

Lesson Plan Format

Class/Grade/Stage: Year 9 Food Technology	Date: 28/6/24	Time: Start: 1:30pm Finish: 2:20pm. (50mins)
Key Learning Area(s): Food in Australia	Lesson Topic: Food in Australia – Review	
NESA Australian Professional Standards for Teachers	4.4.5 Use ICT safely, responsibly, and ethically 2.2.1 Content and teaching strategies of the teaching area	
Recent Prior Experience: Students have completed the unit of food in Australia – this lesson is a revision lesson of all the content that they have learnt throughout the term.		
Syllabus/Syllabi Outcome(s): FT5-11 plans, prepares, presents and evaluates food solutions for specific purposes General Capabilities/Cross Curriculum Priorities Aboriginal and Torres Strait Islander histories and cultures Critical and creative thinking Information and communication technology capability Literacy	Indicators of Learning for this lesson- learning intentions and success criteria: Learning intention(s): What will Ss know, understand and be able to do as a result of the learning and teaching: - I am learning to design a dish. - I am learning to incorporate different flavor's together in a dish. Success criteria: How students will know they have achieved these intentions? - I have created a fusion dish	Assessment: <i>Strategies which will be used to assess learners' attainment of learning outcomes. Should be linked to each learning indicator.</i> - Assessment of learning: students results will be shown through the final scores and results. - Observation- observing during the lesson, will be able to see if students understand fusion flavours and dishes by the dish that they design
Any safety issues to be considered (APST 4.4.1): E-safety – students will be on the internet and need to ensure that they act safely and responsibly on the internet	Resources: <i>List resources you used in preparing the lesson AND those used in the lesson implementation.</i> youtube, Paper, pencils, textas, Laptops, Blooket, google classroom, canva	

LESSON SEQUENCE

Lesson Content / Indicators of Learning/ Teaching Strategies (<i>What is Taught</i>):	Timing (mins)	Learning Experiences: (<i>How it is taught</i>) <i>Write detailed steps showing what the teacher (T) will do and what students (Ss) will do. Include differentiation if applicable.</i> - <i>teaching strategies</i>	Resources and Organisation:
<ul style="list-style-type: none"> - student skills - student concepts - key questions - student values - link with learning intentions - link with success criteria 			
INTRODUCTION			
Introduce fusion foods <ul style="list-style-type: none"> - conversation around what are fusion foods? Answer: foods that are a combination of cultures for example bah mi is a fusion food – Vietnamese sandwich and veggies on a French baguette	5mins	T will welcome class and get Ss settled in T will facilitate a class discussion and ask prompting questions for students to get engaged	Laptops Roll Canva presentation
DEVELOPMENT			
Play fusion foods YouTube video → for students to get an idea into fusion foods Create/design own fusion food/dish	5 min	T will play the YouTube video for Ss to watch. https://www.youtube.com/watch?v=Y5NybDnrWeQ T will engage the Ss in a brief conversation surrounding the fusion foods they just looked at in the video. Ss will then design their own fusion foods in pairs/groups. During this activity T will walk around the classroom to engage with Ss around fusion foods and making sure that Ss are on task.	YouTube – Laptop Paper, Pencils, laptops
CLOSURE			
Blooket	5 min	T will instruct Ss to open their laptops for a blooket game. T will make sure that Ss use appropriate names in the quiz and will kick people out of the game if they are not.	Laptops
Pack up	2 min		

Student Teacher's Evaluation *(write reflections on the following):*

Assessment of Learning Outcomes *(suggested NESAPST 2.3.1, 3.1.1, 5.1.1, 5.2.1, 5.3.1, 5.4.1)*

To what extent did the learners achieve the intended learning outcomes (learning intentions and success criteria)?

Describe the evidence you have for this.

Outline the follow-up to this lesson for the **learners**.

Evaluation of Teaching *(suggested NESAPST 1.2.1, 1.3.1, 1.4.1, 1.5.1, 1.6.1, 2.2.1, 2.3.1, 2.4.1, 2.5.1, 2.6.1, 3.1.1, 3.2.1, 3.3.1, 3.4.1, 3.5.1, 3.6.1, 4.1.1, 4.2.1, 4.3.1, 5.1.1, 5.2.1, 5.3.1)*

Identify the teaching strategies / learning experiences that were **most** effective. Explain why.

Identify the teaching strategies / learning experiences that were **least** effective. Explain why.

How appropriate was the timing throughout the various sections of the lesson? Why?

Describe how the selection and use of resources supported learning in the lesson.

Identify what motivated the students. Explain why.

Identify the classroom management strategies that were **most** effective. Explain why.

What was most satisfying about the lesson?

Based on these reflections, outline the steps you should now take to improve your teaching in future lessons.

Colleague teacher's comments: (Reference could be made, for example, to planning and preparation, knowledge of curriculum, organisation, motivation of pupils, strategies used, interaction with students, classroom management, catering for individual needs, use of resources, etc. in alignment with the NESAPST Graduate Teaching Standards)