




Lesson Plan Format – Professional Experience Placement

Year Level: 7	Term: 4	Duration of lesson: 60
Learning Area: Technology Mandatory - Material and Digital Technologies	Title: Shorts and Labels	
Student Prior knowledge: <i>(specific relevant concepts, skills and values the school students have experienced prior to this lesson):</i> Ss have done a computing		
Learning objectives - By the end of the lesson the students will: <i>(Written for the teacher to understand what students will know, do and understand)</i>		
Learning intentions: <i>(Written in language for the students to comprehend what they will know, do and understand...)</i>		
Success Criteria: What I am looking for: <i>(Draw from the learning objectives)</i> Ss can create a code that runs successfully and makes a logo.		
Outcomes of the learning area: TE41DP designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities TE42DP plans and manages the production of designed solutions TE43DP selects and safely applies a broad range of tools, materials and processes in the production of quality projects TE44DP designs algorithms for digital solutions and implements them in a general-purpose programming language TE410TS explains how people in technology related professions contribute to society now and into the future	Content Descriptors (include codes): <ul style="list-style-type: none"> • implement and modify programs involving branching, iteration, and functions in a general-purpose programming language, for example: <small>(ACTDIP030)</small> <div style="background-color: #e0e0e0; padding: 2px; margin: 2px 0;">python</div> • evaluate the suitability of hardware with particular performance characteristics against the needs of different users, for example: <small>(ACTDIK023)</small> <div style="background-color: #e0e0e0; padding: 2px; margin: 2px 0;">high-powered systems for gaming and computation</div> • design algorithms that use a range of data types, branching and iteration and represent them diagrammatically and in English <small>(ACTDIP029)</small> <ul style="list-style-type: none"> • .investigate how digital systems represent text, image and audio with whole numbers, for example: <small>(ACTDIK024)</small> <ul style="list-style-type: none"> • _ representing letters, digits, symbols and emojis in Unicode • _ representing colours and pixels as amounts of red, green, blue and alpha • _ representing audio signals using sampling and quantisation 	

	<ul style="list-style-type: none"> • implement and modify programs involving branching, iteration, and functions in a general-purpose programming language, for example: <small>(ACTDIP030)</small> •  python • trace algorithms to predict output for a given input and to identify errors <small>(ACTDIP029)</small>
Cross-Curriculum Priorities and General Capabilities:	
	<u>Literacy</u>
	<u>Critical and Creative Thinking</u>

LESSON SEQUENCE (STEPS)

Timing (mins)	Teaching strategies and organization What the teacher will do...	Learning experiences What the students will do...	Assessment of, for or as learning (evidence/data)	Resources (include ICT/online)
INTRODUCTION				
5	Greet and Mark Roll Go over learning intentions and success criteria.	Ss will greet T then sit and wait for roll to be marked. Ss will ask questions if the learning intentions/success criteria are not understood. Ss will get Chromebooks out.	Prior Knowledge	Chromebooks Projector
DEVELOPMENT				
25	T will guide Ss to worksheets. T will explain what coding is, how to code and how to code a logo.	Start Coding Logo Introduction <ul style="list-style-type: none"> - Ss will log on to canvas and find the documents needed for the lesson. - Listen to T instructions and look through worksheet to Identify code and demonstrate how it is read. - Ss will copy and paste the codes provided into Tinker CAD to see how it reads the code Ss will manipulate the codes to get a better understanding of Coding and how it works.	Observation	Coding Worksheet Projector Chromebooks Tinker CAD
CONSOLIDATION				
25	T will observe, trouble shoot and provide feedback on Ss design.	Ss will create a Logo either using the base codes provided or writing their own code then putting them into Tinker CAD to run. Once Ss is happy with their logo they designed they will save it and export it onto their swing tag.	Observation Feedback	Coding Worksheet Projector Chromebooks Tinker CAD Swing Tag Doc
CLOSURE				
5	T will begin discussion about lesson by asking open ended questions.	Ss will pack away Chromebook Ss will discuss what they learnt		

Catering for Diversity: (provide accommodations/ modifications for any particular students' needs...

Created scaffolded instructions using simplified language.
Shared PowerPoint and worksheet on digital learning platform to allow students to access at any time.
Chunking information into smaller sequences
Students with wellbeing issues can go to the learning space in the library and still complete the lesson.
Write explicit and simple instructions on the board for students to refer to.
Provide visual drawings of instructions on the board along with worded instructions.

Have a time out corner for students that feel overwhelmed and anxious.

Visual examples on the board and plenty of demonstrations, face students with hearing problems.

Feedback from supervising teacher:**Critical self-reflection:**

(What worked well? What needs improving? What will you stop doing? What will you start doing? Who, what, where will you go to seek improvement?)