

## Yr 9 Timber – (Practical) Laminating Timber Project

<b>Class/Grade/Stage:</b> 9	<b>Date:</b> 10 <sup>th</sup> November 2023	<b>Time:</b> Period 2 <b>Start:</b> 09:45 <b>Finish:</b> 10:30
<b>Key Learning Area(s):</b> Industrial Technology	<b>Lesson Topic:</b> (Practical) Laminating Timber Project	
<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 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	
<b>Recent Prior Experience</b> This class has completed all their course content for the year, so they are moving onto a non-assessed practical task. They are going to be using their practical skills to create a chopping/chess board from laminated timber. They are familiar with the tools, equipment and materials in the workshop, and will use this knowledge to further their development.		
<b>Syllabus/Syllabi Outcome(s):</b> <b>IND5-1</b> identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies <b>IND5-2</b> applies design principles in the modification, development and production of projects <b>IND5-3</b> identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects	<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 their laminated timber pieces, using their prior knowledge of woodworking and the workshop.</li></ul> Steps that they can accomplish in this lesson are gluing pieces together, planeing/flattening the board, shaping the final board. 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 chopping/chess boards.</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 lesson period.</li><li>- Ss to answer a question in the closure: "what is one skill and/or technique you used in today's lesson?"</li></ul>
<b>Any safety issues to be considered (APST 4.4.1):</b> <ul style="list-style-type: none"><li>- All bags should be left outside the workshop to prevent any trip hazards.</li><li>- Students should not be leaving the workshop, unless instructed to by teacher.</li><li>- Students are to only use the allowed workshop equipment – any equipment that they cannot use, the teacher will need to assist.</li><li>- Ss are allowed to wander the room to collect equipment, etc., however they are to be careful of others around them when moving.</li><li>- Students are to use the machinery with care and caution to avoid injury.</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 &amp; class roll</li><li>- Student's in-progress projects (located underneath a workbench in the workshop)</li><li>- Workshop equipment and materials</li><li>- Finished example of the product</li><li>- Extra PPE – e.g., aprons, safety goggles, etc.</li></ul>

## LESSON SEQUENCE

Lesson Content / Indicators of Learning/ Teaching Strategies ( <i>What is Taught</i> ):	Timing ( <i>mins</i> )	Learning Experiences: ( <i>How it is taught</i> )	Resources and Organisation:
<b>INTRODUCTION</b>			
<p>Welcome students to the class and introduce the lesson topic for today.</p> <p>Classroom management</p> <p><i>WHS Questions:</i>            Q. What is a WHS rule we need to follow and why?            PA: Closed-in shoes to protect our feet.            Safety goggle to protect our eyes.            No long sleeves so we don't get caught in equipment.</p>	<p>10 mins</p> <p>09:45 - 09:55</p>	<p>Ss to wait outside until they are quiet and calm. Students to bring all necessary equipment &amp; PPE.</p> <p>T to mark the roll and explain their expectations for the class – explain that T is not comfortable in the workshop, and any project related questions should be asked to Sir, but that T can assist with other aspects of the project.</p> <p>T to ask Ss what they did last lesson, to remind themselves and their peers. T to also ask WHS questions to refresh the Ss memory.</p> <p>T to introduce the lesson and explain the learning intentions and success criteria of the lesson.</p>	<p>Teacher's laptop</p> <p>Class roll</p> <p>Finished chopping board example</p>
<b>DEVELOPMENT</b>			
<p>Ss to continue working on their chopping/chess boards, using the given materials and tools.</p> <p>Ss to learn how to use a jack plane, and how to correctly plane a piece of timber.</p> <p>Classroom management</p>	<p>25 mins</p> <p>09:55 - 10:20</p>	<p>Ss to continue working on their boards – at this stage in the process they should have already completed their timber, some have glued pieces together, while others have moved further and flattened their boards.</p> <p>T to demonstrate the proper use of the jack plane hand tool. Tips: the timber needs to be planed on an angle to shave the timber instead of digging into it. When the plane is not in use, place it on the side so the blade doesn't get damaged.</p> <p>T to walk around the workshop to assist SS to the best of their ability – due to lack of knowledge in the timber/woodwork speciality, the regular classroom teacher will be answering majority of the questions that the Ss ask throughout the lesson.</p> <p>T is to be constantly supervising Ss, as the workshop can become dangerous in extreme circumstances. If Ss need to leave the workshop, permission needs to be asked before exiting.</p> <p>Ss are to follow the correct work health and safety processes and produces regarding the machinery and tools, to ensure that the student will lower their risk of harm. This includes only using approved machinery, walking around the workshop with caution to not disturb peers, only have one person on a specific machine, etc.</p>	<p>PPE</p> <p>Ss in-progress projects</p> <p>Workshop machinery</p>
<b>CLOSURE</b>			

Ss to clean up the workshop.	10 mins	10 minutes before the bell, T is to gain the Ss attention.	Brooms & dust pans
Ss to evaluate their learning by answering Q.		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.	
Classroom management	10:20 - 10:30	Ss are to stand quietly behind their benches after they are finished, and T to ask, "what is one skill and/or technique you used today?", as the Ss answer they can be dismissed.	

