

Lesson Plan Format

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| Class/Grade/Stage: Year 9 food tech | | Date: 26/6/25 | Time: Start: 11:06 Finish: 12:09 |
| Key Learning Area(s): Food Product Development | | Lesson Topic: To explore new food products and understand how they impact society. | |
| NESA Australian Professional Standards for Teachers <i>Identify the standard(s) and focus areas that align with this lesson:</i> | | 3.2 Plan, structure and sequence learning programs 3.4 Select and use resources 2.2 Content selection and organisation 2.6 Information and Communication Technology (ICT) | |
| Recent Prior Experience (<i>formative assessment, summative assessment, specific relevant concepts, skills and values the school students have experienced prior to this lesson</i>): been working on this unit for the past few weeks: line extension, new to world, | | | |
| Syllabus/Syllabi Outcome(s): <i>Please note the syllabus reference number AND write out in full.</i> › evaluates the impact of activities related to food on the individual, society and the environment FT5-13 General Capabilities/Cross Curriculum Priorities <ul style="list-style-type: none"> - Ethical understanding - Sustainability - Critical and creative thinking | Indicators of Learning for this lesson- learning intentions and success criteria: <i>In meaningful Ss language, so Ss can monitor their learning. Linked directly with the syllabus/syllabi outcome(s).</i> Learning intention(s): What will Ss know, understand and be able to do as a result of the learning and teaching: <ul style="list-style-type: none"> - Ss can discuss effect of food product on society - Ss will describe how these products influence people's lives, cultures, or the environment Success criteria: How students will know they have achieved these intentions? <ul style="list-style-type: none"> - Ss have come up with a new food product | | Assessment: <i>Strategies which will be used to assess learners' attainment of learning outcomes. Should be linked to each learning indicator.</i> <ul style="list-style-type: none"> - Investigatory questioning - Student presentation of ideas - Teacher led class discussion |
| Any safety issues to be considered (APST 4.4.1): | | Resources: <i>List resources you used in preparing the lesson AND those used in the lesson implementation.</i> https://docs.google.com/presentation/d/13IG6ZeC8bkgp21RBlyZZZC1ZK8UJrrMssjtRTUDY27_0/edit?usp=sharing | |

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: |
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| <ul style="list-style-type: none"> - student skills - student concepts - key questions - student values - link with learning intentions - link with success criteria | | | |
| INTRODUCTION | | | |
| | 20 | <ul style="list-style-type: none"> - Mark Roll - Prayer - Introduce topic <ul style="list-style-type: none"> o What are new food products that we know of? <ul style="list-style-type: none"> ▪ Gluten Free ▪ The odd Bunch (2018) ▪ Edible cutlery: https://ediblecutlery.au/ ▪ Pasta straws | https://ediblecutlery.au/ https://pasta.life/?srltid=AfmBOoqBvAsZjSgXNy_1wt3wvqdGlC3_F4qw0rIjEwn92TIZHhc97xJ |
| DEVELOPMENT | | | |
| | 20 20 to present | <ul style="list-style-type: none"> - How does this impact society? <ul style="list-style-type: none"> o 3 main impacts: Environment, nutrition, technology - Food product Shark Tank (PAIRS or THREES) <ul style="list-style-type: none"> o Product name, ingredients, packaging o Target market o Impact on society: environment, nutrition, technology - Present <ul style="list-style-type: none"> o 3 minutes each | https://docs.google.com/presentation/d/13IG6ZeC8bkp21RBlyZZZC1ZK8UJrrMssjtRTUDY27_0/edit?usp=sharing |
| CLOSURE | | | |
| | 3mins | <ul style="list-style-type: none"> - Clean up, vote for your favorite - Tuck chairs, dismissed | |