (or real objects, if available).</p> <p>Ask each group to create a collage of food commodities under the two categories: plant and animal.</p> <p>Encourage them to be creative and represent the different types of food available in their community.</p> <p>Each group presents their collage to the class, explaining the food commodities included and why they categorized them as plant or animal sources.</p> <p>Discuss the variety of options available in each category and how they contribute to a balanced diet.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. What are food commodities? 2. Give two examples of common food commodities found in your community. 3. Where do food commodities come from? (Choose two options: plants, animals, or the sea) 4. Why is it important to include both plant and animal sources in our diet? 	
<p>PHASE 3: REFLECTION</p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	

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PHASE 1: STARTER	<p>Begin by asking learners what they consider the most important factors when buying food. List their answers on the board.</p> <p>Explain that not all food commodities are created equal. Discuss the importance of choosing fresh, safe, and properly packaged items for health and taste.</p> <p>Use a relatable example, like buying vegetables for a salad. Explain how wilted or discolored veggies can affect the dish.</p> <p>Share performance indicators with learners.</p>																										
PHASE 2: NEW LEARNING	<table border="1"> <thead> <tr> <th>Food Type</th> <th>Freshness Indicators</th> <th>Safety Indicators</th> <th>Packaging Concerns</th> </tr> </thead> <tbody> <tr> <td>Fruits & Vegetables</td> <td>Ripe but firm, vibrant color, free of bruises or blemishes, natural scent</td> <td>No mold, rot, or excessive moisture</td> <td>Undamaged containers, proper ventilation</td> </tr> <tr> <td>Meat & Poultry</td> <td>Bright red/pink color, firm flesh, minimal fat marbling, no off-putting odor</td> <td>No discoloration, slimy texture, or excessive liquid in packaging</td> <td>Sealed, leak-proof packaging, proper refrigeration</td> </tr> <tr> <td>Fish & Seafood</td> <td>Clear, bright eyes, firm flesh, shiny scales, mild ocean smell</td> <td>No discoloration, bulging eyes, strong fishy odor, slimy texture</td> <td>Sealed, leak-proof packaging, stored on ice or refrigerated</td> </tr> <tr> <td>Dairy Products</td> <td>Smooth texture, consistent color, pleasant smell</td> <td>No lumps, discoloration, rancid odor, swollen packaging</td> <td>Sealed, undamaged containers, proper refrigeration</td> </tr> <tr> <td>Grains & Cereals</td> <td>No lumps, moths, or foreign objects, pleasant aroma</td> <td>No discoloration, stale odor, insect infestation</td> <td>Sealed, undamaged packaging, stored in a cool, dry place</td> </tr> </tbody> </table>		Food Type	Freshness Indicators	Safety Indicators	Packaging Concerns	Fruits & Vegetables	Ripe but firm, vibrant color, free of bruises or blemishes, natural scent	No mold, rot, or excessive moisture	Undamaged containers, proper ventilation	Meat & Poultry	Bright red/pink color, firm flesh, minimal fat marbling, no off-putting odor	No discoloration, slimy texture, or excessive liquid in packaging	Sealed, leak-proof packaging, proper refrigeration	Fish & Seafood	Clear, bright eyes, firm flesh, shiny scales, mild ocean smell	No discoloration, bulging eyes, strong fishy odor, slimy texture	Sealed, leak-proof packaging, stored on ice or refrigerated	Dairy Products	Smooth texture, consistent color, pleasant smell	No lumps, discoloration, rancid odor, swollen packaging	Sealed, undamaged containers, proper refrigeration	Grains & Cereals	No lumps, moths, or foreign objects, pleasant aroma	No discoloration, stale odor, insect infestation	Sealed, undamaged packaging, stored in a cool, dry place	Pictures of various food commodities (or real objects)
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