

## LESSON PLAN: 7TEC.1 (lesson 1)

<b>Class/Grade/Stage:</b> 7TEC.1	<b>Date:</b> 09/08/2023	<b>Time:</b> 45 mins <b>Start:</b> 2:15pm <b>Finish:</b> 3:00pm
<b>Key Learning Area(s):</b> Technology Mandatory: Agriculture and Food Technologies		<b>Lesson Topic:</b> Farm to fork – Chicken stir fry with vermicelli noodles
<b>NESA Australian Professional Standards for Teachers</b> <i>Identify the standard(s) and focus areas that align with this lesson:</i>	<b><u>1. Know students and how they learn:</u></b> 1.2 Understand how students learn and 1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities.	
	<b><u>2. Know the content and how to teach it:</u></b> 2.1 Content and teaching strategies of the teaching area, 2.2 Content selection and organisation, and 2.5 Literacy and numeracy strategies.	
	<b><u>3. Plan for and implement effective teaching and learning:</u></b> 3.1 Establish challenging learning goals, 3.2 Plan, structure and sequence learning programs, 3.3 Use teaching strategies, 3.4 Select and use resources and 3.5 Use effective classroom communication.	
	<b><u>4. Create and maintain supportive and safe learning environments:</u></b> 4.1 Support student participation, 4.3 Manage challenging behaviour, and 4.4 Maintain student safety.	
	<b><u>5. Assess, provide feedback and report on student learning:</u></b> 5.1 Assess student learning, 5.2 Provide feedback to students on their learning and 5.4 Interpret student data.	
<b>Recent Prior Experience</b> <i>(formative assessment, summative assessment, specific relevant concepts, skills and values the school students have experienced prior to this lesson):</i> Week 1 introduction to the unit Food and Agriculture Week 2: Healthy Hot cakes demonstration + practical Healthy Hotcakes Week 3: Food and theory + demonstration of Tasty Vegetarian pasta + Practical Tasty Vegetarian pasta Week 4: Nutrition + Demonstration Chicken Stir fry with Vermicelli noodles		
<b>Syllabus/Syllabi Outcome(s):</b>  <b>Outcomes</b> <i>A student:</i> › <b>TE4-3DP</b> selects and safely applies a broad range of tools, materials and processes in the production of quality projects › <b>TE4-5AG</b> investigates how food and fibre are produced in managed environments	<b>Indicators of Learning for this lesson</b>  <b>Learning intention(s):</b> › Students will understand the ingredients needed to cook chicken stir fry. › Students will understand the steps required to cook chicken stir fry. › Students will identify	<b>Assessment:</b> <i>Strategies which will be used to assess learners' attainment of learning outcomes.</i>  › Formative Assessment through (T) student completion of worksheets and cooking recipe. › (T) observation and verbal feedback to students as watch cooking demonstration.

<p>› <b>TE4-6FO</b> explains how the characteristics and properties of food determine preparation techniques for healthy eating</p> <p><b>Identifying and defining</b></p> <p>investigate how food and fibre production is managed in environments as a system and how sustainability can be improved, for example: (ACTDEK032) ST</p> <ul style="list-style-type: none"> <li>• plants and/or animal species grown in managed environments</li> <li>• land management by Aboriginal and/or Torres Strait Islander Peoples boundaries, inputs, outputs, processes and feedback occurring in a managed environment</li> </ul>	<p><b>Success criteria:</b></p> <p>› Students will complete the fill in the blanks recipe sheet.</p> <p>› Students will complete the farm to fork – beef stir fry with noodles sheet.</p>	<p>› (T) monitors and records students' progress through check collection of students work and questioning techniques.</p>
<p><b>Any safety issues to be considered</b> (APST 4.4.1):</p> <ul style="list-style-type: none"> <li>• Students need to follow safe kitchen behavioural guidelines along with demonstrating safe kitchen practices and procedures.</li> <li>• Students safe use and maintenance of tools, equipment, and processes throughout the lesson.</li> <li>• Ensuring students have/use correct personal protective equipment (PPE)</li> </ul>	<p><b>Resources:</b></p> <p><i>List resources you used in preparing the lesson AND those used in the lesson implementation.</i></p> <ul style="list-style-type: none"> <li>• Worksheet print outs.</li> <li>• Pencils/pens</li> <li>• Ingredients and cooking equipment</li> </ul>	

