

### Lesson Plan Format

<b>Class/Grade/Stage:</b> <b>Year 9, Stage 5</b>	<b>Date:</b> <b>05/07/2024</b>	<b>Time: Start: 2:05PM</b> <b>Finish: 3:05PM</b>
<b>Key Learning Area(s):</b> Using the oven Preparing raw food Baking food to ensure it is edible	<b>Lesson Topic:</b> Practical applications of food preparation and production This lesson has students preparing and serving cookies made from scratch, these skills will greatly benefit students in year 10 Food Technology and at home.	
<b>NESA Australian Professional Standards for Teachers</b>	<b>2.1, 2.2, 2.3, 3.1, 3.2, 3.3</b> <a href="https://www.nsw.gov.au/education-and-training/nesa/teacher-accreditation/resources/standards">https://www.nsw.gov.au/education-and-training/nesa/teacher-accreditation/resources/standards</a>	
<b>Recent Prior Experience</b> Formative: the formative assessment will be the worksheets that are required for the students to fill out after the lesson. These reflective sheets allow the teacher to gain a better understanding on how the students went with the task and what should be changed for next practical lessons Summative: T will provide mark /5 to convey the success to which the Ss completed the practical (pass/fail). This will be a cumulative mark to assess their skills and performance for the end of topic/term		
<b>Syllabus/Syllabi Outcome(s):</b> FT5-1 demonstrates hygienic handling of food to ensure a safe and appealing product  FT5-2 identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food  <a href="https://educationstandards.nsw.edu.au/wps/wcm/connect/19770b3b-14a0-49e0-aa37-2db13f39d506/food-technology-years-7-10-syllabus-2019.pdf?MOD=AJPERES&amp;CVID=">https://educationstandards.nsw.edu.au/wps/wcm/connect/19770b3b-14a0-49e0-aa37-2db13f39d506/food-technology-years-7-10-syllabus-2019.pdf?MOD=AJPERES&amp;CVID=</a>	<b>Indicators of Learning for this lesson- learning intentions and success criteria:</b> Learning intention(s): What will Ss know, understand and be able to do because of the learning and teaching: <ul style="list-style-type: none"> <li>- Students will be able to safely use an oven, electric cooking utensil and handheld utensils. Students will also be able to work collaboratively and assist each other in the process of baking. Students will also be able to multitask and effectively communicate WHS.</li> </ul> Success criteria: How students will know they have achieved these intentions? <ul style="list-style-type: none"> <li>- Can complete and follow a recipe without confusion and are able to complete the task to a high standard and incorporating a wide range of skills to a safe</li> </ul>	<b>Assessment:</b> Visual: <ul style="list-style-type: none"> <li>- Ss will be practically completing lesson work in pairs with minimal aid from the T. The T will be able to visually assess performance of everyone</li> </ul> Reflective: <ul style="list-style-type: none"> <li>- Ss have reflective questions to answer at the end of the lesson. As this lesson is hands on, students can visually identify if steps are missing/gone wrong.</li> </ul> Questioning: <ul style="list-style-type: none"> <li>- T will be going around the room asking Ss questions about the</li> </ul>

	use. Able to reflect on the success of the final product and use information to produce a high standard product in the future.	recipe to allow the Ss to think critically and reflectively. The Ss can ask T questions.
<b>Any safety issues to be considered (APST 4.4.1):</b>  Due to the lesson being a practical in a food technology room, it is essential the room is well ventilated due the fumes and heat these appliances produce. All knives are locked under the T desk in knife holders. The T must always ensure there are no spillages on the floor, if spillages occur T must notify the class and clean up spillage when time is permitted.	<b>Resources:</b>  NSW Food Technology curriculum -> to ensure the correct content and skills were being taught to the year group.  Teacher demonstration the day before -> allows Ss who are visual learners gain a better understanding of the skills required. It also encourages Ss to take notes to ensure their product is made similar/the same to the T demonstration	

### LESSON SEQUENCE

Lesson Content / Indicators of Learning/ Teaching Strategies ( <i>What is Taught</i> ):	Timing	Learning Experiences: ( <i>How it is taught</i> )	Resources and Organisation:
<b>INTRODUCTION</b>			
S will organise themselves, wear PPE, have recipe	5min	The T will observe each S ensure they are wearing PPE. Aprons can be provided. S who are wearing the wrong shoes will complete online worksheet. The Ss noted of any equipment that are needed to make the recipe, Ss were also instructed to complete the activities at the bottom of the recipe. Go over recipe, make sure each S has their recipe. Make sure Ss are in pairs, assign if not	Recipe – paper and smartboard Online worksheet, complete 3 (WHS)
<b>DEVELOPMENT</b>			
Skills: - Electrical equipment - Handheld equipment Ss should have basic skills	40min	Ss collect ingredients with T supervision Ss organise workbenches with required equipment Ss will begin recipe T put up recipe on smartboard for Ss without recipe T will assist and monitor Ss through lesson	Recipe Ss brought Recipe on smartboard

		<p>The two Ss with ADHD will be stationed at front of room, T can monitor them more effectively. They will not be partnered together</p> <p>EAL/D Ss on front two tables, paired with other Ss each Ss apply their own notes when cooking</p> <p>T can demonstrate “I do, we do, you do” when demonstrating cutting (chocolate)/using electrical equipment.</p> <p>Due to the groupwork of this lesson, the T will mostly be observing and assisting Ss who need extra guidance.</p> <p>If Ss complete the recipe early, they complete reflective worksheet</p>	
<b>CLOSURE</b>			
<p>Ss will wash all equipment</p> <p>Reflective questions for students to assess their skills, any changes, and improvements</p>	5min	<p>Ss washing up is completed and put away</p> <p>Ss complete reflective questions</p> <p>Ss read their answers in table groups – ‘think, pair, share’</p>	Recipe questions (reflection)