



Lesson Plan Format – Professional Experience Placement

Year Level: 7	Term: 4	Duration of lesson: 60
Learning Area: Technology Mandatory - Material 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 will know what equipment they require and how to thread machines and names of seams as this has been covered in previous lesson.		
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> Ss will begin to manufacture their shorts by prepping their material, pinning, cutting it out, then starting their seams.		
Learning intentions: <i>(Written in language for the students to comprehend what they will know, do and understand...)</i> Thread bobbin and machine then find pattern size, cut out fabric and then sew the J's of the short.		
Success Criteria: What I am looking for: <i>(Draw from the learning objectives)</i> Fabric will be cut out and the manufacture of your shorts would have been started.		
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 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"> ▪ apply appropriate tools, equipment, materials, techniques, and processes in the production of a design project, for example: (ACTDEP034) <ul style="list-style-type: none"> - contemporary, traditional and/or advancing manufacturing techniques - materials to meet a specific need ▪ experiment with a range of appropriate techniques to produce a design solution ▪ investigate the characteristics and properties of a range of materials and products (ACTDEK034) ▪ select from a range of materials, components, tools, equipment, and processes to develop design solutions (ACTDEP035) 	
Cross-Curriculum Priorities and General Capabilities:		
<div style="display: flex; align-items: center;"> <div style="margin-right: 10px;"></div> <div>Literacy</div> </div> <div style="display: flex; align-items: center; margin-top: 5px;"> <div style="margin-right: 10px;"></div> <div>Critical and Creative Thinking</div> </div>		

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	<p>Mark Roll</p> <p>Go over learning intentions and success criteria.</p>	<p>Ss will put Chromebooks under the whiteboard and get their material bags out of their tub before going to desks.</p> <p>Ss will greet T then sit and wait for roll to be marked.</p> <p>Ss will ask questions if the learning intentions/success criteria are not understood.</p>		<p>Tub</p> <p>Material Bags</p>
DEVELOPMENT				
15	<p>Fabric is laid out - teacher demonstration of pinning and cutting out.</p> <p>Terms such as selvedge, grainline and fabric scissors are clearly explained.</p> <p>Teacher demonstration - filling bobbin with students' thread $\frac{3}{4}$ full</p>	<p>Ss will set up machine and get all equipment out that is needed.</p> <p>Ss will evaluate the effectiveness and suitability of choices made during the development and production of the solution</p> <p>Ss will assess the solution against the predetermined criteria</p> <p>Ss will measure and choose the correct pattern size using short size samples from front drawer.</p> <p>Remind Ss how to pin a pattern to the fabric and pinning "j's"</p>	<p>Informal assessment – Observations</p> <p>Feedback</p>	<p>Sample Pattern sizes</p> <p>Patterns</p> <p>Sewing machines</p> <p>Scissors</p> <p>Bobbins</p> <p>Pins</p> <p>Bobbin cases</p> <p>Quick unpicks</p> <p>Ironing board</p> <p>Iron</p> <p>Thread.</p>
CONSOLIDATION				

30	T will observe and problem solve around the classroom.	<p>Students pin patterns onto fabric - MUST check with teacher before cutting out.</p> <p>Students fill bobbin and thread machines</p> <p>Students pin "j's" ready for stitching.</p> <p>Ss will undertake manufacturing techniques in the production of a design project - seams, waistband, hems and pockets.</p> <p>Ss will stitch a 5/8 seam along the J then close it with a closed (Zigzag) seam.</p>	<p>Informal assessment – Observations</p> <p>Feedback</p>	<p>Sample Pattern sizes</p> <p>Patterns</p> <p>Sewing machines</p> <p>Scissors</p> <p>Bobbins</p> <p>Pins</p> <p>Bobbin cases</p> <p>Unpicks</p> <p>Ironing board</p> <p>Iron</p> <p>Thread.</p>
CLOSURE				
10	Pack and clean up the room	Ss will stop what they're doing and put away all equipment away. Ss will put their material bags back in the class tub		Tub

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:

This lesson was well planned and thought out. The use of clear instructions was good. Helping the students individually was used well. You need to use your voice control to help with the disruptive students. Good use of a space for students who interrupt the flow.