

Lesson Plan 1

<p>Class/Grade/Stage: Year 10 Tech</p>	<p>Date: 15/06/23</p>	<p>Time: Start: 10:40 Finish: 11:35</p>
<p>Key Learning Area(s):</p> <ul style="list-style-type: none"> - outline the significance of food throughout history - explore reasons for celebrating with food, for example: <ul style="list-style-type: none"> ● social ● religious ● historical 	<p>Lesson Topic: Food for Special Occasions - Significance of food throughout history</p>	
<p>NESA Australian Professional Standards for Teachers</p> <p>Identify the standard(s) and focus areas that align with this lesson:</p>	<p>1.3.1 - Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds, 2.1.1 – Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area, 2.2.1 - Organise content into an effective learning and teaching sequence, 2.3.1 – Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans, 2.6.1 - Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.</p>	
<p>Recent Prior Experience (formative assessment, summative assessment, specific relevant concepts, skills and values the school students have experienced prior to this lesson):</p> <p>Food for Specific Needs (Not necessary)</p>		

<p>Syllabus/Syllabi Outcome(s): Please note the syllabus reference number AND write out in full.</p> <ul style="list-style-type: none"> - recognises the significant role of food in society FTLS-12 	<p>Indicators of Learning for this lesson-learning intentions and success criteria: In meaningful Ss language, so Ss can monitor their learning. Linked directly with the syllabus/syllabi outcome(s). Learning intention(s): What will Ss know, understand and be able to do as a result of the learning and teaching:</p> <ul style="list-style-type: none"> - Understands food in history - Understands the impact of food on Christopher Columbus's voyage <p>Success criteria: How students will know they have achieved these intentions?</p> <ul style="list-style-type: none"> - Ss can identify how food has impacted history - Ss can identify what Christopher Columbus's motivation and impact was 	<p>Assessment: Strategies which will be used to assess learners' attainment of learning outcomes. Should be linked to each learning indicator.</p> <ul style="list-style-type: none"> - - -
<p>Any safety issues to be considered (APST 4.4.1):</p> <ul style="list-style-type: none"> · Paper cuts · Kids rocking on chairs 	<p>Resources: List resources you used in preparing the lesson AND those used in the lesson implementation.</p>	

LESSON SEQUENCE

<p>Lesson Content / Indicators of Learning/ Teaching Strategies (What is Taught):</p> <ul style="list-style-type: none"> - student skills - student concepts - student values - link with learning intentions - link with success criteria 	<p>Timing (mins)</p>	<p>Learning Experiences: (How it is taught) Write detailed steps showing what the teacher (T) will do and what students (Ss) will do. Include differentiation if applicable.</p> <ul style="list-style-type: none"> - teaching strategies 	<p>Resources and Organisation: Ss Online Nots Slides YouTube Clip</p>
<p>INTRODUCTION 1</p>			

<p>Gives Ss the basic information to build a fundamental understanding of the topic.</p> <p>Uses passive and participatory teaching methods including lecture, audio, visual and group discussion in addition to student engagement through IRL examples.</p>	<p>5 min</p>	<p>T asks Icebreaker questions about what Ss think about history's relationship</p> <p>Ss open laptop for notes</p> <p>T goes through and discusses Slides P 3</p> <p>Ss right each dot point as a heading</p>	<p>Ss Online Nots Slides</p>
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DEVELOPMENT 1

<p>Gives Ss more extensive information to build a fundamental understanding of the topic.</p> <p>Uses passive teaching methods including lecture, audio and visual in addition to student engagement through IRL examples.</p>	<p>30 min</p>	<p>T goes through and discuses Slides P 4-7 asking questions and engaging Ss using real word examples.</p> <p>Ss right notes on laptops.</p>	<p>Ss Online Nots Slides</p>
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CLOSURE 1

<p>Gives Ss a practical way of understanding the topic and to develop self guided working skills.</p> <p>Uses participatory teaching methods.</p>	<p>20 min</p>	<p>Ss create the following table from slides in docks.</p> <table border="1" data-bbox="678 1329 1107 1648"> <tr> <td>Dish/Recipe Name</td> <td></td> </tr> <tr> <td>Country of Origin</td> <td></td> </tr> <tr> <td>Climate</td> <td></td> </tr> <tr> <td>Origin</td> <td></td> </tr> <tr> <td>Cultural significance</td> <td></td> </tr> </table>	Dish/Recipe Name		Country of Origin		Climate		Origin		Cultural significance		<p>Ss Online Nots Slides</p>
Dish/Recipe Name													
Country of Origin													
Climate													
Origin													
Cultural significance													

