

Lesson Plan Format

Class/Grade/Stage: Year 7	Date: 1/7/24	Time: Start: 10am Finish: 10:50am
Key Learning Area(s): Food Technology and Agriculture	Lesson Topic: Planting Tools	
NESA Australian Professional Standards for Teachers	4.4.2 Manage classroom activities – Demonstrate the capacity to organize classroom activities and provide clear directions. 2.2.1 Content and teaching strategies of the teaching area – Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area	
Recent Prior Experience: Students have been completing their agriculture unit, during this unit students may have been exposed to different planting tools; however, it has not explicitly been covered in class yet. Students may also have knowledge of these tools from outside of school.		
Syllabus/Syllabi Outcome(s): investigates how food and fibre are produced in managed environments TE4-5AG designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities TE4-1DP General Capabilities/Cross Curriculum Priorities Critical and Creative thinking Literacy Sustainability	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 identify and describe planting tools - I am learning to describe the purpose of the planting tools Success criteria: How students will know they have achieved these intentions? I can identify and describe planting tools I can describe the purpose of the planting tools	Assessment: <i>Strategies which will be used to assess learners' attainment of learning outcomes. Should be linked to each learning indicator.</i> - Questioning: Use it during the class discussion to gain an understanding of any prior knowledge that students have. I will use prompts for students if required. - Observation: during the activity I will be able to observe students understanding with how easily they complete the activity -
Any safety issues to be considered (APST 4.4.1): During this lesson students will be using scissors; the teacher should ensure that students are using these safely.	Resources: <i>List resources you used in preparing the lesson AND those used in the lesson implementation.</i> Canva, Laptop, google classroom, google slides, paper, scissors, glue, printer, worksheets – who am I, who am I extension, various tool outlines.	

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"> - <i>student skills</i> - <i>student concepts</i> - <i>key questions</i> - <i>student values</i> - <i>link with learning intentions</i> - <i>link with success criteria</i> 			
INTRODUCTION			
Introduction - Get settled	5 mins	T will welcome Ss into the classroom and get them settled while the roll is marked.	Electronic Roll
Introduction to the lesson – Class discussion	2 mins	Once the roll is marked T will facilitate a class discussion surrounding Ss knowledge of planting tools and other farm tools	PowerPoint
DEVELOPMENT			
Content presentation	5 mins	T will present the information on the slides to Ss. During this time T will ask different questions to involve Ss.	Powerpoint
Activity 1 – Who am I	15-20mins	T will then explain the activity to Ss and set up Ss to complete the activity. All Ss must complete this activity in their own workbooks (this is an expectation of this activity) however they are able to have a discussion with people at their table. While Ss are completing this activity T will roam around the classroom assisting Ss if needed and making sure Ss are on task. <i>There is an extension task if Ss finish early.</i>	Who am I - Worksheet Who am I - Extension worksheet Scissors Glue
Activity 2 – Design your own super tool	10-15 mins	T will bring Ss back together and go through the answers with them. T will then transition Ss into the next activity which is create their own tool. T will give the activity instructions and take any questions. Ss can complete this activity in pairs however if they do, both must contribute to the design. Resources such as coloured pencils and textas will be up the front for Ss to use	Tool outlines Pens Pencils Textas
CLOSURE			
Recap & pack up	3 mins	T will bring the class back together and get them to pack up – return all borrowed resources. Once packed up T will ask questions based on this lesson. T will get Ss to stand up, tuck chairs in and dismiss Ss once the bell has rang.	

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)