



Lesson Plan Year 7

Class/Grade/Stage: Year 7 (7B3TEX, 7B1TEX, 7A2TEX)		Date: 25/06/2024	Time: Start: 9:20am Finish: 10:10am
Key Learning Area(s): Textiles		Lesson Topic: The design process-Indigenous Weaving	
NESA Australian Professional Standards for Teachers <i>Identify the standard(s) and focus areas that align with this lesson:</i>		1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities. 2.2 Content selection and organisation 3.3 Use teaching strategies 3.5 Use effective classroom management 4.2 Manage classroom activities	
Recent Prior Experience: Students have completed majority of the syllabus requirements (due to it being the final week of school).			
Syllabus/Syllabi Outcome(s): TE4-1DP Designs, communicates, and evaluates innovative ideas and creative solutions to authentic problems or opportunities. TEA-2DP Plans and manages the production of designed solutions General Capabilities/Cross Curriculum Priorities  Aboriginal and Torres Strait Islander histories and cultures  Critical and creative thinking		Indicators of Learning for this lesson- learning intentions and success criteria: <u>Learning Intention</u> To understand the components of the design process and are able to put these into practice. Students will comprehend why designers follow this process when creating their designs. <u>Success Criteria</u> Students must be able to: <ul style="list-style-type: none">- Acknowledge all elements of the design process.- Understand why individuals, communities and companies follow a design process.- Put the design process into practice when weaving.	Assessment: Worksheet – Students are provided a worksheet with questions about the design process. This will be handed to the teacher upon the completion of the lesson. Question and answer – Following the video, students will engage in class discussion to recall all elements of the design process. The teacher will therefore be able to gauge who has a better understanding of the content.
Any safety issues to be considered (APST 4.4.1):		Resources: Worksheets: Design Process Activity: Indigenous Weaving (created by Sophie Voll)	

<ul style="list-style-type: none"> - This lesson will be held in the textiles rooms. It is therefore important that all equipment is safely stored away and students are not interfering with machines, pins, scissors etc. 	ICT: PowerPoint presentation including video and introduction to Indigenous weaving (created by Sophie Voll) Videos: The Engineering Design Process: A Taco Party
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LESSON SEQUENCE

Lesson Content / Indicators of Learning/ Teaching Strategies (<i>What is Taught</i>):	Timing (mins)	Learning Experiences: (<i>How it is taught</i>)	Resources and Organisation:
INTRODUCTION			
Introducing the class	5mins	Prior to students entering the classroom, they are required to line up along the wall. Students then quietly enter the room, and the roll is marked.	ICT: Laptop (teachers) and projector
Class Brainstorm: ‘What is the design process?’	2mins	Students engage in a class discussion through the teacher lead question, ‘what is the design process?’. If students are unable to answer this question, it will be broken down with prompts eg: <ul style="list-style-type: none">- What is design?- What is a process? Students will then place these two definitions together to understand a design process.	
Watching Video: The Engineering Design Process: A Taco Party	3.5mins	A video explaining the design process (relating it to hosting a party) will be presented to the class.	
DEVELOPMENT			
Worksheet: Task one Ordering the design process		Following the video, the teacher will go through the first two questions on the worksheet: <ul style="list-style-type: none">- What is the design process?- What are the steps in the design process? Students will discuss the answers to these as a class and the teacher will record their responses on the whiteboard.	Whiteboard and whiteboard markers
Link to success criteria: Acknowledge all elements of the design process.			PowerPoint presentation: Laptop, projected onto screen (video paused at 3:38 to show the steps).

CLOSURE			
<p>Completion of activity: Teacher ensures all students have a completed bracelet/keychain.</p> <p>Worksheet: Evaluation</p> <p>Clean up: Students tidy up their workspaces.</p>		<p>Prior to the completion of the lesson, the teacher will ensure all students have a finalised bracelet/keychain. If students need assistance with the completion of this, the teacher will finish it off for them</p> <p>Students complete and evaluation on their worksheets to consider:</p> <ul style="list-style-type: none"> - What went well when designing their bracelets. - What they like about their bracelets. - What didn't go well. <p>Students are instructed to pack away all of the equipment and materials they used including scissors, masking tape scraps, wool scraps etc.</p> <ul style="list-style-type: none"> - Students stand behind their chairs once everything is clean before being dismissed. 	

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)?

- All students made a bracelet and seemed to thoroughly enjoy the development of it.
- All students understood the design process; however, many were unable to later recall the steps (they had a brief understanding of the design process).
- All students were able to put the design process into practice and develop a bracelet.

Describe the evidence you have for this.

See worksheet and bracelet examples in appendices.

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

Costume development – following the design process (continuation).

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.

- Demonstrating how to braid at a single table with all students standing around and watching.
- Pre-cutting the wool so that it is prepared and can be handed to students.
- Completing one step at a time and assisting students along the way so that nobody falls behind.

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

- Allowing the students to cut their own wool and sit at their own desks.

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

The lesson timing was appropriate- students all completed their bracelets.

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

Worksheets: These were an excellent way for the students to refer back to the design process after they had copied it down. Furthermore, students were able to evaluate their designs by considering:

- What went well
- What didn't go well

Identify what motivated the students. Explain why.

Hands on activity – students thoroughly enjoyed making bracelets and they were all wanting to wear them after the lesson. They were motivated to complete the activity as they were wanting to leave the room wearing them, especially the boys.

Video – Most of the students enjoyed watching the video that explained the design process. This motivated the students as it used a reference (of a taco party) that was more familiar and enjoyable to them.

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

- Working individually with students when needed

- Allowing the class to gather around a single table to watch the demonstration.

What was most satisfying about the lesson?

Students completing their bracelets and exiting the classroom wearing them proudly.

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

- Ensure ALL lessons with demonstrations are step-by-step where the teacher is placed at a table central to the classroom.
- Ensure all students receive equal teacher assistance – many of the boys struggled to braid and required a significant amount of assistance, therefore, managing this better in the future by asking them all to go to a single table would work better.

