

Lesson/Activity/Episode Plan – Four Column Format

Title: Preparation for Healthy Eating

Content Area: Tech Mandatory (food Technology)

Teacher Name: Miss Elle Diakovasilis

Grade/Age/Year Level: Year 7

Lesson duration: 60 minutes

Day/date/time of delivery: Wednesday 25 May, 11am

LEARNING INTENTIONS To investigate how the characteristics and properties of food determine preparation techniques for healthy eating	GOALS/OBJECTIVES Students will be able to list, define and explain how characteristics and properties of food determine preparation techniques for healthy eating
CURRICULUM / FRAMEWORK LINKS <ul style="list-style-type: none">- designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities TE4-1DP- explains how the characteristics and properties of food determine preparation techniques for healthy eating TE4-6FO- communicates ideas and solutions to authentic problems or opportunities TELS-1DP- follows safe practices in the use of tools, materials and processes for design projects TELS-4DP <p>(Technology Mandatory Years 7–8 Syllabus, 2017)</p>	
IMPORTANT CONTENT CONNECTION: <i>Describe the important concepts related to this lesson that students have as prior or future concepts to learn.</i> Students have knowledge on the adequate ways to prepare foods for optimal nutrition	
IMPORTANT THEORETICAL CONNECTIONS: <i>Describe the important theoretical underpinnings of the lesson, both general and content-specific theories of learning and development.</i> Understand how optimal nutrition is dependent on utilising the best preparation technique when considering its characteristics and properties.	
MATERIALS. <i>List the texts, equipment, and other materials to be used by the students. List the materials, including equipment or technology used by the teacher in presenting the experiences.</i> <ul style="list-style-type: none">• White board and markers• Student worksheet• Pens and pencils• Overhead projector• Hand sanitizer	

Components of the lesson. <i>learning activities and key questions (and time allocation)</i>		Anticipated Student Responses <i>and solution strategies. (Potential Barriers & Misconceptions)</i>	Teaching notes DIFFERENTIATION: <i>list adaptations for MOD, EXT, LOTE etc.</i>	Evidence of learning. <i>Evaluation points or assessment questions.</i>
<i>Timing (min)</i> 10	INTRODUCTION <i>Outline procedures for activating prior knowledge and learners' interest. Motivation and 'tuning in' ("hook") strategies to revise current knowledge, to gain insights into what the students already understand, to engage the students or to introduce new learning; list the key questions to use.</i>			
INTRODUCTION. <i>Outline procedures for activating prior knowledge and student interest.</i> <ul style="list-style-type: none"> • T Greets and welcomes the class in. • T begins the lesson by recapping the last lesson – 6 food nutrients. T will then introduce today's activity to the Ss: <ul style="list-style-type: none"> - Why it is important to educate nutrition - high no. Aus suffer from dietary diseases - 70% of deaths related to what people eat. • T explains worksheet 		Ss may not feel confident in completing the worksheet; Ss are encouraged to work in pairs	Pre- knowledge quiz will be utilised to gain an understanding of S understanding. Those who demonstrated very little knowledge will be encouraged to sit close	“tell me what you consider a poor dietary choice”
<i>Timing (min)</i> 35	DEVELOPMENT (INSTRUCTIONAL STRATEGIES) <i>Explore/elaborate/restructure/develop the concepts, understandings or skills and the strategies that will be used to achieve this; summarise (list instructions) approaches or activities to be used; list the key questions to use.</i>			
<i>Outline what the teacher(s) and students will do to Engage & Educate. Active learning tasks. If required, include the script of your lesson here.</i> <ul style="list-style-type: none"> • T encourage students to try their hardest to complete the sheets • T will walk around classroom to assist S 		Ss may call out for T attention, or not participate. Ss may become distracted in pairs; reminding S of class expectations will be provided	Ss who finishes early are encouraged to pair up with Ss who are struggling to provide guidance from a peer perspective	“show your peer how to approach Question 5 and give them examples”

	<ul style="list-style-type: none">T will praise hard work		EALD: T will provide S with a definition sheet of key terms from the worksheet to allow for greater understanding and guidance on the task	
Timing (min) 10	CONSOLIDATION (PRACTICE, EXTENSION) Assign tasks, applying the concepts/skills/understanding; ways of extending the learning of ideas/understandings; ways of scaffolding learning for students who require extra assistance			
	CONSOLIDATION (PRACTICE, EXTENSION). Outline how you will close. <ul style="list-style-type: none">T will ask Ss to unite as a class to summarise ideas and provide examples from today’s lesson.T ensures Ss have completed their worksheets.	Ss may become less motivated and more distractive towards end of lesson- refocusing may be required	To cater for all diverse learners, Ss will be encouraged to brainstorm answers on the board for visual learners, verbally discuss for audio learners, ect. <u>EXTENSION (H.O.T students)</u> Ss are encouraged to create an information poster with all key ideas from the worksheet with facts, images, diagrams.	“Write on the board 3 characteristics of a food and its suitable preparation technique” T reads over completed worksheet to ensure task is conducted correctly.
Timing (min) 5	CLOSURE (REFLECTION, CONNECTIONS) Summarise the key issues in the lesson; list the strategies employed to determine what the students have learnt; questions that will be posed to support the students’ reflection on learning			
CLOSURE (REFLECTIONS, CONNECTIONS). What other lessons does this lesson connect to? <ul style="list-style-type: none">T will ask S to hand in their work sheetT will give a quick class debrief and discuss nutritionSs will be praised for their hard work and will ask S to quietly leave once the bell goes.				
FEEDBACK: Make note of feedback received from the Supervising (or other) Teacher. ST suggested to incorporate S reflection on their own dietary choices to make this task more relatable				
REFLECTION: After the lesson, reflect on what went well and what didn’t go well. Write changes you might implement the next time the lesson is taught. S communicated the enjoyment of completing the sheet as a whole class as it encouraged discussion and more diverse responses which enhanced their understanding. Next time this lesson is taught, I will conduct the task as a whole class rather than an individual/ pairs task and apply ST feedback by beginning the lesson by asking Ss to reflect on their own nutritional intake to ensure relatability and purpose				

