**Lesson Plan Format**

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| **Class/Grade/Stage:**  Year 10 | | **Date:** 18/06/2024 | **Time: Start:** 11:30  **Finish**: 12:30 | |
| **Key Learning Area(s):**  Grade 5 food technology | | **Lesson Topic:** Gozleme demonstration and worksheet | | |
| **NESA Australian Professional Standards for Teachers**  *Identify the standard(s) and focus areas that align with this lesson:* | | **2.1 2.2 2.6**  **3.2 3.5 4.1** | | |
| **Recent Prior Experience** *(formative assessment, summative assessment, specific relevant concepts, skills and values the school students have experienced prior to this lesson):*   * *Have engaged in hands-on practicals and watched dems before (this includes sushi demonstration and practical that I ran the week before)* * *They know the procedures for the dem classes.* * *They understand safety protocols.(reminded during dems and practicals about safety and what to do and what not to do)* * *Have had theory lessons for cooking before* | | | | |
| **Syllabus/Syllabi Outcome(s):**  *Please note the syllabus reference number AND write it out in full.*  **- FT5 – 10**  Selects and employs appropriate techniques and equipment for a variety of food-specific purposes.  **FT5 – 11**  Plans, prepares, presents and evaluates food solutions for specific purposes.  **General Capabilities/Cross-Curriculum Priorities**   * Environmental responsibility * Not wasting food or water | **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:   * Be able to know how they will create their dish from their observations * Be able to communicate their cooking and design ideas to the teacher * Create written descriptions * Reflecting on their design choices with peers * Reflecting on choices and trying to consider alternative options   Success criteria: How will students know they have achieved these intentions?   * Students actively engage in discussions and work * Students work in small groups or pairs to complete tasks * Students use appropriate language when necessary * They evaluate their own ideas and answers | | | **Assessment:**  *Strategies which will be used to assess learners’ attainment of learning outcomes. Should be linked to each learning indicator.*  - Asking questions about the work and the food being prepared  - Looking over their worksheet and talking to them about what they are writing down and any ideas they have not put down  - Having discussions with Ss while doing the dem. Having discussions about the food and how it is cooked and presented |
| **Any safety issues to be considered (APST 4.4.1):**   * Knife * Hot sandwich press * Hot food * Hot oil | | **Resources:**  *List resources you used in preparing the lesson AND those used in the lesson implementation.*   * *Recipe – recipe book* * *Ingredients* * *Utensils* * *Sandwich press* * *Knives* * *Workbooks* * YouTube video * PowerPoint presentation * Pens | | |

**LESSON SEQUENCE**

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| **Lesson Content / Indicators of Learning/ Teaching Strategies (*What* is Taught):**   * *student skills* * *student concepts* * *key questions* * *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:** |
| **INTRODUCTION – Whole class** | | | |
| **Introduction**   * Understanding the importance of the demonstration for their future work/assignments * Understanding exactly why they will be watching the demonstration | 5 mins  2 mins | T settles the class into their seats  T asks Ss to bring a pen in and stand behind their desks. Greats Ss good morning and then gets them seated  T explains what will be happening today to Ss  Explains why they will be making Gozlemes in class and why it is important that they do the practical and watch the dem | * PowerPoint Presentation |
| **DEVELOPMENT – mixture of whole class, and group learning** | | | |
| **Exploring the work**   * Identifying what will be happening in the class through a video   **Demonstration**   * Watching the teacher create the dish and being able to identify what is happening and why it is happening * Providing ideas to students and discussing these ideas as a class   **Activity**   * Collaborate with peers to complete worksheets effectively * Create comprehensive written descriptions for the questions * Provide feedback to each other from both peers and teacher | 4 mins  35 mins  10 mins | * T plays a short video * The YouTube video gives a brief overview of gozlemes and their history. Ss will need to watch the video to answer questions on a worksheet. Video can be stopped at 2 mins * To get students to set up the classroom for demonstration. Students move tables to the back of the room and move chairs to where they are positioned at the front of the room. * T shows Ss the ingredients for the recipe and explains simply what will be happening * T using the recipe will make the gozlemes while showing the class and asking them questions * T asks questions and talks while making the gozlemes to keep the class's attention.  1. Q. Has anyone made gozlemes before? 2. Q. Has anyone had them before either? 3. Q. How would you plate the dish? 4. Q. why do we let the dough sit to rise? 5. Q. if you don’t have a sandwich press what can you use instead?  * T cleans the working space while students make the room right again * T explains the worksheet to the class and hands it out into small groups/pairs to complete in the last part of the class. * T will collect sheets for Ss to look over their answers and what they will come up with. | * PowerPoint presentation * YouTube Video * Workbooks * Recipe * Ingredients * Utensils * Sandwich press * Worksheet * Pen |
| **CLOSURE – whole class** | | | |
| **Reflection and discussion**   * Reflecting on the demonstration and what they can do for their practical * Reflecting on what they learnt and the worksheet they completed | 3 mins  1 min | T asks for Ss to stand behind desks and ask them any questions about today's work or any announcements for next week  Q. Did anyone learn anything today?  Q. Is anyone excited for the prac?  T dismisses class with the bell |  |