

Suggested Lessons Overview

* This resource has been developed to run over 6 weeks with two lessons (approximately 50-60 minutes each) per week. However this can be adapted to suit the individual class.

Lesson Number	Differentiation	Resources Required
<p><u>Lesson 1:</u></p> <ul style="list-style-type: none"> ➤ Students are introduced to unit. Read the task sheet and rubric as a whole class, and discuss the task requirements. (Use 'Task sheet and rubric' file). ➤ 'Following a series of Instructions' Activity (see required resource). 	<ul style="list-style-type: none"> ❖ Activities to facilitate differentiation are included in the 'Following a series of Instructions' Activity file. 	<ul style="list-style-type: none"> ❖ 'Task sheet and rubric' file ❖ 'Following a series of Instructions' Activity file ❖ Cones/markers labelled A and B
<p><u>Lesson 2:</u></p> <ul style="list-style-type: none"> ➤ Explicit teaching to whole class of how to take photos using the camera on an iPad (how to access the camera on the iPad, how to focus the photograph before taking it, how to zoom in or out etc). Teacher demonstrates taking photos, using the mentioned processes above. ➤ Short 5 minute activity where students practice taking photos (facial shots) of each other, using the processes previously modelled. Teacher monitors activity and gives feedback to students. ➤ Students choose a starting and finishing point in the school grounds, and each take photos using their iPad camera, of the route, to later be sequenced in the correct order. (Eg. Start at the classroom, walk along the pathway, turn left, walk past the garden, walk past the library, turn right and walk along the path, arrive at the oval. Students take photos of these steps). Teacher to have photographs of a route taken within the school to show students as an example before students complete task. 	<ul style="list-style-type: none"> ❖ Students can work by themselves to take photographs, in pairs, in threes, in small groups; whichever groupings best suit the needs of the learners, and individual characteristics of the students. ❖ Teacher/aide assists students who require extra support during 5 minute photo taking activity. ❖ Students work in small groups (3-5 children) set by teacher for photo taking route activity. Students are placed into groups with peers they can work well with, so personality clashes are avoided. Students who are not yet confident using the camera can work in a group with teacher/aide support. ❖ Students who finish early can take photos of a different route, or can add to their first route by changing the end location. 	<ul style="list-style-type: none"> ❖ Student iPads ❖ Interactive whiteboard

<p><u>Lesson 3:</u></p> <ul style="list-style-type: none"> ➤ Explicit teaching to whole class of transferring photos from the iPad onto a computer and into students' own individual named file. (Ensure each student has a named folder on the computer to save files to). ➤ Students individually practice transferring photographs, using the steps modelled by the teacher in the whole class demonstration. (The photographs uploaded are those from the photo taking route activity from the previous lesson). ➤ Once photographs have been uploaded to the computer, students can insert them into PowerPoint and sequence them in the correct order. 	<ul style="list-style-type: none"> ❖ Teacher/aide assists students who require extra support in transferring photos from iPad to computer. ❖ Aide assists students who were away the previous lesson or who did not finish taking their photos, to revisit and complete task. ❖ Students each work at their own computer, but are seated together with students of the same ability levels. This allows ease of teacher monitoring and support can be given easily if required. ❖ Teacher/aide scaffold environment, ensuring students are on task and alright with activity. ❖ Students who finish early can write accompanying sentences in the PowerPoint, of each of the steps taken to follow the route. 	<ul style="list-style-type: none"> ❖ Student iPads with saved photos from the photo sequencing route activity ❖ Interactive whiteboard ❖ iPad connection cords/cables ❖ Computer access for all students
<p><u>Lesson 4:</u></p> <ul style="list-style-type: none"> ➤ Make a pizza together as a class (make own dough, not pre-bought base - refer to 'Pizza Making Sequencing Activity' PowerPoint, to see the steps of how the pizza will be made. The PowerPoint will be used after cooking the Pizza). Students gather around table/bench/kitchen as teacher prepares for cooking. Call upon students (1 or a few at a time) to help be involved in the various steps of cooking the pizza. Call upon a different student to take photos of each of the steps, as the cooking is happening (photos are taken with 1 or 2 iPads. The purpose is for students to have continued practice at using the iPad camera). ➤ While pizza is cooking in the oven, use the 'Pizza Making Sequencing Activity' PowerPoint to discuss and remember as a 	<ul style="list-style-type: none"> ❖ Teacher chooses which students sit next to each other for pizza making activity and the PowerPoint activity, so that possible behavioural issues can be avoided. ❖ Aide to provide assistance/feedback to students taking photos using the iPad cameras if needed (eg. help focusing the photo, holding iPad steady etc). ❖ Kinesthetic learners help teacher to set up ingredients for cooking. ❖ Students who teacher knows are likely to get off task are called upon to help with cooking and to be involved in the moving of the PowerPoint backgrounds to reveal 	<ul style="list-style-type: none"> ❖ 2 iPads ❖ Interactive whiteboard ❖ 'Pizza Making Sequencing Activity' PowerPoint ❖ Access to oven ❖ Ingredients and materials for pizza making (see 'Pizza Making Sequencing Activity' PowerPoint for ingredients involved)

