

**Lesson title:** Rice Paper Rolls

**Content Area:** Food Technology

**Teacher (Your) Name:** Miss Stark

**Grade/Age/Year Level:** Yr 9

**Lesson duration:** 80 minutes

**Date/time of delivery:** Monday, 10:25 am to 11:45 pm

**Learning Intentions:**

Students should be able safely perform a practical creation of rice paper rolls.

**Learning Outcomes/ Success Criteria:**

Students will be able to demonstrate a range of skills, techniques and safe practices to create rice paper rolls.

**Curriculum/ Syllabus/ Framework Links** (specific to your setting/geographic region) and the **GENERAL CAPABILITIES** (Australian Curriculum):

**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.

**FT5-10** selects and employs appropriate techniques and equipment for a variety of food-specific purposes.

**FT5-11** plans, prepares, presents and evaluates food solutions for specific purposes.

**General Capabilities:**

Numeracy - students are required to measure certain ingredients like the sauce and oil. Students also need to break down the lesson so they have enough time to prep, cook and clean.

Literacy - students will need to read and successfully follow the provided recipe for rice paper rolls.

**Cross-Curriculum Priorities and General Capabilities (only highlight the pertinent ones):**



Aboriginal and Torres Strait Islander histories and cultures



Asia and Australia's engagement with Asia



Sustainability

Include explicit details from the Australian Curriculum for any areas highlighted



Literacy



Numeracy



ICT Capability



Critical and Creative Thinking



Personal and social capability



Ethical Understanding



Intercultural Understanding

## Differentiation

92% of students at Hurlstone Agricultural High School are EAL/D learners. This means they need to be catered to in the classroom. Strategies that can be implemented in the classroom include;

By breaking down the recipe to be more simplified will make it easier for students to comprehend. It will be separated into person 1 and person 2, so students including EAL/D students only have to focus on their job. I will also be using different coloured whiteboard markers to highlight key and different points etc.

Students will need to demonstrate and complete a range of different cuts on the vegetables. I will demonstrate this beforehand so that students can visually see what needs to be done. This is easier and less overwhelming for students as there is a lot of verbal content to take in.

## Important Content Connection:

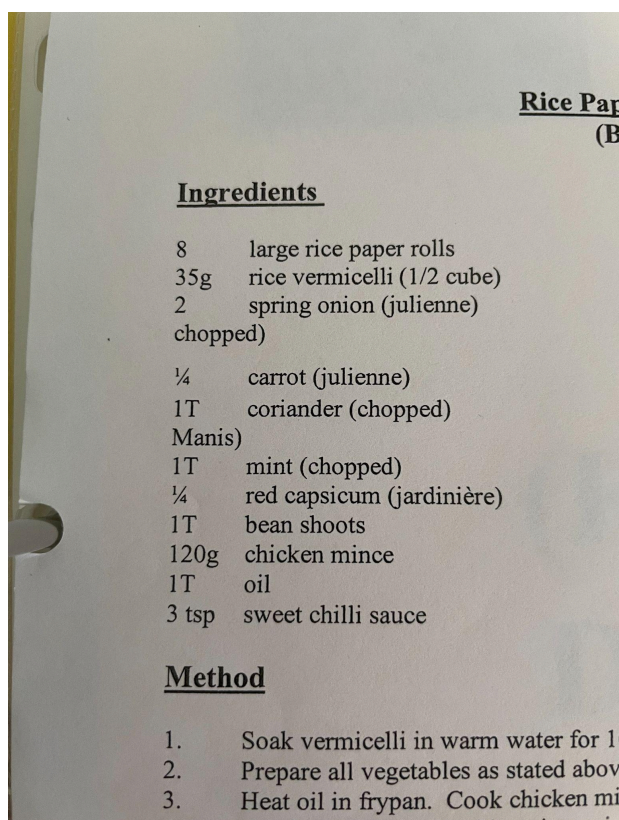
- Basic knife skills
- Basic cooking skills
- Safety in the kitchen
- Everyday/life skills.

## Theoretical connections:

- Transformative learning
- Group and collaborative work.

## Equipment/ Materials/ Resources:

- Recipe sheets for students
- Whiteboard/whiteboard markers.
- 2 x chopping boards
- Chef's knife
- Measuring cup
- Electric fry pan
- 2 x metal bowls
- Sieve
- Plates
- Baking tray



Components	Anticipated Learner Responses	Teaching Notes	Evidence of Learning
<i>Learning activities and key questions (and time allocation).</i>	<i>...and solution strategies (potential barriers or misconceptions).</i>	<i>List adaptations / accommodations for Diff, Mod, Ext, HOT, EALD etc.</i>	<i>State the assessment strategies that will be used to determine what the students/children have learned.</i>
<b>INTRODUCTION</b>			
<p>Have the boiling water pre-boiled.</p> <p>1) Settle class and have steps, equipment, time and safety written on the board.</p> <p>2) Explain everything written on the board.</p> <p>3) Demonstrate the different cutting methods - julienne, jardinière and manis.</p> <p>4) Allow students to ask questions. Ask students if there are any allergies, if a student doesn't have a partner and if students don't eat something.</p> <p>5) Highlight the time that should be dedicated to each step including cleaning.</p>	<p>The recipe steps will be simplified on the board.</p> <p>Students will be repeated into person 1 and 2 which will benefit students as they only need to focus on what they are doing.</p> <p>The types of cuts will be demonstrated beforehand so students can visually understand the steps and outcome.</p>	<p>Check students shoes - must be leather.</p> <p>Make sure you ask the class if anyone has allergies, doesn't understand or needs a partner.</p>	
<b>DEVELOPMENT (instructional strategies/ steps)</b>			
<p>6) Students go to their bays. Person 1 collects the ingredients whilst person 2 collects the equipment.</p> <p>7) Students begin chopping, boiling and</p>		<p>Walk around the classroom ensuring safe practices.</p> <p>Check on students and ask if they need assistance.</p>	

cooking.		Make sure you see the students' final work.	
<b>CONSOLIDATION</b> (practice, extension)			
<b>8)</b> Students should finish by around 12:40/12:50.  <b>9)</b> Students begin cleaning up - washing equipment, cleaning benches and sinks.		Highlight the time to students e.g. "there is 10 minutes until you should start cleaning up".  Make sure all students have hot water. Make sure the kettle is boiling.	Formative assessment - at the end of the lesson I will assess students on how well I think they completed each step. As well as what the final rice paper rolls look like.
<b>CLOSURE</b> (reflection, connections)			
<b>9)</b> Students get their benches and sinks checked and can go and eat their rolls or pack their bags.		Make sure the kitchen is clean and tidy.  Ensure there are 12 knives.  Winners of the quiz need to collect their prize - none had allergies.	

**Pre-service teacher reflection:**

**Teacher reflection:**