SECOND TERM
WEEKLY LESSON NOTES
WEEK 3

Week Ending: 26-01-2024	**Day:**	**Subject:** Career Technology (HE)	
Duration: 60MINS		**Strand:** Tools, Equipment And Processes	
Class: B9	**Class Size:**	**Sub Strand:** Cutting/Shaping	
Content Standard: B9.3.2.1 Demonstrate the understanding of cutting/shaping tools and equipment used for making artefacts/ products	**Indicator:** B9.3.2.1.1 Discuss tools and equipment used for cutting and shaping		**Lesson:** 1 of 4
Performance Indicator: Learners can identify and differentiate cutting and shaping tools used in various trade areas and everyday applications.		**Core Competencies:** CP 6.5: CI 5.4: CI 5.2: CI 6.10:	
Reference: Career Technology Curriculum Pg. 93			
New words:			

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Revise with learners on the previous lesson through questions and answers. Share performance indicators with learners.	
PHASE 2: **NEW LEARNING**	Show learners pictures or displays of cutting and shaping tools from kitchen and sewing workshop. Ask them to identify the tools, discuss their functions, and differentiate them based on the materials they work with. Create a chart on the board, categorizing tools by trade area and highlighting similarities and differences in their purpose. Use the matching worksheet as a reinforcement activity. Divide learners into pairs and provide them with project materials. Have them analyze the pattern or fabric markings and discuss the required cuts and shapes. Guide them in selecting the appropriate cutting tools (scissors) and marking tools (pens, markers) for each step. Encourage them to practice safe and accurate cutting techniques. Briefly discuss the chosen recipe and identify the cutting tasks involved (chopping, slicing, grating, etc.).	Pictures or displays of cutting and shaping tools for each trade area (building site, wood workshop, metal/plastic workshop, kitchen, sewing).

	Ask learners to choose the appropriate kitchen utensils for each task based on size, sharpness, and material suitability. Observe their tool selection and provide guidance as needed Distribute instruction sheets or recipe cards for the chosen projects. Instruct learners to break down the process into smaller steps and identify the cutting and shaping activities involved in each step. Encourage them to discuss and problem-solve any challenges they might encounter. As they work, monitor their progress and provide support when needed. Gather the class and create a collective chart on the board. List the different activities involved in each project (e.g., measuring fabric, cutting sleeves, chopping vegetables, grating cheese). Beside each activity, have learners identify the specific tools used in both projects (e.g., scissors, ruler, knife, grater).	
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.	

Week Ending: 26-01-2024	**Day:**	**Subject:** Career Technology (HE)
Duration: 60MINS		**Strand:** Tools, Equipment And Processes
Class: B9	**Class Size:**	**Sub Strand:** Cutting/Shaping

Content Standard: B9.3.2.1 Demonstrate the understanding of cutting/shaping tools and equipment used for making artefacts/ products	**Indicator:** B9.3.2.1.2 Demonstrate how to use shaping and cutting tools and equipment for producing artefacts/products	**Lesson:** 2 of 4

Performance Indicator: Learners can identify and differentiate between various shaping and cutting tools in the kitchen and sewing lab.	**Core Competencies:** CP 6.5: CI 5.4: CI 5.2: CI 6.10:

Reference: Career Technology Curriculum Pg. 94

New words:

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Begin by showing pictures or videos of various artefacts/products created in the kitchen and sewing lab (e.g., decorated cakes, intricate quilts). Ask learners how these creations were made and what tools might have been used. Guide a discussion about the importance of shaping and cutting in different creative processes. Introduce the concept of specific tools designed for shaping and cutting in the kitchen and sewing lab Share performance indicators with learners.	
PHASE 2: **NEW LEARNING**	Divide learners into small groups and distribute pictures or real examples of kitchen shaping and cutting tools (knives, peelers, cookie cutters, rolling pin). Each group can research and present one tool, explaining its function and safe handling techniques. Repeat the process for sewing lab tools, showcasing scissors, rotary cutters, needles, and pins. Discuss the differences in materials and applications between kitchen and sewing tools Instruct learners to work in pairs or small groups to create a simple food artefact using the learned shaping and cutting skills. Provide a recipe with clear instructions and emphasize safe food handling practices.	**Kitchen**: Cutting board Knives (chef's knife, paring knife, serrated knife) Peeler Cookie cutters Rolling pin Mixing bowls Spoons Ingredients for a simple recipe (e.g., fruit salad, sandwiches) **Sewing Lab**: Fabric scissors Rotary cutter and mat

	For example, learners can make fruit salad using knives and cookie cutters to create fun shapes. Guide learners through a basic sewing project like a tote bag or headband. Demonstrate how to use fabric scissors or a rotary cutter to cut out pieces according to the template. Demonstrate how to care for and maintain cutting and shaping tools and equipment used in the following trade work places: E.g. - Food laboratory (kitchen)—wash, clean and sterilize tools - Sewing workshop/laboratory—dust, wipe, oil tools	Sewing needles and thread Pins Fabric scraps Templates for simple projects (e.g., tote bag, headband)
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.	

