

## Yr 8 Plastics – (Practical) Designing and Creating Bag Tag or Photo Frame

<b>Class/Grade/Stage:</b> Year 8	<b>Date:</b> 8 <sup>th</sup> November 2023	<b>Time: Start:</b> 08:45 <b>Finish:</b> 09:45
<b>Key Learning Area(s):</b> Tech Mandatory – Plastics	<b>Lesson Topic:</b> Designing and Creating Bag Tag or Photo Frame	
<b>NESA Australian Professional Standards for Teachers</b> <i>Identify the standard(s) and focus areas that align with this lesson:</i>	2.1 Content and teaching strategies of the teaching area  4.2 Manage classroom activities  4.3 Manage challenging behavior  4.4 Maintain student safety	
<b>Recent Prior Experience:</b>  Students have completed their assessment task and course content for this subject. They have created a clock made from laser cut plastics and have made or are currently making a hand-made bag tag from plastics materials. In the lesson prior to this, students were introduced to the concept of creating a photo frame and have had the lesson the design and start marking out their work on the plastic sheet.		
<b>Syllabus/Syllabi Outcome(s):</b> <ul style="list-style-type: none"><li>■ TE4-1DP designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities</li><li>■ TE4-2DP plans and manages the production of designed solutions</li><li>■ TE4-9MA investigates how the characteristics and properties of tools, materials and processes affect their use in designed solutions</li></ul>	<b>Indicators of Learning for this lesson- learning intentions and success criteria:</b> <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"><li>- Students will have either made a start on their bag tags/photo frames, or will continue to work on it</li></ul> Success criteria: How students will know they have achieved these intentions? <ul style="list-style-type: none"><li>- Students will have been productive throughout the practical lesson, creating their bag tag/photo frames.</li></ul>	<b>Assessment:</b> <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"><li>- Student evaluation at the end of the period.</li></ul>
<b>Any safety issues to be considered (APST 4.4.1):</b> <ul style="list-style-type: none"><li>- Students must not use any workshop equipment, unless advised to.</li><li>- All bags should be left outside the workshop to prevent any trip hazards.</li><li>- Students should not be walking around the workshop, unless instructed.</li></ul>	<b>Resources:</b> <ul style="list-style-type: none"><li>- Teacher/student laptops</li><li>- Class roll</li><li>- Sheets of plastic</li><li>- Workshop equipment – e.g., coping saws, files, etc.</li><li>- Finished example of the product</li><li>- Extra PPE – e.g., aprons and safety goggles</li></ul>	

## 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:
<b>INTRODUCTION</b>			
Classroom management  Welcome students to the class and introduce the lesson topic for today.	10 mins  08:45 – 08:55	Ss to wait outside until they are quiet and calm. Students to bring their laptops and all PPE.  T to mark the roll and explain their expectations for the class.  T to ask what Ss learnt last lesson with the other teacher.  T to explain the learning intentions and success criteria of the lesson.	Teacher & student laptops  Class roll  Photo frame example
<b>DEVELOPMENT</b>			
Ss to continue working on their bag tags or photo frames, using the given tools in the workshop.	40 mins  08:55 – 09:35	Ss to continue their work on the bag tag, if not finished already, or to start on the photo frame.  Some Ss would have started designing their photo frame shapes, however, if Ss have not, they are to use their laptops/paper to design the shape before they can start cutting their plastic.  There will be an SLISO in the workshop, so T is to communicate with them their expectations of the diverse students.  T to be walking around the workshop and assist any students. T should always be vigilant, as the workshops can be extremely dangerous if students are doing the wrong thing.	PPE  Bag tag materials  Plastic sheets for photo frames  Student laptops
<b>CLOSURE</b>			
Ss to evaluate their work and come up with a plan for the next practical lesson.	10 mins  09:35 – 09:45	10 minutes before the bell, T is to gain the Ss attention.  Ss are to pack up their work, make sure they have their names on it and put it into the class tub. Ss are to clean the workshop benches and the floor with brooms and dust pans.  Ss are to stand quietly behind their benches, waiting for the T instructions.  T to dismiss Ss and wish them well on their way out.	Brooms and dust pans  Class tubs  Masking tape and marker