<p>class, the steps involved when making the pizza. (PowerPoint introductory slide has further details about how to use the PowerPoint).</p>	<p>the photograph and step underneath.</p>	
<p><u>Lesson 5:</u></p> <ul style="list-style-type: none"> ➤ Think, pair, share activity of what damper is. Brief class discussion of some of the things discussed in pairs about damper. ➤ Explain that damper was firstly made by Indigenous people, and they called it bush bread. ➤ Traditional custodians are invited into the class to tell students about the processes they use to cook bush bread, and about the history and culture of bush bread, in that it was often eaten during yarning circles. Students are encouraged to ask questions during the discussion. (NOTE: Alternatively, the websites and YouTube video listed in resources, can be used to discuss and see how bush bread was made) ➤ Once traditional custodians have left (or online resources have been used), a final activity takes place where students write in their Technology journals, 1 thing they found interesting from the traditional custodians' talk, 1 thing the learnt, and 1 think they wish to still know or find out more about. ➤ Brief sharing of students answers together as a whole class. 	<ul style="list-style-type: none"> ❖ Students complete think, pair, share activity in pairs set by teacher (have higher ability level students together, and middle ability level students with lower ability students. Also avoid placing students together where it's highly possible behavioural situations may arise). ❖ Teacher to scaffold environment, ensuring students are on task and alright with activity. ❖ Aide to assist groups who may be struggling. ❖ Aide to scribe for students who experience difficulties writing. 	<ul style="list-style-type: none"> ❖ YouTube video of bush bread being cooking in the ashes of a campfire - https://www.youtube.com/watch?v=sVWUKM3P9ys ❖ Website explains how bush bread is made by crushing a variety of seeds, and sometimes nuts and roots – http://www.iapingka.com.au/articles/damper-seed/ ❖ Website contains slideshow of images of the process of making bush bread - http://www.abc.net.au/local/photos/2013/07/11/3801235.htm ❖ Interactive whiteboard ❖ Technology books, pencils and rubbers
<p><u>Lesson 6:</u></p> <ul style="list-style-type: none"> ➤ Class visits a culturally significant site and traditional custodians help students cook bush bread in the ashes of a campfire. As a guide, try and have 5 traditional custodians to each lead a group of 5-6 students in cooking the bush bread. Students take photos using their individual iPad cameras, of 	<ul style="list-style-type: none"> ❖ Teacher to have previously decided on groups students are to work in, based on student personalities and behavioural considerations. ❖ Teacher to monitor all groups to ensure students are all on task and working well. 	<ul style="list-style-type: none"> ❖ Student iPads ❖ Transport to the culturally significant site

