

Lesson Plan 1

<p>Class/Grade/Stage: Year 8 Tech</p>	<p>Date: 14/06/23</p>	<p>Time: Start: 11:20 Finish: 12:20</p>
<p>Key Learning Area(s):</p>	<p>Lesson Topic: Food Selection and Health - Outline the functions and sources of nutrients - Carbohydrates and Lipids</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> <p>Outline the functions of food in the body, for example:</p> <ul style="list-style-type: none"> · growth and development · provision of energy · repair and maintenance of cells <p>Describe the process of digestion, for example:</p> <ul style="list-style-type: none"> · metabolism · absorption of nutrients <p>one of six essential nutrients: Protein</p>		

<p>Syllabus/Syllabi Outcome(s): Please note the syllabus reference number AND write out in full.</p> <ul style="list-style-type: none"> - FT5-6 describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities - FT5-9 communicates ideas and information using a range of media and appropriate terminology 	<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"> - Outline the functions and sources of nutrients, including lipids, carbohydrates (FT5-6) - Know the difference between simple and some complex Carbohydrates (FT5-6 + FT5-6) - Know the difference between saturated, monounsaturated and polyunsaturated (FT5-6 + FT5-6) <p>Success criteria: How students will know they have achieved these intentions?</p> <ul style="list-style-type: none"> - Ss can identify the functions and sources of nutrients, including lipids, carbohydrates (FT5-6) - Ss can identify the difference between simple and some complex Carbohydrates (FT5-6 + FT5-6) - Ss can identify the difference between saturated, monounsaturated and polyunsaturated 	<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 chars 	<p>Resources: List resources you used in preparing the lesson AND those used in the lesson implementation.</p>	

LESSON SEQUENCE

Lesson Content / Indicators of Learning/ Teaching Strategies (What is Taught): - student skills - student concepts - student values - link with learning intentions - link with success criteria	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. - teaching strategies	Resources and Organisation: Ss Online Notes Slides YouTube Clip Find a word worksheet.
INTRODUCTION 1			
<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>	4 min	<p>T asks Icebreaker questions for adults what Ss know about Carbs Ss may right notes in Online docs notes</p>	Ss Online Notes
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>	20 min	<p>T goes through and discusses Slides P 1-2 asking questions and engaging Ss using real word examples Ss right notes in Online docs notes T shows Ss clip in resources on P 3 Ss right notes in Online docs notes T runs Discussion on key elements clip were Ss Ss right notes in Online docs notes T goes through and discusses Slides P 4-5 asking questions and engaging Ss using real word examples</p>	Clip Slides Ss Online Notes
CLOSURE 1			

<p>Gives Ss a practical way of understanding the topic and to develop group working skills.</p> <p>Uses group work and participatory teaching methods.</p>	<p>7 min</p>	<p>Ss, work or groups (twos), create the following table in docks.</p> <table border="1" data-bbox="678 275 998 562"> <thead> <tr> <th data-bbox="678 275 852 369">Nutrant</th> <th data-bbox="852 275 932 369">Foods</th> <th data-bbox="932 275 998 369">Role</th> </tr> </thead> <tbody> <tr> <td data-bbox="678 369 852 468">Complex Carbs</td> <td data-bbox="852 369 932 468"></td> <td data-bbox="932 369 998 468"></td> </tr> <tr> <td data-bbox="678 468 852 562">Simple Carbs</td> <td data-bbox="852 468 932 562"></td> <td data-bbox="932 468 998 562"></td> </tr> </tbody> </table>	Nutrant	Foods	Role	Complex Carbs			Simple Carbs			<p>Ss Online Nots</p>
Nutrant	Foods	Role										
Complex Carbs												
Simple Carbs												
<p>INTRODUCTION 2</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>3 min</p>	<p>T asks Icebreaker questions for adults what Ss know about Lipids</p>	<p>Ss Online Nots</p>									
<p>DEVELOPMENT 2</p>												
<p>Gives Ss the basic 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>10 min</p>	<p>T goes through and discusses Slides P 6-8 asking questions and engaging Ss using real word examples Ss right nots in Online docs nots</p>	<p>Slides Ss Online Nots</p>									
<p>CLOSURE 2</p>												

Gives Ss a fun interactive end activity to drive to build engagement.	15 min	Ss read and complete find a word worksheet.	Find a word worksheet. Ss Online Nots
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Note. Two 5 min brain breaks are given to Ss.

Lesson Plan 2

<p>Class/Grade/Stage: Year 8 Tech</p>	<p>Date: 16/06/23</p>	<p>Time: Start: 2:10 Finish: 3:10</p>
<p>Key Learning Area(s):</p>	<p>Lesson Topic: Food Selection and Health - Outline the functions and sources of nutrients - ...</p>	
<p>NESA Australian Professional Standards for Teachers Identify the standard(s) and focus areas that align with this lesson:</p>	<p>one of six essential nutrients: Vitamins, minerals and water.</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>Outline the functions of food in the body, for example:</p> <ul style="list-style-type: none"> · growth and development · provision of energy · repair and maintenance of cells <p>Describe the process of digestion, for example:</p> <ul style="list-style-type: none"> · metabolism · absorption of nutrients <p>one of six essential nutrients: Protein, Carbohydrates, Lipids +...</p>		
<p>Syllabus/Syllabi Outcome(s): Please note the syllabus reference number AND write out in full.</p> <p>-</p> <p>-</p>	<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>-</p> <p>-</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>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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LESSON SEQUENCE

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DEVELOPMENT 1			
CLOSURE 1			
<p>Note. Two 5 min brain breaks are given to Ss.</p>			

Lesson Plan Format

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