## Yr 9 Timber – (Practical) Laminating Timber Project

<b>Class/Grade/Stage:</b> Year 9	<b>Date:</b> 10 <sup>th</sup> November 2023	<b>Time:</b> Period 5 <b>Start:</b> 13:50 <b>Finish:</b> 14:50	
<b>Key Learning Area(s):</b> Industrial Technology	<b>Lesson Topic:</b> (Practical) Laminating Timber Project		
<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 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		
<b>Recent Prior Experience</b> This class has completed all their course content for the year, so they are moving onto a non-assessed practical task. They are going to be using their practical skills to create a chopping/chess board from laminated timber. They are familiar with the tools, equipment and materials in the workshop, and will use this knowledge to further their development.			
<b>Syllabus/Syllabi Outcome(s):</b> <b>IND5-1</b> identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies <b>IND5-2</b> applies design principles in the modification, development and production of projects <b>IND5-3</b> identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects	<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 their laminated timber pieces, using their prior knowledge of woodworking and the workshop. Steps that they can accomplish in this lesson are gluing pieces together, planeing/flattening the board, shaping the final board.</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 chopping/chess boards.</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 lesson period.</li><li>- Ss to answer a question in the closure: "what is one skill and/or technique you used in today's lesson?"</li></ul>
<b>Any safety issues to be considered (APST 4.4.1):</b> <ul style="list-style-type: none"><li>- All bags should be left outside the workshop to prevent any trip hazards.</li><li>- Students should not be leaving the workshop, unless instructed to by teacher.</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 &amp; class roll</li></ul>	

<ul style="list-style-type: none"> <li>- Students are to only use the allowed workshop equipment – any equipment that they cannot use, the teacher will need to assist.</li> <li>- Ss are allowed to wander the room to collect equipment, etc., however they are to be careful of others around them when moving.</li> <li>- Students are to use the machinery with care and caution to avoid injury.</li> </ul>	<ul style="list-style-type: none"> <li>- Student's in-progress projects (located underneath a workbench in the workshop)</li> <li>- Workshop equipment and materials</li> <li>- Finished example of the product</li> <li>- Extra PPE – e.g., aprons, safety goggles, etc.</li> </ul>
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## 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>			
<p>Welcome students to the class and introduce the lesson topic for today.</p> <p>Classroom management</p> <p>WHS Questions: Q. What is a WHS rule we need to follow and why? PA: Closed-in shoes to protect our feet. Safety goggle to protect our eyes. No long sleeves so we don't get caught in equipment.</p>	<p>10 mins</p> <p>13:50 - 14:00</p>	<p>Ss to wait outside until they are quiet and calm. Students to bring all necessary equipment &amp; PPE.</p> <p>T to mark the roll and explain their expectations for the class – explain that T is not comfortable in the workshop, and any project related questions should be asked to Sir, but that T can assist with other aspects of the project.</p> <p>T to ask Ss what they did last lesson, to remind themselves and their peers. T to also ask WHS questions to refresh the Ss memory.</p> <p>T to introduce the lesson and explain the learning intentions and success criteria of the lesson.</p>	<p>Teacher's laptop</p> <p>Class roll</p> <p>Finished chopping board example</p>
<b>DEVELOPMENT</b>			
<p>Ss to continue working on their chopping/chess boards, using the given materials and tools.</p> <p>Ss continue to use a jack plane, and to correctly plane a piece of timber.</p> <p>Classroom management</p>	<p>40 mins</p> <p>14:00 – 14:40</p>	<p>Ss to continue working on their boards – at this stage in the process they should have already completed their timber, some have glued pieces together, while others have moved further and flattened their boards.</p> <p>T to demonstrate the proper use of the jack plane hand tool to those who need a refresher. Tips: the timber needs to be planed on an angle to shave the timber instead of digging into it. When the plane is not in use, place it on the side so the blade doesn't get damaged.</p> <p>T to walk around the workshop to assist SS to the best of their ability – due to lack of knowledge in the timber/woodwork speciality, the regular classroom teacher will be answering majority of the questions that the Ss ask throughout the lesson.</p> <p>T is to be constantly supervising Ss, as the workshop can become dangerous in extreme circumstances. If Ss need to leave the workshop, permission needs to be asked before exiting.</p> <p>Ss are to follow the correct work health and safety processes and produces regarding the machinery and tools, to ensure that the student will lower their risk of harm. This includes only using approved machinery, walking around the workshop with caution to not disturb peers, only have one person on a specific machine, etc.</p>	<p>PPE</p> <p>Ss in-progress projects</p> <p>Workshop machinery</p>