<p>the steps involved. Students can take pictures of one another involved in the steps if they wish, but all students must have photos of ALL the steps on their own iPad to upload into their folder on the computer.</p>	<ul style="list-style-type: none"> ❖ Aide to stay in group with specific students who require support and who do not cope well in group situations. ❖ Students who do not cope well in group situations can take breaks. ❖ Kinesthetic learners help traditional custodians to set up and prepare ingredients for cooking. 	
<p><u>Lesson 7 & 8:</u></p> <ul style="list-style-type: none"> ➤ Explain to students that they will be using the photos they took of making the bush bread to create a PowerPoint presentation, which will be a practice of what the assessment task will be. ➤ Explain that the PowerPoint will need a title on the first slide – eg. How to make bush bread, an ingredients and materials list on the second slide, then the uploaded photos of making the bush bread in the correct order, and a photograph of the cooked bush bread on the final slide. Demonstrate these processes to whole class using interactive whiteboard (not all photographs have to be inserted, but show students how to create a title slide, ingredients/materials slide, and the final finished product slide). ➤ Students transfer the photographs of making the bush bread onto the computer and save it in their own named folder. ➤ Students upload the photos into the PowerPoint presentation and sequence the photos in the correct order. Students make a title slide, ingredients/materials slide, and finished product slide. Students write accompanying steps to match the photos on each slide, and lastly add a background colour to slides. 	<ul style="list-style-type: none"> ➤ Teacher/aide assists students who require extra support in transferring photos from iPad to computer. ➤ Aide assists students who were away the previous lesson or who did not take photos of all steps involved with the making of the bush bread (have a copy of all the steps involved, which can be given to students in either of these circumstances). ➤ Students are seated on the computers, next to students of the same ability levels. This allows ease of teacher monitoring and support can be given easily if required. ➤ Teacher/aide scaffold environment, ensuring students are on task and progressing with the activity. ➤ Task is self-paced. ➤ Students who finish early can complete the ‘Recipes for sequencing’ activity (See resources). Students have to cut out the jumbled steps of specific recipes and glue them in the correct order in their technology books. 	<ul style="list-style-type: none"> ❖ Student iPads with saved photos of making the bush bread ❖ Computer access for all students ❖ ‘Recipes for sequencing’ file ❖ Students’ glue and scissors

Lesson 9, 10, 11, 12:

- As a class, revise and recap the task sheet, rubric and the requirements involved, so students fully understand and are familiar with the task. (Use 'Task sheet and rubric' file).
- Students are divided into two groups. One group cooks bread, and the other group works on their PowerPoint. Group 1 cooks the first lesson, and Group 2 cooks the second lesson. Students spend the following lessons transferring the photos they took of cooking the bread to a computer, and then create their PowerPoint presentation to meet the assessment requirements.

Group 1: With teacher assistance, group 1 students cook bread by using a bread maker. Teacher reads the recipe steps out and students each take turns at completing them (Students must not see or have a copy of the recipe). Students must take photos of ALL the steps involved using the camera on their iPads.

Group 2: While Group 1 is cooking, Group 2 students begin by setting up their PowerPoint presentation for the assessment task. Students add slides for the steps, a title slide, ingredients/materials slide, and a slide for the finished product photo. Students also add background colours and change the fonts of writing if desired.

Extension activities:

- If these steps are finished before lesson finishes, students can:
- Write in their technology books, their own simple recipe, the ingredients/materials involved, and its steps (eg. how to cook toast, how to make an ice-cream cone, how to make a milkshake etc).
 - Create a PowerPoint presentation of their written recipe to display the steps. Students can save images that align with the

- ❖ Students who finish early can complete the extension activities
- ❖ Students who have minimal ICT skills can be assisted by aide. These students can have a modified task, in that they do not have to add background colours to their slides, or change the fonts; they simply have to insert the photographs and write the accompanying steps in order.
- ❖ PowerPoint presentation creation is self-paced.
- ❖ Teacher/aide scaffold environment, ensuring students are on task and progressing with the assessment.

- ❖ 'Task sheet and rubric' file
- ❖ Computer access for students
- ❖ Bread maker
- ❖ Ingredients and materials for bread making (see 'Making Bread Recipe' file)
- ❖ 'Making Bread Recipe' file
- ❖ Technology books, pencils and rubbers
- ❖ Students' scissors and glue

steps of their recipe from the internet and insert them into their PowerPoint.

- Write a jumbled recipe and its steps for a peer to cut out, order and glue into their technology books.