## Yr 8 Plastics – (Practical) Working on Photo Frames

<b>Class/Grade/Stage:</b> Year 8	<b>Date:</b> 15 <sup>th</sup> November 2023	<b>Time:</b> Period 3 <b>Start:</b> 11:15 <b>Finish:</b> 12:15
<b>Key Learning Area(s):</b> Tech Mandatory – Plastics	<b>Lesson Topic:</b> (Practical) Working on their hand-made photo frames	
<b>NESA Australian Professional Standards for Teachers</b> <i>Identify the standard(s) and focus areas that align with this lesson:</i>	2.1 Content and teaching strategies of the teaching area 4.2 Manage classroom activities 4.3 Manage challenging behaviour 4.4 Maintain student safety	
<b>Recent Prior Experience:</b> Students have completed their assessment task and course content for this subject. They have created a clock made from laser cut plastics and have made or are currently making a hand-made bag tag from plastics materials. In lessons prior to this, students were introduced to the concept of creating a photo frame and have had the lesson the design and start marking out their work on the plastic sheet.		
<b>Syllabus/Syllabi Outcome(s):</b> <ul style="list-style-type: none"><li>■ TE4-1DP designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities</li><li>■ TE4-2DP plans and manages the production of designed solutions</li><li>■ TE4-9MA investigates how the characteristics and properties of tools, materials and processes affect their use in designed solutions</li></ul>	<b>Indicators of Learning for this lesson- learning intentions and success criteria:</b> <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"><li>- Students will continue working on their photo frame – this could include sawing, filing, gluing, sanding or drilling.</li></ul> Success criteria: How students will know they have achieved these intentions? <ul style="list-style-type: none"><li>- Students will have been productive throughout the practical lesson, creating their photo frames.</li></ul>	<b>Assessment:</b> <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"><li>- Student self-evaluation at the end of the period.</li></ul>
<b>Any safety issues to be considered (APST 4.4.1):</b> <ul style="list-style-type: none"><li>- Students must not use any workshop equipment, unless advised to.</li><li>- All bags should be left outside the workshop to prevent any trip hazards.</li><li>- Students should not be walking around the workshop, unless instructed.</li></ul>	<b>Resources:</b> <ul style="list-style-type: none"><li>- Teacher/student laptops</li><li>- Class roll</li><li>- Sheets of plastic</li><li>- Workshop equipment – e.g., coping saws, files, etc.</li><li>- Finished example of the product</li><li>- Extra PPE – e.g., aprons and safety goggles</li></ul>	

## 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"> <li>- student skills</li> <li>- student concepts</li> <li>- student values</li> <li>- link with learning intentions</li> <li>- link with success criteria</li> </ul>		<ul style="list-style-type: none"> <li>- teaching strategies</li> </ul>	
<b>INTRODUCTION</b>			
<p>Welcome students to the class and introduce the lesson topic for today.</p> <p>Classroom management</p>	<p>10 mins</p> <p>11:15 – 11:25</p>	<p>Ss to wait outside until they are quiet and calm. Students to bring all necessary equipment and PPE.</p> <p>T to mark the roll and explain their expectations for the class.</p> <p>T to ask what Ss learnt last lesson with the other teacher, and what stage of the process of designing they are up to – this will gauge where the T needs to focus their attention on more.</p> <p>T to explain the learning intentions and success criteria of the lesson.</p>	<p>Teacher &amp; student laptops</p> <p>Class roll</p> <p>Photo frame example</p>
<b>DEVELOPMENT</b>			
<p>Ss to continue working their photo frames, using the given tools and materials in the workshop.</p> <p>Classroom management</p>	<p>40 mins</p> <p>11:25 – 12:05</p>	<p>Ss to continue working on their photo frames – at this stage in the process, they should have already finalised a design and started cutting their first piece of plastic.</p> <p>T to be walking around the workshop and assist any students. T should always be vigilant, as the workshops can be extremely dangerous if students are doing the wrong thing.</p> <p>T to check up with the diverse/LD learners, to see their progress and assist if needed.</p> <p>If a student needs anything from the other workshop, only one student is to go down. No student should be leaving the workshop at any point without permission.</p>	<p>PPE</p> <p>Workshop tools</p> <p>Student's in-progress photo frames</p>
<b>CLOSURE</b>			
<p>Ss to evaluate their work and come up with a plan for the next practical lesson.</p> <p>Ss to clean up the workshop for the next class.</p> <p>Classroom management</p>	<p>10 mins</p> <p>12:05 – 12:15</p>	<p>10 minutes before the bell, T is to gain the Ss attention.</p> <p>Ss are to pack up their work, make sure they have their names on it and put it into the class tub. Ss are to clean the workshop benches and the floor with brooms and dust pans.</p> <p>Ss are to stand quietly behind their benches, waiting for the T instructions. T to dismiss Ss and wish them well on their way out.</p>	<p>Brooms and dust pans</p> <p>Class tub</p> <p>Masking tape and marker</p>