Week Ending: 26-01-2024	**Day:**	**Subject:** Career Technology (PT)	
Duration: 60MINS		**Strand:** Tools, Equipment And Processes	
Class: B9	**Class Size:**	**Sub Strand:** Cutting/Shaping	
Content Standard: B9.3.2.1 Demonstrate the understanding of cutting/shaping tools and equipment used for making artefacts/ products	**Indicator:** B9.3.2.1.1 Discuss tools and equipment used for cutting and shaping		**Lesson:** 3 of 4
Performance Indicator: Learners can identify various cutting and shaping tools used in woodworking and metalworking.		**Core Competencies:** CP 6.5: CI 5.4: CI 5.2: CI 6.10:	
Reference: Career Technology Curriculum Pg. 93			
New words:			

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Revise with learners on the previous lesson through questions and answers. Share performance indicators with learners.	
PHASE 2: **NEW LEARNING**	Show pictures of various tools and have learners name them and describe their functions. Divide learners into teams and challenge them to design and build simple projects like bottle openers, keychains, or small shelves. Guide them through planning, material selection, and tool usage. Demonstrate basic cutting and shaping techniques on scrap wood and metal, emphasizing safety. Learners work on their projects using appropriate tools under teacher supervision. Teams present their finished projects, explaining their construction process and challenges overcome. Prepare a chart showing the activities and the appropriate tools used. Display charts for appraisal <u>Assessment</u> 1. Which tool from the building site would you NOT use to cut wood? (a) Table saw (b) Circular saw (c) Hammer and chisel (d) Tile cutter 2. What tool in the wood workshop can create decorative edges on a table? (a) Jigsaw (b) Drill (c) Router (d) Sander	Pictures and charts of food

	3. To make a wooden handle for a bottle opener, you would NOT likely use: (a) Scroll saw (b) Hammer (c) Sander (d) Drill 4. Which step comes before shaping the metal in a bottle opener project? (a) Drilling the hole (b) Cutting the shape (c) Applying finish (d) Planning the design	
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.	

Week Ending: 26-01-2024	**Day:**	**Subject:** Career Technology (PT)
Duration: 60MINS		**Strand:** Tools, Equipment And Processes
Class: B9	**Class Size:**	**Sub Strand:** Cutting/Shaping

Content Standard: B9.3.2.1 Demonstrate the understanding of cutting/shaping tools and equipment used for making artefacts/ products	**Indicator:** B9.3.2.1.2 Demonstrate how to use shaping and cutting tools and equipment for producing artefacts/products	**Lesson:** 4 of 4

Performance Indicator: Learners can identify and differentiate various shaping and cutting tools in woodwork, building, and metalwork shops.	**Core Competencies:** CP 6.5: CI 5.4: CI 5.2: CI 6.10:

Reference: Career Technology Curriculum Pg. 94

New words:

Phase/Duration	Learners Activities	Resources
PHASE 1: **STARTER**	Show pictures or videos of diverse workshops (woodworking, construction, metalworking) and the amazing creations made there. Ask learners what tools they can identify and what role they play in shaping and cutting materials. Lead a discussion about the importance of shaping and cutting skills in these fields. Introduce the concept of specific tools designed for different materials and functions in each workshop. Share performance indicators with learners.	
PHASE 2: **NEW LEARNING**	Divide learners into small groups and rotate them through each workshop station (woodwork, building, metalwork). In each station, briefly demonstrates the main shaping and cutting tools, emphasizing safety protocols and proper handling techniques. Encourage learners to ask questions and try out the tools under supervision. In their chosen workshop, learners work in pairs to plan a simple project that utilizes skills learned from the exploration phase. Examples include: • Woodwork: Constructing a bird feeder with sawed wood pieces and assembled with nails.	Pictures or videos of workshops and projects showcasing shaping and cutting. Woodwork station: Safety gear (goggles, ear protection), workbench, variety of saws (hand saw, coping saw), chisel, mallet, sandpaper, wood scraps.

	• Building: Building a miniature house frame using wood pieces and secured with nails. • Metalwork: Cutting and bending metal sheets to create a decorative wall hanging using the template. With instructor guidance, learners begin executing their planned projects, prioritizing safety and proper tool usage. Encourage teamwork and problem-solving during the creation process Demonstrate how to care for and maintain cutting and shaping tools and equipment used in the following trade work places: E.g. • Building site—wash and dry the wooden tools • Wood workshop—clean and oil wood chisels and saws regularly. • Metal/plastic workshop—clean and oil metal parts of tools	Building station: Safety gear (goggles, gloves), hammer, nails, wood pieces, measuring tape, level
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.	