CLOSURE			
Ss to clean up the workshop.	10 mins	10 minutes before the bell, T is to gain the Ss attention.	Brooms & dust pans
Ss to evaluate their learning by answering Q.	14:40	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.	
Classroom management	- 14:50	Ss are to stand quietly behind their benches after they are finished, and T to ask, "what is one skill and/or technique you used today?", as the Ss answer they can be dismissed.	

## Yr 9 Food – (Practical) Cheesy Stuffed Potatoes

<b>Class/Grade/Stage:</b> Year 9	<b>Date:</b> 15 <sup>th</sup> November 2023	<b>Time:</b> Period 4 <b>Start:</b> 12:15 <b>Finish:</b> 13:15
<b>Key Learning Area(s):</b> Food Technology	<b>Lesson Topic:</b> (Practical) Chessy Stuffed Potatoes	
<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 2.5 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	
<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>		
<b>Syllabus/Syllabi Outcome(s):</b> <b>FT5-10</b> selects and employs appropriate techniques and equipment for a variety of food-specific purposes <ul style="list-style-type: none"><li>Demonstrate safe and hygienic work practices, for example:<ul style="list-style-type: none"><li>Personal hygiene</li><li>Food safety, e.g. the food danger zone, cross-contamination</li><li>Safe work practices</li><li>Use of PPE</li></ul></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>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 stuffed potatoes.</li><li>Ss will successfully clean the kitchens using the supplies given.</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 self-assessment of their dish at the end of the lesson.</li></ul>

<b>Any safety issues to be considered (APST 4.4.1):</b> <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> <li>• Ss are only to use the approved equipment, e.g., knives.</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</li> <li>• Class roll</li> <li>• Recipe and prepared ingredients</li> <li>• Fully equipped kitchen</li> <li>• Extra PPE, e.g. aprons</li> </ul>
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## LESSON SEQUENCE

Lesson Content / Indicators of Learning/ Teaching Strategies ( <i>What is Taught</i> ):	Timing ( <i>mins</i> )	Learning Experiences: ( <i>How it is taught</i> )	Resources and Organisation:
<b>INTRODUCTION</b>			
<p>Welcome students to the class and introduce the lesson topic.</p> <p>Classroom management</p>	<p>5 mins</p> <p>12:15 – 12:20</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 explain the recipe to Ss – telling them the skills and techniques required for the specific recipe (knife skills – thinly slicing ham and chives, dicing pineapple, etc.), as well as how to manage their time properly.</p>	<p>Teacher's laptop &amp; class roll</p> <p><i>Cheesy stuffed potatoes recipe</i></p>
<b>DEVELOPMENT</b>			
<p>Ss to make cheesy stuffed potatoes by demonstrating safe and hygienic work practices.</p> <p>Classroom management</p>	<p>40 mins</p> <p>12:20 – 13:05</p>	<p>Ss to collect their ingredients and necessary equipment.</p> <p>For time management, when the potatoes are cooking in the microwave, Ss should be prepping all the other ingredients, so that they are ready to be stuffed into the potatoes and can go into the oven quickly so that Ss can leave when the bell rings.</p> <p>No student is to exit the kitchen or enter the prep room without T's permission.</p> <p>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.</p>	<p>Necessary equipment – bowls and cutlery, microwave and oven, and grater.</p> <p>Recipe</p>
<b>CLOSURE</b>			

<p>Ss are to clean up their kitchen bays.</p> <p>Ss are to self-evaluate their work by assessing the dish through their criteria.</p>	<p>15 mins</p> <p>13:05 - 13:15</p>	<p>When the potatoes are cooking in the oven, Ss should begin the proper clean-up process.</p> <p>Ss should follow the correct washing up procedure – half a sink of warm, soapy water with a sponge.</p> <p>When the potatoes are ready, let them cool, and have the Ss pack into containers.</p> <p>Once Ss have cleaned and packed up their kitchen bay, they can be dismissed.</p>	<p>Washing up equipment</p> <p>Food containers</p>
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