

# THIRD TERM

## WEEKLY LESSON NOTES

### WEEK 4

<b>Week Ending:</b> 7 <sup>th</sup> OCT, 2022	<b>Day:</b>	<b>Subject:</b> Career Technology	
<b>Duration:</b> 60MINS		<b>Strand:</b> Designing & Making of Artefacts	
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Planning For Making Artefacts	
<b>Content Standard:</b> B7.5.3.1 Demonstrate understanding of planning for making artefacts/products		<b>Indicator:</b> B7.5.3.1.2: Demonstrate skills in planning for preparing food using moist methods of cooking	<b>Lesson:</b> 1 of 2
<b>Performance Indicator:</b> <ul style="list-style-type: none"> <li>• Learners can give reasons of cooking food.</li> <li>• Learners can describe boiling as a moist method of cooking food.</li> </ul>		<b>Core Competencies:</b> CP 6.5: CI 5.4: CI 5.2: CI 6.10:	
<b>Reference:</b> Career Technology Curriculum Pg. 33-34			
<b>Keywords:</b> boiling, stewing, poaching			

Phase/Duration	Learners Activities	Resources
<b>PHASE 1: STARTER</b>	Engage learners in a conversation and find out the food they like best. <ul style="list-style-type: none"> <li>• What is your favorite dish?</li> <li>• Tell us how it is been prepared?</li> </ul> Share learning indicators and introduce the lesson	
<b>PHASE 2: NEW LEARNING</b>	Guide learners to discuss reasons for cooking food, in groups. Example: <ul style="list-style-type: none"> <li>- make food edible,</li> <li>- improve flavor of food, kill germs.</li> </ul> Learners in groups identify the different moist methods of cooking. E.g.: boiling, stewing, poaching <p>Through a class discussion, guide learners to discuss the moist methods of cooking food.</p> Have learners discuss the three types of boiling. E.g.: <ul style="list-style-type: none"> <li>• Boiling where the food absorbs the water. E.g. rice</li> <li>• Boiling where the water forms part of the food. E.g. porridge, soup</li> <li>• Boiling where the water is thrown away. E.g. yam, cassava</li> </ul> Learners discuss the advantages and disadvantages of boiling food. E.g. <ul style="list-style-type: none"> <li>• Advantages – is a safe and simple method of cooking.</li> <li>• Disadvantages - water soluble nutrients are lost if the water in which food is boiled is discarded.</li> </ul> <u>Assessment</u>	Pictures and charts of food

	<ul style="list-style-type: none"> <li>• What is Boiling?</li> <li>• State and explain the types of boiling.</li> <li>• Identify two foods that are cooked by boiling.</li> <li>• Write two advantages and disadvantages each of boiling.</li> </ul>	
<p><b>PHASE 3:</b> <b>REFLECTION</b></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> What is stewing? Identify two foods that are cooked by stewing. Write two advantages and disadvantages each of stewing.</p>	

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<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Planning For Making Artefacts
<b>Content Standard:</b> B7.5.3.1 Demonstrate understanding of planning for making artefacts/products	<b>Indicator:</b> B7.5.3.1.2: Demonstrate skills in planning for preparing food using moist methods of cooking	<b>Lesson:</b> 2 of 2
<b>Performance Indicator:</b> • Learners can describe stewing as a moist method of cooking food		<b>Core Competencies:</b> CP 6.5: CI 5.4: CI 5.2: CI 6.10:
<b>Reference:</b> Career Technology Curriculum Pg. 33-34		
<b>Keywords:</b> boiling, stewing, poaching		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	Engage learners in a conversation and find out the food they like best. <ul style="list-style-type: none"> <li>• What is your favorite dish?</li> <li>• Tell us how it is been prepared?</li> </ul> Share learning indicators and introduce the lesson	
<b>PHASE 2: NEW LEARNING</b>	Revise with learners on the moist methods of cooking food.  Through a class discussion, guide learners to discuss the moist methods of cooking food.  Brainstorm learners to explain what is meant by stewing. E.g., It is a slow, long method of cooking food in a small amount of liquid over a gentle heat.  Call on learners to identify foods that can be stewed. E.g., mushrooms, carrots, yam, onions, beans, peppers and tomatoes.  In a group discussion, guide learners to discuss the principles of/guidelines for stewing. E.g. <ul style="list-style-type: none"> <li>• A tight-fitting lid is important to retain steam</li> <li>• Temperature must be well controlled</li> </ul> Have learners discuss the advantages and disadvantages of stewing foods. Example: <ul style="list-style-type: none"> <li>• Advantage - economic on fuel</li> <li>• Disadvantage- takes a very long time to cook.</li> </ul> <u>Assessment</u> What is stewing? Identify two foods that are cooked by stewing. Write two advantages and disadvantages each of stewing.	Pictures and charts of food

<p><b>PHASE 3:</b> <b>REFLECTION</b></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> What is Poaching? Identify two foods that are cooked by poaching. Write two advantages and disadvantages each of poaching.</p>	
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