## Yr 7 Wood – (Practical) Finishing Herb Box Stands

Class/Grade/Stage: Year 7		Date: 15 <sup>th</sup> November 2023	Time: Period 5 Start: 13:50 Finish: 14:50
Key Learning Area(s): Tech Mandatory – Woodwork		Lesson Topic: (Practical) Finishing Herb Box Stands	
NESA Australian Professional Standards for Teachers  Identify the standard(s) and focus areas that align with this lesson:		2.1 Content and teaching strategies of the teaching area 3.1 Establish challenging learning goals 3.3 Use teaching strategies 3.5 Use effective classroom communication 4.2 Manage classroom activities 4.3 Manage challenging behaviour 4.4 Maintain student safety	
Recent Prior Experience: Students have completed their assessment task and course content for this subject. They have created an herb box stand for their windowsills as the practical component for this task, however, many students did not complete this component and will have the opportunity to do so in the following lessons. Ss are at different stages of completing their box – some who have finished and can decorate it, others who need to sand their box, while some need to still assemble the box.			
Syllabus/Syllabi Outcome(s): Please note the syllabus reference number AND write it out in full. <ul style="list-style-type: none"><li>■ TE4-2DP plans and manages the production of designed solution</li><li>■ TE4-3DP selects and safely applies a broad range of tools, materials and processes in the production of quality projects</li><li>■ TE4-9MA investigates how the characteristics and properties of tools, materials and processes affect their use in designed solutions</li></ul>		Indicators of Learning for this lesson- learning intentions and success criteria: 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"><li>• Ss are to complete as much as they can in this lesson, as they are to take their boxes home today. Ss can complete any of the following steps in this lesson: assembling their boxes, sanding the pencil marks off, or using the etching tool, they can decorate their box.</li></ul> Success criteria: How students will know they have achieved these intentions? <ul style="list-style-type: none"><li>• Ss will have been productive throughout the practical lesson, working to complete their herb box stands.</li></ul>	Assessment: Strategies which will be used to assess learners' attainment of learning outcomes. Should be linked to each learning indicator. <ul style="list-style-type: none"><li>• Ss can self-evaluate and assess their progress to their peers.</li></ul>
Any safety issues to be considered (APST 4.4.1): <ul style="list-style-type: none"><li>• All bags should be left outside the workshop to prevent any trip hazards.</li><li>• At all times, Ss are to wear their PPE, e.g., leather shoes, apron, safety goggle, etc.</li><li>• Ss must not use any workshop equipment, unless advised to.</li><li>• Ss should not be walking around the workshop, unless instructed.</li></ul>		Resources: List resources you used in preparing the lesson AND those used in the lesson implementation. <ul style="list-style-type: none"><li>• Teacher's laptop &amp; class roll</li><li>• Ss herb box stands</li><li>• Workshop equipment – e.g., coping saws, files, etc.</li><li>• Poker burner</li><li>• Extra PPE – e.g., aprons and safety goggles</li></ul>	

## 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:
<b>INTRODUCTION</b>			
Classroom management  Welcome students to the class and introduce the lesson topic for today.	10 mins  13:50 – 14:00	T to put all the Ss boxes on the workshop table to quicken the process getting the Ss started.  Ss to wait outside until they are quiet and calm. Students to have their PPE.  T to mark the roll and explain their expectations for the class.  T to explain the learning intentions and success criteria of the lesson.	Teacher's laptop  Class roll  Ss herb box stands
<b>DEVELOPMENT</b>			
Ss are to continue working on their herb box stands, using the given tools and materials in the workshop.  Classroom management	40 mins  14:00 – 14:40	T is to demonstrate how to use the poker burner tool and explain how they can use to create burnt designs on their herb stand boxes.  Ss to continue working on their herb box stand – they have already submitted their box for their assessment. These practical lessons will allow Ss to complete their boxes – steps that can be completed include assembling their boxes, sanding the pencil marks off, or using the etching tool, they can decorate their box.  T to be walking around the workshop and assist any students. T should always be vigilant, as the workshops can be extremely dangerous if students are doing the wrong thing.  If a student needs anything from the other workshop, only one student is to go down. No student should be leaving the workshop at any point without permission.	Workshop tools – sanding tools, coping saw, etching tool.  PPE
<b>CLOSURE</b>			
Ss to evaluate their work and come up with a plan for the next practical lesson.  Ss to clean up the workshop for the next class.  Classroom management	10 mins  14:40 - 14:50	10 minutes before the bell, T is to gain the Ss attention.  Ss are to pack up their work, make sure they have their names on it and put it back into the storeroom. Ss are to clean the workshop benches and the floor with brooms and dust pans.  Ss are to stand quietly behind their benches, waiting for T to dismiss them.	Brooms and dust pans  Masking tape and markers