## LESSON SEQUENCE

<b>Lesson Content / Indicators of Learning/ Teaching Strategies (What is Taught):</b>	<b>Timing (mins)</b>	<b>Learning Experiences: (How it is taught)</b>	<b>Resources and Organisation:</b>
- student skills and concepts - student values - link with learning intentions and success criteria		Write detailed steps showing what the teacher (T) will do and what students (Ss) will do. Include differentiation if applicable. - teaching strategies	
<b>INTRODUCTION</b>			
<p><b><u>Prior to class</u></b></p> <p><b><u>Welcome the whole class</u></b></p> <ul style="list-style-type: none"> <li>• (T) or supervising teacher marks roll</li> <li>• (T) welcomes Ss</li> <li>• (T) reinforces appropriate classroom behaviour and expectations.</li> </ul>	5mins	<ul style="list-style-type: none"> <li>• (T) ensures that the kitchen is free from any unknown potential hazards.</li> <li>• (T) will have print out of worksheets for all students along with pencils/pens.</li> <li>• (T) welcomes students outside the classroom, Ss are then asked to enter the room and take a seat at a workstation.</li> <li>• (T) asks that all bags are placed out of the walkways and under the benches to avoid creating tripping hazards.</li> <li>• (T)/supervising teacher marks roll.</li> </ul>	
<b>DEVELOPMENT</b>			
<p><b><u>Explanation/overview of lesson</u></b></p> <ul style="list-style-type: none"> <li>• (T) explains to Ss what the lesson involves and what is expected from the students.</li> </ul>	5mins	<ul style="list-style-type: none"> <li>• (T) briefly explains the order of the lesson to Ss and what they are required to complete, this is done through verbal instruction and a visual demonstration.</li> <li>- Outline of learning intentions and success criteria: Learning intention(s):               <ul style="list-style-type: none"> <li>› Students will understand the ingredients needed to cook chicken stir fry.</li> <li>› Students will understand the steps required to cook chicken stir fry.</li> <li>› Students will identify</li> </ul> </li> <li>- Success criteria:               <ul style="list-style-type: none"> <li>› Students will complete the fill in the blanks recipe sheet.</li> </ul> </li> </ul>	



		<p>2. Start by slicing the chicken (or beef) into strips. Slice the chicken on the diagonal thinly, 2cm reference. Then cut in half again to ensure the pieces are even in size so that the pieces cook evenly. The meat is then going to be marinated.</p> <p><i>If I was doing this at home, I would do it the night before. What does marinating the chicken do?</i></p> <p>3. Place chicken into a medium size bowl.</p> <p>4. Put red chopping board and knife aside to be washed, it cannot be used for the vegetables.</p> <p><i>Do not leave the knife in the sink water</i></p> <p><i>Remind students that one person prepares the meat while their teammate will prepare the vegetables.</i></p> <p><i>Remind students that they should never mix the meat and the vegetables on the chopping boards because that will cross contaminate and can cause salmonella.</i></p> <p>5. To prepare the vegetables you would use the green chopping board and a new clean separate knife.</p> <p>6. Dice onion and mince garlic.</p> <p>7. Reminder that you need to wash the vegetables first. Cut the Bok choy, celery and carrot into small pieces roughly 2-3cm. Make sure that the carrot is cut quite thin cause it takes less time to cook.</p> <p>8. Place the onion and garlic into the chicken mixing bowl.</p> <p>9. Add the Barbecue Sauce and the Oyster Sauce into the bowl, and mix well</p> <p>10. Turn on the stove top and place pan on stove top.</p> <p>11. Put the oil in the fry pan over medium heat.</p> <p>12. Cook the chicken in batches until the chicken is cooked through.</p> <p><i>We cook it in batches so that the meat cooks through and it doesn't stick to the pan.</i></p> <p>13. Cook half of the meat and then put the cooked meat into a clean bowl and then cook the other half.</p>	
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<b>CLOSURE</b>			
<p><b><u>Pack up and clean workshop</u></b></p> <ul style="list-style-type: none"> <li>• (T) instructs students to pack up and clean the kitchen.</li> </ul>	5 mins	<ul style="list-style-type: none"> <li>• (T) will keep track of time throughout the lesson , when there is 5 minutes left of the lesson (T) will instruct Ss that it is time to pack up.</li> <li>• (T) will remind Ss to clean their own workspace.</li> <li>• (T) dismisses the class when the bell has rung.</li> </ul>	

