## SECOND TERM LESSON NOTES

## WEEK 5

Date: 10 <sup>th</sup> JUNE, 2022. Period:			Subject: Career Technology		
Duration: Strand: Tools, E		Strand: Tools, Equipr	uipment & Processes		
Class: B7		Class Size:		Sub Strand: Cutting/	'Shaping
<b>Content Standard:</b> B7.3.2.1 Demonstrate understanding of cutting/shaping tools and equipment for production.		nding of nent for	Indicator: B7.3.2.1.2: Use cutting, choppi and shaping pr	e appropriate skills in ing, slicing, dicing oducts	Lesson: 1 of 3
Performance Indicator: Learners can identify techniques cutting, ch and dicing in food production		s cutting, ch	opping, slicing	<b>Core Competencies:</b> CP6.5: Ability to select alternatives that adequately meet selected criteria	
<b>Reference:</b> Career Te	echnology	Curriculum	Pg. 22		
Phase/Duration	Learners				Resources
PHASE I:	Revise w	ith learners	to find out what	they already know	ivesources
STARTER	about cutting and shaping tools in the Food laboratory. Introduce the lesson by sharing the performance indicators.				
PHASE 2: NEW LEARNING	<ul> <li>Engage learners to demonstrate the appropriate techniques in cutting, chopping, slicing and dicing in food production.</li> <li>Example:</li> <li>Cross chop: the cross chop is good for quick and fine chops. This technique is mainly used on herbs and small vegetables. To cross chop, you simply hold the knife's handle with your dominant hand and put your non-dominant palm on the spine of the blade.</li> <li>Rock chop: this is similar to cross chop; the difference is that your non-dominant hand will be pushing the ingredient through the blade.</li> </ul>				
	Julienne o applied whe strips of slice	Cut: it is a Fremen cutting vegetates.	s usually used when y a delicate ingredients ch cooking term and ibles, meat or fruits ir	ou such only nto thin	

	Baton cut: the baton is a matchstick knife cut. It is used when cutting fries.				
	Brunoise: Brunoise is a French cooking term where the vegetables are cut into small cubes of precise and uniform measurement.				
	In groups, have learners search the internet for other techniques in cutting, chopping, slicing and dicing in food production.				
	Brunoise (Fine Dice) Chiffonade(Shredding) Julienne(Match stick cuts) Macedoing(Small dice)				
	Paysanne     Paysa				
	Slicing Mincing Baton Tourne/Chateau				
	<ul> <li><u>Assessment</u></li> <li>I. Briefly explain the following techniques in relation to food.</li> <li>a) Baton cut</li> <li>b) Brunoise</li> <li>c) Wedging</li> <li>d) Paysanne</li> <li>e) chateau</li> </ul>				
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.				

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Duration:			Strand: Tools, Equipment & Processes		
Class: B7	Class Size: Sub Strand: Cutti		Sub Strand: Cutting,	g/Shaping	
<b>Content Standard:</b> B7.3.2.1 Demonstrate understanding of cutting/shaping tools and equipment for production.			Indicator: B7.3.2.1.2: Use cutting, paring, woodwork.	Idicator:       Lesson:         7.3.2.1.2: Use appropriate skills in utting, paring, molding in coodwork.       2 of 3	
Performance Indicator: Learners can identify techniques in cutting, par molding in woodwork.			paring,	<b>Core Competencies:</b> CP6.5: Ability to select alternatives that adequately meet selected criteria	
Reference: Career Te	echnology Cu	urriculum	Pg. 22		
Phase/Duration	Learners A	ctivities			Resources
PHASE I: STARTER	Revise with learners to find out what they already know about cutting and shaping tools in the Food laboratory. Introduce the lesson by sharing the performance indicators.				
PHASE 2: NEW LEARNING	Introduce the lesson by sharing the performance indicators.       Pictures and Charts         Engage learners to demonstrate the appropriate techniques in cutting, paring, molding in woodwork.       Pictures and Charts         Example:       Shaping & molding: shaping is the technique of carving wood into non-rectangular shapes. Molding is a strip of solid wood with various decorative profiles used to cover transitions between surfaces.       Pictures and Charts         Drilling & Boring: the drilling process creates a hole in the wood, while the boring process removes material to enlarge a pre-existing hole.       Pictures of saw. There are different types of sows used for different types of projects. Examples are chop saw, handsaw, circular saw, table saw, etc.       Jointing & Planing: jointing is the process of flattening one face and one edge as part of the milling process. Planning is a technique used to smooth and remove excess material from wooden surfaces.         Lathe turning: it is the art of shaping wood into cylindrical shapes on the lathe.       Pictures of side shapes on the lathe.				