## Yr 8 Plastics– (Theory) TinkerCAD Lesson

<b>Class/Grade/Stage:</b> Year 8	<b>Date:</b> 16 <sup>th</sup> November 2023	<b>Time:</b> Period 3 <b>Start:</b> 11:05 <b>Finish:</b> 12:05
<b>Key Learning Area:</b> Tech Mandatory - Plastics	<b>Lesson Topic:</b> (Theory) Creating Photo Frames or Christmas Decorations in TinkerCAD or Vectary	
<b>NESA Australian Professional Standards for Teachers</b> <i>Identify the standard(s) and focus areas that align with this lesson:</i>	2.1 Content and teaching strategies of the teaching area 2.6 Information and Communication Technology (ICT) 3.1 Establish challenging learning goals 3.5 Use effective classroom communication 4.2 Manage classroom activities 4.5 Use ICT safely, responsibly and ethically	
<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> Ss have started working on the plastic photo frames in the workshop in the last few lessons, they have designed their photo frames, and most Ss have started to cut their plastic. During the term, the Ss have learnt 3D modelling in class, as a result they are able to use the basic functions of the software.		
<b>Syllabus/Syllabi Outcome(s):</b>  TE4-1DP designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities  TE4-9MA investigates how the characteristics and properties of tools, materials and processes affect their use in designed solutions	<b>Indicators of Learning for this lesson- learning intentions and success criteria:</b> 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"><li>Ss will have successfully created their photo frame or a Christmas themed design in TinkerCAD/Vectary.</li></ul> Success criteria: How students will know they have achieved these intentions? <ul style="list-style-type: none"><li>Ss will have been productive throughout the lesson and will have a semi-completed or finished 3D model to show.</li></ul>	<b>Assessment:</b> <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"><li>Ss to evaluate their peers' work – using the sandwich method (compliment, criticism, compliment).</li></ul>
<b>Any safety issues to be considered (APST 4.4.1):</b> <ul style="list-style-type: none"><li>Ss are to be responsible when using their laptops, if not they can use pen and paper to model their design.</li><li>Bags should not be left in the way to be a tripping hazard.</li></ul>	<b>Resources:</b> <i>List resources you used in preparing the lesson AND those used in the lesson implementation.</i> <ul style="list-style-type: none"><li>Teacher's laptop and class roll</li><li>Student's laptops</li><li>TinkerCAD/Vectary websites</li></ul>	

## 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:
<b>INTRODUCTION (5 minutes)</b>			
Classroom management  Welcome students to the class and introduce the lesson topic for today.	11:05 – 11:10	<p>Ss to wait outside until they are quiet and calm. Students have to bring all necessary equipment; they should not be allowed out of the room again.</p> <p>T to mark the roll and explain their expectations and outcomes for the lesson.</p> <ul style="list-style-type: none"> <li>“We are going to work on our 3D modelling skills using either TinkerCAD or Vectary, you can choose whatever program you feel comfortable”.</li> <li>“If I catch anyone not doing the right thing when given the opportunity to use out laptops, you will be asked to get a paper and pen to do the 3D modelling”</li> </ul>	<p>Teacher's laptop</p> <p>Class roll</p>
<b>DEVELOPMENT (50 minutes)</b>			
Classroom management  Ss to work on their 3D modelling skills, using prior knowledge learnt earlier in the term.	<p>5 mins 11:10-11:15</p> <p>20 mins 11:15-11:35</p> <p>5 mins 11:35-11:40</p> <p>20 mins 11:40-12:00</p>	<p>T to explain what the Ss can create in their 3D modelling (either photo frame or Christmas themed – snow globe/man, present, tree, gingerbread man, etc.).</p> <p>T to ask Ss what other ideas they may want to model. “For a challenge, you can try and find a way to create something like this Christmas tree, where there are multiple parts.”</p> <p>Ss to work on their 3D modelling quietly, while T walks around the classroom.</p> <p>Ss can take a 5-minute break to get up and stretch (they are not to leave the room).</p> <p>Ss to settle down again and continue to work on their 3D modelling quietly, they can. while T walks around the classroom.</p>	<p>Student's laptops</p>
<b>CLOSURE (5 minutes)</b>			
	5 mins 12:00 - 12:05	<p>Ss to pack up their belongings and sit quietly at their tables.</p> <p>T to call on a few Ss to ask them what they 3D modelled.</p>	



