

Lesson Plan Format

Class/Grade/Stage: <u>Year 9</u>	Date: <u>11/11/22</u>	Time: Start: _____ <u>9am</u> Finish: <u>11am</u> _____
Key Learning Area(s): <u>Food Technologies</u>	Lesson Topic: <u>Cooking mac and Cheese</u>	
NESA Australian Professional Standards for Teachers <i>Identify the standard(s) and focus areas that align with this lesson:</i>	<ul style="list-style-type: none"> • <u>select and use appropriate equipment for the preparation of food</u> • <u>demonstrate safe and hygienic work practices</u> • _____ 	
Recent Prior Experience <i>(formative assessment, summative assessment, specific relevant concepts, skills and values the school students have experienced prior to this lesson):</i> <u>3 years of cooking experience, recent previous displays of cooking skills, OnGuard safety training for kitchen equipment</u>		
Syllabus/Syllabi Outcome(s): <i>Please note the syllabus reference number AND write out in full.</i> <u>></u> <u>-</u> <u>- uses a variety of communication techniques FTLS-6</u> <u>> participates in making food items FTLS-7</u> <u>> uses appropriate equipment and techniques in making a variety of food items FTLS-8</u>	Indicators of Learning for this lesson- learning intentions and success criteria: <u>(WALT: we are learn to...)</u> <u>In meaningful Ss language, so Ss can monitor their learning.</u> <u>Linked directly with the syllabus/syllabi outcome(s).</u> Learning intention(s): What will Ss know, understand and be able to do as a result of the learning and teaching: <u>-create a high quality mac and cheese dish</u> Success criteria: How students will know they have achieved these intentions? <u>-the taste and presentation of the mac and cheese will be to a high standard</u>	Assessment: <u>(WILF: what im looking for..)</u> <i>Strategies which will be used to assess learners' attainment of learning outcomes. Should be linked to each learning indicator.</i> <u>-aesthetic plating</u> <u>- safe cooking practices and using correct equipment</u> <u>- sufficient washing up</u> <u>- dish is good tasting</u>

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› demonstrates safe practices in the making of food items FTLS-9 › demonstrates hygienic and safe practices in the selection, handling and storage of food FTLS-1		
Any safety issues to be considered (APST 4.4.1): <u>hot cooktops, hot food, sharp utensils, small cooking area so may become cluttered</u>	Resources: <i>List resources you used in preparing the lesson AND those used in the lesson implementation.</i> <u>Ingredients/equipment listed, whiteboard/markers, washing up equipment</u>	

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>	Resources and Organisation:
<ul style="list-style-type: none"> - student skills - student concepts - student values - link with learning intentions - link with success criteria 		<ul style="list-style-type: none"> - teaching strategies 	
INTRODUCTION			
<u>I will get them into the room, check whether they have their equipment, and do a brief intro of what is to be expected while we cook, and what the right order of everything will be.</u>	<u>10 mins</u>	<u>I'll have them waiting outside the room and I will mark the role and as their name is called I'll check off whether they brought their equipment or not and I'll give them a recipe. After everyone is seated I'll go through some of the basic expectations and answer any questions about the task, then set them off to go</u>	<ul style="list-style-type: none"> - <u>class list</u> - <u>whiteboard</u>

DEVELOPMENT			
<u>I'll leave them to cook with the expectation that they will also clean up and wash all equipment and leave the room the way we found it</u>	<u>100 mins</u>	<u>I'll have one person from each group collect ingredients, and one person grab the equipment out. It will be a primarily self driven lesson, though I will be floating around to help and assist, as well as make sure everyone is following safe work practices. After they have cooked they can put their food in a container and then they can start cleaning up. After they are all cleaned up and everything has been properly put away they will then be able to go outside and eat their food</u>	<u>-ingredients</u> <u>- equipment</u> <u>-Washing up equipment</u> <u>-containers</u> <u>- ppe (apron, hair tied up)</u>
CLOSURE			
<u>While they are eating their food we will have a debrief and we will discuss how they went that lesson, what was good and bad, and whether they liked it or not etc</u>	<u>10 mins</u>	<u>Depending on how early the finish they may either stay outside or come back inside and we will have a discussion about how the lesson went and whether their behavior was at an acceptable level or not, places to improve and whether they enjoyed the lesson or not</u>	<u>- n/a</u>

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(add further pages as required)

Student Teacher's Evaluation *(write reflections on the following):*

Assessment of Learning Outcomes *(suggested NESAPST 2.3.1, 3.1.1, 5.1.1, 5.2.1, 5.3.1, 5.4.1)*

To what extent did the learners achieve the intended learning outcomes (learning intentions and success criteria)?

Describe the evidence you have for this.

Outline the follow-up to this lesson for the **learners**.

Evaluation of Teaching *(suggested NESAPST 1.2.1, 1.3.1, 1.4.1, 1.5.1, 1.6.1, 2.2.1, 2.3.1, 2.4.1, 2.5.1, 2.6.1, 3.1.1, 3.2.1, 3.3.1, 3.4.1, 3.5.1, 3.6.1, 4.1.1, 4.2.1, 4.3.1, 5.1.1, 5.2.1, 5.3.1)*

Identify the teaching strategies / learning experiences that were **most** effective. Explain why.

Identify the teaching strategies / learning experiences that were **least** effective. Explain why.

How appropriate was the timing throughout the various sections of the lesson? Why?

Describe how the selection and use of resources supported learning in the lesson.

Identify what motivated the students. Explain why.

Identify the classroom management strategies that were **most** effective. Explain why.

What was most satisfying about the lesson?

Based on these reflections, outline the steps you should now take to improve your teaching in future lessons.

Colleague teacher's comments: (Reference could be made, for example, to planning and preparation, knowledge of curriculum, organisation, motivation of pupils, strategies used, interaction with students, classroom management, catering for individual needs, use of resources, etc. in alignment with the NESA APST Graduate Teaching Standards)