

THIRD TERM

WEEKLY LESSON NOTES

WEEK 3

Week Ending: 30 th SEPT, 2022	Day:	Subject: Career Technology	
Duration: 60MINS		Strand: Designing & Making of Artefacts	
Class: B7	Class Size:	Sub Strand: Planning For Making Artefacts	
Content Standard: B7.5.3.1 Demonstrate understanding of planning for making artefacts/products		Indicator: B7.5.3.1.1: Discuss the factors to consider when planning a meal	Lesson: 1 of 2
Performance Indicator: • Learners can discuss the factors to consider when planning a meal		Core Competencies: CP 6.5: CI 5.4: CI 5.2: CI 6.10:	
Reference: Career Technology Curriculum Pg. 33			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	Engage learners in a conversation and find out what they eat in the morning, afternoon and evening. <ul style="list-style-type: none"> • What do you normally eat for breakfast? • Do you eat lunch? • what is your preferred food for supper? <p>Share learning indicators and introduce the lesson</p>		
PHASE 2: NEW LEARNING	Brainstorm learners for the meaning of Meal planning. <p>Put learners in groups for them to discuss the importance of meal planning. Each group present to the whole class.</p> <p>Drill learners on the correct pronunciation and meanings of the terms used in meal planning.</p> <ul style="list-style-type: none"> • A dish : it is prepared item of food which can be served as an accompaniment to other dishes or eaten alone • A meal: it is a collection of prepared dishes that are eaten together at a sitting. <p>Give out terms written on flashcards and break learners into their small groups to discuss and explain their meanings. Teacher goes round to offer help where needed. Example: Balanced diet, Main dish, Accompaniment, One pot dish, Main meal and Side dish.</p> <p>Guide learners to discuss the factors to consider when planning meals. Example:</p> <ul style="list-style-type: none"> • Nutritional needs of the family • Money available • Cooking facilities available, etc. <p>Put learners into their small groups to discuss the types of meals.</p>	Realia charts pictures samplers ICT tools internet	

	<p>Call groups to present their solutions to the tasks. Encourage peer assessment and comments on other issues.</p> <p><u>Types of meals</u></p> <ul style="list-style-type: none"> • Breakfast: It is the first meal of the day. (Approximate time 6:30 am-7:30 am) • Lunch: It is the midday or afternoon meal. (Approximate time 12 pm - 1:30 pm) • Snack: It is a light and small amount of food served between breakfast and lunch or between lunch and supper. (Approximate time for mid-morning snack is 10:00 am and midafternoon is 3:00 pm) • Eleverages: It is the meal served between fore-noon and midday according to the time of breakfast and lunch. (Approximate time 10:30 am - 11:30am) • Brunch: It is the meal served when breakfast is not taken and acts as late breakfast or early lunch. (Approximate time 9:30 am- 11 am) • Supper or dinner: It is the last meal of the day. (Approximate time 6:00 pm-7:30 pm) • High tea: It is the meal served between midday meal and supper. • Bedtime snack: - It is a quick and light meal served before bedtime. Preferably a chocolate drink or fruits. <p><u>Assessment</u> Give 3 reasons for taking snacks Mention 5 groups of people who need snack</p>	
<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> <p><u>Home work</u> Give 3 reasons for taking snacks Mention 5 groups of people who need snack</p>	

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Content Standard: B7.5.3.1 Demonstrate understanding of planning for making artefacts/products	Indicator: B7.5.3.1.1: Discuss the factors to consider when planning a meal	Lesson: 2 of 2
Performance Indicator: • Learners can discuss the factors to consider when planning a meal		Core Competencies: CP 6.5: CI 5.4: CI 5.2: CI 6.10:
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Phase/Duration	Learners Activities	Resources																		
PHASE 1: STARTER	<p>Engage learners in a conversation and find out what they eat in the morning, afternoon and evening.</p> <ul style="list-style-type: none"> • What do you normally eat for breakfast? • Do you eat lunch? • what is your preferred food for supper? <p>Share learning indicators and introduce the lesson</p>																			
PHASE 2: NEW LEARNING	<p>Paste a chart on the board showing a suggested menu for breakfast.</p> <p>Let learners observe and talk about it.</p> <p>Guide learners to plan and prepare meals for the day.</p> <p>Ask learners what is their preferred food for breakfast. Write learners inputs on the board and discuss with them.</p> <p>Brainstorm learners for the meaning of breakfast and kinds of food eaten for breakfast.</p> <p>Learners in groups research the characteristics for a good breakfast and plan a light/heavy breakfast. They present their findings to the class for discussion.</p> <table border="1" data-bbox="479 1375 1201 1722"> <thead> <tr> <th>Example 1</th> <th>Example 2</th> <th>Example 3</th> </tr> </thead> <tbody> <tr> <td>Pineapple juice</td> <td>Orange juice</td> <td>Watermelon juice</td> </tr> <tr> <td>Groundnuts in <i>ekuegbemli</i></td> <td>Milk in <i>Oblayoo</i></td> <td></td> </tr> <tr> <td>Omolette on toasted bread</td> <td>Meat pie</td> <td>Soyabean milk in semolina</td> </tr> <tr> <td></td> <td></td> <td>Poached egg on sliced bread</td> </tr> <tr> <td>Tea or chocolate drink</td> <td></td> <td>Tea or Horlicks</td> </tr> </tbody> </table> <p>Put learners into their small groups to plan meals for lunch and supper. Call groups to present their solutions to the tasks. Encourage peer assessment and comments on other issues.</p>	Example 1	Example 2	Example 3	Pineapple juice	Orange juice	Watermelon juice	Groundnuts in <i>ekuegbemli</i>	Milk in <i>Oblayoo</i>		Omolette on toasted bread	Meat pie	Soyabean milk in semolina			Poached egg on sliced bread	Tea or chocolate drink		Tea or Horlicks	<p>Realia charts pictures samplers ICT tools internet</p>
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	<p><u>Assessment</u> Plan a meal for a pregnant woman and lactating mother State and explain the types of vegetarians State three reasons why a person may become a vegetarian.</p>	
<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> <p><u>Home work</u> Learners find out from other sources and report in class other meals served in a day. Plan and prepare a meal for particular time of the day and mount your work for exhibition.</p>	