## Yr 7 Food – (Practical) Cheesy Bacon Rolls

Class/Grade/Stage: Year 7		Date: 20 <sup>th</sup> November 2023	Time: Period 3 Start: 11:15 Finish: 12:15
Key Learning Area(s): Food Technology		Lesson Topic: (Practical) Cheesy Bacon Rolls	
NESA Australian Professional Standards for Teachers <i>Identify the standard(s) and focus areas that align with this lesson:</i>		2.1 Content and teaching strategies of the teaching area 2.5 Literacy and numeracy strategies 3.1 Establish challenging learning goals 4.2 Manage classroom activities 4.4 Maintain student safety 5.2 Provide feedback to students on their learning	
Recent Prior Experience <i>(formative assessment, summative assessment, specific relevant concepts, skills and values the school students have experienced prior to this lesson):</i> Food security – learning what it is, what innovations are being developed, etc.			
Syllabus/Syllabi Outcome(s): TE4-3DP selects and safely applies a broad range of tools, materials and processes in the production of quality projects  TE4-6FO explains how the characteristics and properties of food determine preparation techniques for healthy eating		Indicators of Learning for this lesson- learning intentions and success criteria: 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"><li>Ss should be able to recreate the dish using the recipe provided.</li><li>Ss should be able to use their practical skills to ensure safe and hygienic work practices.</li></ul> Success criteria: How students will know they have achieved these intentions? <ul style="list-style-type: none"><li>Ss will have successfully make cheesy bacon rolls.</li><li>Ss will successfully clean the kitchens using the supplies given.</li></ul>	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"><li>Ss self-assessment of their dish at the end of the lesson.</li></ul>
Any safety issues to be considered (APST 4.4.1): <ul style="list-style-type: none"><li>All bags to be left outside, to avoid tripping hazards.</li><li>Ss are not to enter or leave the kitchen without permission.</li><li>Ss are to have all correct PPE, to ensure no injury occurs.</li><li>Ss are allowed to collect equipment from the trolleys, however they must be cautious when moving around the kitchens.</li></ul>		Resources: <i>List resources you used in preparing the lesson AND those used in the lesson implementation.</i> <ul style="list-style-type: none"><li>Teacher's laptop &amp; class roll</li><li>Recipe and prepared ingredients</li><li>Fully equipped kitchen</li><li>Extra PPE, e.g. aprons</li></ul>	

## LESSON SEQUENCE

Lesson Content / Indicators of Learning/ Teaching Strategies (What is Taught):	Timing (mins)	Learning Experiences: (How it is taught)	Resources and Organisation:
<b>INTRODUCTION</b>			
Welcome students to the class and introduce the lesson topic.	5 mins	Ss to wait outside until they are quiet and calm. Students to bring all necessary equipment and PPE.	Teacher's laptop & class roll
Classroom management	11:15 – 11:20	T to mark the roll and explain their expectations for the class.  T to explain the recipe to Ss – telling them the skills and techniques required for the specific recipe (creating breadcrumbs, forming dough, etc.), as well as how to manage their time properly.	Cheesy bacon rolls recipe
<b>DEVELOPMENT</b>			
Ss to make cheesy bacon rolls by demonstrating safe and hygienic work practices.	40 mins	Ss are to work in their pre-chosen practical groups. T to direct each bench to wash their hands, and to collect their ingredients and necessary equipment.  1 student can be prepping the tray with baking paper, while the others start with the dough mixture. Note: Ss are to not over knead the dough as it can cause the bread to become tough.	Necessary equipment – bowls, grater, baking tray/paper oven, etc.
Classroom management	11:20 – 12:00	Ss can create their own design in terms of how they want to roll the dough, T to have examples on the board.  Ss are to manage their time and to get their rolls into the oven as soon as possible as it could take more than the expected 15 minutes. Note: ideally, all rolls should go in before 11:45 – which gives a minimum of 25 minutes.  No student is to exit the kitchen or enter the prep room without T's permission.  While Ss are cooking, T is to be walking around the kitchen and assist any students. T should always be vigilant, as the kitchens can be extremely dangerous if students are doing the wrong thing.	Recipe
<b>CLOSURE</b>			
Ss are to clean up their kitchen bays.	15 mins	When the rolls are cooking in the oven, Ss should begin the proper clean-up process. Ss should follow the correct washing up procedure – half a sink of warm, soapy water with a sponge.	Washing up equipment
Ss are to self-evaluate their work by assessing the dish through their criteria.	12:00 - 12:15	When the rolls are ready, take them out the oven to cool, and have the Ss pack into containers. Once Ss have cleaned and packed up their kitchen bay, they can be dismissed.	Food containers