EXTRA - If required (If class goes faster than expected)

<p>Gives Ss more extensive information to build a fundamental understanding of the topic.</p> <p>Uses passive and participatory teaching methods including lecture, audio, visual in addition to student engagement through IRL examples.</p>	<p>13-25 min</p>	<p>Ss close laptops and watch vid</p> <p>T pause vid to elaborate when needed.</p>	<p>YouTube Clip</p>
<p>Note. Two 5 min brain breaks are given to Ss.</p>			

Lesson Plan 2

<p>Class/Grade/Stage: Year 10 Tech</p>	<p>Date: 19/06/23</p>	<p>Time: Start: 2:10 Finish: 3:10</p>
<p>Key Learning Area(s):</p>	<p>Lesson Topic:</p>	
<p>NESA Australian Professional Standards for Teachers Identify the standard(s) and focus areas that align with this lesson:</p>	<p>1.3.1 - Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds, 2.1.1 – Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area, 2.2.1 - Organise content into an effective learning and teaching sequence, 2.3.1 – Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans, 2.6.1 - Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.</p>	
<p>Recent Prior Experience (formative assessment, summative assessment, specific relevant concepts, skills and values the school students have experienced prior to this lesson):</p> <ul style="list-style-type: none"> - outline the significance of food throughout history - explore reasons for celebrating with food, for example: <ul style="list-style-type: none"> ● social ● religious ● historical 		
<p>Syllabus/Syllabi Outcome(s): Please note the syllabus reference number AND write out in full.</p> <p>- investigate the significance of food in various cultures around the world, for example: – international indigenous peoples</p> <ul style="list-style-type: none"> ● French ● Korean ● Vietnamese 	<p>Indicators of Learning for this lesson- learning intentions and success criteria: In meaningful Ss language, so Ss can monitor their learning. Linked directly with the syllabus/syllabi outcome(s). Learning intention(s): What will Ss know, understand and be able to do as a result of the learning and teaching:</p> <p>-</p> <p>-</p> <p>Success criteria: How students will know they have achieved these intentions?</p>	<p>Assessment: Strategies which will be used to assess learners' attainment of learning outcomes. Should be linked to each learning indicator.</p> <p>-</p> <p>-</p> <p>-</p>

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Any safety issues to be considered (APST 4.4.1): · Paper cuts · Kids rocking on chairs	Resources: List resources you used in preparing the lesson AND those used in the lesson implementation.	

LESSON SEQUENCE

Lesson Content / Indicators of Learning/ Teaching Strategies (What is Taught):	Timing (mins)	Learning Experiences: (How it is taught) Write detailed steps showing what the teacher (T) will do and what students (Ss) will do. Include differentiation if applicable.	Resources and Organisation:
INTRODUCTION 1			
DEVELOPMENT 1			
CLOSURE 1			
Note. Two 5 min brain breaks are given to Ss.			

Lesson Plan Format

Class/Grade/Stage: Year 10 Tech	Date: __/__/23	Time: Start: __ Finish: __
Key Learning Area(s):	Lesson Topic:	
NESA Australian Professional Standards for Teachers Identify the standard(s) and focus areas that align with this lesson:		
Recent Prior Experience (formative assessment, summative assessment, specific relevant concepts, skills and values the school students have experienced prior to this lesson):		
Syllabus/Syllabi Outcome(s): Please note the syllabus reference number AND write out in full. - -	Indicators of Learning for this lesson-learning intentions and success criteria: In meaningful Ss language, so Ss can monitor their learning. Linked directly with the syllabus/syllabi outcome(s). Learning intention(s): What will Ss know, understand and be able to do as a result of the learning and teaching: - - Success criteria: How students will know they have achieved these intentions? - -	Assessment: Strategies which will be used to assess learners' attainment of learning outcomes. Should be linked to each learning indicator. - - -

<p>Any safety issues to be considered (APST 4.4.1):</p> <ul style="list-style-type: none"> · Paper cuts · Kids rocking on chairs 	<p>Resources: List resources you used in preparing the lesson AND those used in the lesson implementation.</p>
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INTRODUCTION 1			
DEVELOPMENT 1			
CLOSURE 1			
<p>Note. Two 5 min brain breaks are given to Ss.</p>			