	Assessment In groups, have learners search the internet for other techniques in cutting, paring, molding in woodwork.	
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.	

2 Period:		Subject: Career Technology		
		Strand: Tools, Equipment & Processes		
Class Size	:	Sub Strand: Cutting,	/Shaping	
lerstanding of equipment for	Indicator: B7.3.2.1.3: Der care for and m shaping tools u	nonstrate how to aintain cutting and used for production	Lesson: 3 of 3	
e how to care for and	d maintain	<b>Core Competencies:</b> CP6.5: Ability to select alternatives that adequately meet selected criteria		
ology Curriculum Pg	g. 22			
Learners Activities			Resources	
Revise with learner	rs to find out wh	at they already know		
about cutting and shaping tools in the Food laboratory.				
indicators.       Guide learners to share experiences on how to care for, and maintain cutting and shaping tools and equipment for production.       Pictures and Charts         E.g., oil metal parts of tools, wash and clean mould box.       Learners to identify cleaning agents used to clean tools and equipment according to the material used in cleaning cutting and shaping tools.       E.g., Silvo and grounded and sifted egg shell for cleaning stainless steel, oil for cleaning metal parts of tools.         Engage learners to demonstrate how to care for and maintain cutting and shaping tools and equipment according to the material used in making them and discuss in class.       Assessment         • Describe how you will clean a plain wooden table you have used for practical work.       List four materials needed for cleaning a plain wooden table.         • Briefly explain how to care for a sewing machine to prolong its life span.       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.				
	Period:         Class Size         lerstanding of         equipment for         e how to care for and         ology Curriculum Pg         Learners Activities         Revise with learner         about cutting and s         Introduce the lessor         indicators.         Guide learners to s         and maintain cutting         production.         E.g., oil metal parts         Learners to identify         and equipment acc         cutting and shaping         E.g., Silvo and grou         stainless steel, oil f         Engage learners to         maintain cutting an         according to the m         in class.         Assessment         • Describe how yc         have used for pra         List four materia         table.         • Briefly explain ho         prolong its life sp         Use peer discussio         from learners what         Take feedback fror	Period:         Indicator:         Br.3.2.1.3: Der         care for and maintain         care for and maintain         cology Curriculum Pg. 22         Learners Activities         Revise with learners to find out wha         about cutting and shaping tools in the         indicators.         Guide learners to share experience         and maintain cutting and shaping too         production.         E.g., oil metal parts of tools, wash a         Learners to identify cleaning agents         and equipment according to the macutting and shaping tools.         E.g., Silvo and grounded and sifted or         stainless steel, oil for cleaning meta         Engage learners to demonstrate ho         maintain cutting and shaping tools a         according to the material used in min class.         Assessment         • Describe how you will clean a pla         have used for practical work.         • List four materials needed for cleatable.         • Briefly explain how to care for a         prolong its life span.         Use peer discussion and effective q         from learners what they have learn         Take feedback from learners and stap	Period:         Subject: Career Tec           Strand: Tools, Equip         Strand: Tools, Equip           Indicator:         Bub Strand: Cutting,           lerstanding of equipment for         B7.3.2.1.3: Demonstrate how to care for and maintain cutting and shaping tools used for production           e how to care for and maintain         Core Competencies CP6.5: Ability to select adequately meet select           ology Curriculum Pg. 22         Earners Activities           Revise with learners to find out what they already know about cutting and shaping tools in the Food laboratory.           Introduce the lesson by sharing the performance indicators.           Guide learners to share experiences on how to care for, and maintain cutting and shaping tools and equipment for production.           E.g., oil metal parts of tools, wash and clean mould box.           Learners to identify cleaning agents used to clean tools and equipment according to the material used in cleaning cutting and shaping tools.           E.g., Silvo and grounded and sifted egg shell for cleaning stainless steel, oil for cleaning metal parts of tools.           Engage learners to demonstrate how to care for and maintain cutting and shaping tools and equipment according to the material used in making them and discus in class.           Assessment           • Describe how you will clean a plain wooden table you have used for practical work.           • List four materials needed for cleaning a plain wooden table.           • Briefly explain how to care for a s	