**Lesson Plan**

| **Class/Grade/Stage:**  **Year 8 – Stage 4** | | **Date:**  26th July | **Time: Period 3** | |
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| **Key Learning Area(s):** | | **Lesson Topic:** Agriculture: wattleseed and thyme damper prac | | |
| **NESA Australian Professional Standards for Teachers**  *Identify the standard(s) and focus areas that align with this lesson:* | | * **Standard 1.2.2** Structure teaching programs using research and collegial advice about how students learn * **Standard 2.5.2** Apply knowledge and understanding of effective teaching strategies to support students’ literacy and numeracy achievement * **Standard 3.2.2** Plan and implement well-structured learning and teaching programs or lesson sequences that engage students and promote learning * **Standard 3.3.5** Use effective classroom communication | | |
| **Recent Prior Experience** *(formative assessment, summative assessment, specific relevant concepts, skills and values the school students have experienced prior to this lesson):*  Students are currently undergoing their Paddock to Plate unit. They have not yet started their practical lessons but have done theory lessons learning about Australian agriculture.  **Prior Lesson:** Students watched a dem for the damper and completed an accompanying worksheet. | | | | |
| **Syllabus/Syllabi Outcome(s):**  investigates how food and fibre are produced in managed environments **TE4-5AG**  **TE4-6FO** explains how the characteristics and properties of food determine preparation techniques  for healthy eating  **General Capabilities/Cross Curriculum Priorities**  **Sustainability**: renewable resources, the protection of the environment and sustainable patterns of living  **Aboriginal and Torres Strait Islander Histories and Cultures** | **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:   * Students will gain knowledge of agriculture in australia * Students will understand how to cook a wattleseed and thyme damper * Personal and kitchen hygiene practices * How to measure ingredients correctly * How to use the oven safely * How to safely use a sharp knife * How to wash up correctly * How to leave your kitchen bay at the end of the lesson   Success criteria: How students will know they have achieved these intentions?   * Students will know how to cook a wattleseed and thyme damper | | | **Assessment:**  *Strategies which will be used to assess learners’ attainment of learning outcomes. Should be linked to each learning indicator.*   * **Formative** assessment of if students are understanding topics through their participation in class. * Assessment if students complete their damper and upload it to their online recipe book. |
| **Any safety issues to be considered (APST 4.4.1):**  Wash hands to ensure safe handling of food.  Wear an apron to maintain hygiene.  Tie hair back to avoid contamination.  Use oven mitts to avoid burns when using the oven.  When using a knife use a proper grip and a stable cutting surface.  Make sure the water is at a suitable temperature when washing up. | | **Resources:**  Worksheet, printed recipes and notes for class explaining key ingredients  Ingredients:   * 3 ¾ cups self-raising flour, sifted * 1 t roasted ground wattleseeds * 1 tbsp fresh thyme leaves or ¾ t dried thyme * ½ t salt * 250 ml (1 cup) full-cream milk * 150 ml pouring cream * Bush honey   Equipment:   * Apron * Oven mitts * Measuring cups and spoons * 1 large mixing bowl * 1 medium size mixing bowl * 1 wooden spoon * 1 baking tray * 1 sift * 1 measuring jug * 1 spatula * 1 sharp knife * 1 butter knife * 1 small bowl * 1 electric beater * 1 wire rack * Baking paper | | |

**LESSON SEQUENCE**

| **Lesson Content / Indicators of Learning/ Teaching Strategies (*What* is Taught):** | **Timing**  *(mins)* | **Learning Experiences:**  **(*How* it is taught)** | **Resources and Organisation:** |
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| **INTRODUCTION** | | | |
| Ask the students to take a seat.  Mark the role | 5 mins | Mark the roll.  Recap previous lesson to students.  Make sure all girls have completed their OnGuard and have an apron, container and recipe.  Arrange students in their prac groups and allocate them to bays.  Wash hands.  Collect ingredients.  Remind students to preheat ovens.  Remind students that when they are washing up sue or i need to check it before it is put away.  Toppings will be at the front of the room for the end of the lesson. | Roll  Recipe, apron, container |
| **DEVELOPMENT** | | | |
| Dem | 45 mins | Students will complete the damper prac.  Walking around to check on students and help with questions.  Whilst the damper is cooking, have students wash up and after they wash up check their dishes before they put them away.  Students can come up to the front dem bench to place their toppings on their damper.   * Butter * Jam * Honey | Recipe |
| **CLOSURE** | | | |
| Summarise lesson.  Dismiss students. | 5 mins | Wrap up the lesson.  Reminding students to take a photo of their damper and upload the worksheet and photo to the online recipe book.  Have students stand behind desks and wait to be dismissed. |  |