

## Lesson Plan (8TECHE)

Class/Grade/Stage: Year 8 (8TECHE)		Date: 15/06/2023	Time: Start: 8:45am Finish: 10:25am
Key Learning Area(s): Food Technology		Lesson Topic: Food Technology Equipment and Reading a Recipe	
NESA Australian Professional Standards for Teachers  Identify the standard(s) and focus areas that align with this lesson:	1.2 Understand how students learn 2.1 Content and teaching strategies of the teaching area 2.2 Content selection and organisation 3.3 Use teaching strategies 3.4 Select and use resources 4.2 Manage classroom activities		
Recent Prior Experience: Food Technology class - Have previously had a practical class making chocolate truffles (07/06/23). This lesson made evident that the students required further revision on using measuring tools and comprehending recipes. Prior to this lesson, they also had a theory lesson preparing them for the kitchen. Experience at home: Many students have had experience at home cooking and cleaning. This was evident in their more recent practical lesson (07/06/23).			
Syllabus/Syllabi Outcome(s):  TE4-6FO - Explains how the characteristics and properties of food determine preparation techniques for healthy eating  TE4-3DP - Selects and safely applies a broad range of tools, materials and processes in the production of quality projects	Indicators of Learning for this lesson- learning intentions and success criteria:  Learning Intentions: To identify and be able to safely use a range of food preparation and cooking tools. Students must then be able to apply these skills to comprehend a recipe. Before next lesson, students will further be able to understand how to safely use an oven.  Success criteria: How students will know they have achieved these intentions? <ul style="list-style-type: none"><li>- Students can identify a series of food preparation and cooking tools.</li><li>- Students know how to safely and correctly use the identified equipment, including the oven.</li><li>- Students are capable of comprehending the procedure of a recipe.</li></ul>		Assessment: Students can identify a series of food preparation and cooking tools: Assessed by: Teacher will prompt students with questions to ask what each tool is. Students are provided an opportunity to engage in discussion about what they are and what they used for. Students know how to safely and correctly use the identified equipment, including the oven: Teacher will demonstrate how equipment should be correctly used as a reiteration of what was learnt on 07/06/23. Assessed by: Students will be provided a worksheet where they are able to label the parts of an oven. Students are capable of comprehending the procedure of a recipe: Assessed by: Students will complete a worksheet where they are required to comprehend a recipe, acknowledge acronyms used and understand how to alter a recipe.

<b>Any safety issues to be considered (APST 4.4.1):</b> Students must move around the kitchen safely.	<b>Resources:</b> Worksheets: Reading a Recipe, Abbreviations and Altering a Recipe worksheets are provided to the students.
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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			
Students appreciate and understand the learning intentions and success criteria.	5mins	The lesson will be introduced as the teacher will state the learning intentions and success criteria for the lesson.	Measuring tools in order for the students to have a visual aide and understanding of what they look like.
Acknowledgement of prior knowledge: Practical lesson on 07/06/23.	5mins	Students will be provided the chance to recall and discuss what they learnt in the lesson prior. We will discuss what equipment was used in this lesson.	
Group Discussion <b>Success Criteria:</b> Students can identify a series of food preparation and cooking tools. <u>'Golden Question'</u> : What makes you say that? <u>Key Questions</u> : Why would we not use a metal spoon in a hot pan? Why would we use certain measuring tools for wet substances vs dry substances?	10mins	A group discussion will then commence on the appropriate use of tools when preparing and cooking food. Students will be engaged in a discussion surrounding what equipment was used last lesson (07/06/23) and what tools should have been used for each stage. Furthermore, students will discuss when or when not to use certain tools.	
DEVELOPMENT			
Reiteration of prior knowledge (07/06/23): Students are shown how to accurately measure liquids vs dry ingredients.	10mins	Students will be shown how to correctly measure liquids vs dry ingredients by being shown what is correct and incorrect. After brainstorming what tools should be used for certain ingredients, students will better understand how they should be measured out. Note: It is necessary to explain that measuring spoons should be levelled off and not mounded at the top.	Kitchen measuring tools: Measuring spoons, measuring cups, liquid measuring cups. Dry ingredient (flour) to demonstrate with and water for a liquid.

<p>Cross Contamination (<b>APST 3.3, 3.4</b>)  <b>Success Criteria:</b> Students know how to safely and correctly use the identified equipment, including the oven.</p>	10mins	<p>Students will be taught about cross contamination in terms of correctly using cutting boards. They will be prompted with the question “what is cross contamination?”.  Students will be taught which cutting boards should be used for what as they are shown each one in the food technology rooms.</p>	<p>Students will be provided with a worksheet outlining the following cutting board colours:  Red: Raw meat  Blue: Raw fish  Yellow: Cooked meat  Green: Salads and Fruits  Brown: Vegetables  White: Dairy products</p>
<p>The oven: Within the next practical class, students will utilise an oven. It is therefore necessary to build a foundation for them to understand the correct and safe use of an oven.  <b>Reference to learning intentions:</b> Before next lesson, students will further be able to understand how to safely use an oven.</p>	15mins	<p>A worksheet will be distributed which allows the students to label and show parts of the oven, including how to safely use it. This will include instruction on using mitts, turning off the oven when done and locating where to place hot items when they are removed from the oven.  The teacher will show the students the buttons on the oven and explain what they each do. The students may then label them as they go.</p>	<p>Oven worksheet: Allows students to label different parts of the oven.</p>
<p>Reading and altering a recipe: Reiteration of what was learnt on 07/06/23 about the abbreviations Tbsp and tsp.  <b>Success Criteria:</b> Students are capable of comprehending the procedure of a recipe</p>	20mins	<p>Students are taught how to correctly read and identify elements of a recipe. They will be informed about the abbreviations utilised in recipes, as well as understanding how a recipe may be halved and doubled. This will be taught to them as students are provided a worksheet which they will be guided through completing.  This will also reiterate what was learnt on 07/06/23 when students were required to make chocolate truffles.</p>	<p>Recipe Worksheet: Outlines how to read a recipe, match the abbreviation to the original recipe word, and how to alter a recipe.</p>
<b>CLOSURE</b>			
<p>Short Revision Group Discussion: Students will revise what they have learnt</p>	10mins	<p>This will be in the format of a short revision which will outline:</p> <ol style="list-style-type: none"> <li>1. What each coloured chopping board is used for</li> <li>2. What parts of the oven will be needed for next lesson (practical)</li> <li>3. Short review of abbreviations in a recipe</li> </ol>	
<p>Student pack-up</p>	15mins	<p>Students will take photos of their worksheets (with teachers permission) and upload them to google classroom. Once this is done, student will pack away, ensuring nothing is left behind in the kitchen.</p>	