**Technology - Mandatory**

***Edgeware School***

**Engage**

**Achieve**

**Develop**

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|  | **Teaching and Learning Program** | | | | | | | | | | | | | | | | |
| Title/Type of Unit: **Woodwork and Maintenance Elective**  Program Risk Level: **Medium** | | | | | | | | | | | | Duration: **10 weeks**  By Greg | | | | |
| **Syllabus Outcomes**  **Stage 4** | *A student:*  **4.1.1** Applies design processes that respond to needs and opportunities in each design project  **4.1.2** Describes factors influencing design in the areas of study of Built Environments, Products, and Information and Communication.  **4.1.3** Identifies the roles of designers and their contribution to the improvement of the quality of life  **4.2.1** Generates and communicates creative design ideas and solutions.  **4.3.1** Applies a broad range of contemporary and appropriate tools, materials and techniques with competence in the development of design projects.  **4.3.2** Demonstrates responsible and safe use of a range of tools, materials and techniques in each design project  **4.4.1** Explains the impact of innovation and emerging technologies on society and the environment.  **4.5.1** Applies management processes to successfully complete design projects.  **4.5.2** Produces quality solutions that respond to identified needs and opportunities in each design project  **4.6.1** Applies appropriate evaluation techniques throughout each design project  **4.6.2** Identifies and explains ethical, social, environmental and sustainability considerations related to design projects | | | | | | | | | | | | | | | | |
| **Connectedness**  **Why does this learning matter?** | **Students learn to:**   * Follow and design plans to build a project * Produce a procedure text * Operate woodworking tools * Demonstrate safe working practices * Follow verbal and written directions * Construct a wooden project * Evaluate elements of the final product of their project * Produce a resume * Stay on task to complete a project | | | | | | | | **Students learn about:**   * Measurement and angles * Completing tasks * Materials and tools * Work Health and Safety practices * Research using ICT resources * Designs and designers that have improved or shaped society and/or environments * Careers related to the construction industry * Seeking employment and reading job advertisements | | | | | | | | |
| **Background and Key Ideas** | An introduction to living skills on simple home maintenance and wood working. There is a theory and practical component to this unit. Key ideas are   * To engage students in TAS and provide simple living skills * Increase comprehension, listening and visual skills * Develop planning, organising, recording and demonstrating skills * Cross curricula topics including numeracy, literacy, work education * Project based learning * Practice attitudes of accomplishment and valuation of presentation of the final product | | | | | | | | | | | | | | | | |
| **Literacy Continuum** | Reading Texts | Comprehension | | | Vocabulary Knowledge | | Aspects of Writing | | | Aspects of Speaking | | | | Phonics | Phonemic Awareness | | Concepts About Print |
| **Clusters**: 13-16  **Activities linked to program to increase learning:**  Reading and comprehending procedure text type  Producing a procedure text | | | | | | | | | | | | | | | | |
| **Numeracy Continuum** | Counting Sequences | | Counting as Problem Solving | | | Pattern and Number Structure | | Place Value | | | | Multiplication and Division | | | | Fraction Units | Length, Area and Volume |
| Elements: (individual or range)  Activities linked to program to increase learning:  Reading measurements/number line  Measuring length  Counting materials and steps in a procedure | | | | | | | | | | | | | | | | |
| **Intellectual Quality** | | | | **Quality Learning Environment** | | | | | | | **Significance** | | | | | | |
| * IQ1 Deep Knowledge * IQ2 Deep Understanding * IQ3 Problematic Knowledge * IQ4 Higher-order Thinking * IQ5 Metalanguage * IQ6 Substantive Communication | | | | * QLE1 Explicit Quality Criteria * QE2 Engagement * QE3 High Expectations * QE4 Social Support * QE5 Students’ Self-regulation * QE6 Student Direction | | | | | | | * S1 Background Knowledge * S2 Cultural Knowledge * S3 Knowledge Integration * S4 Inclusively * S5 Connectedness * S6 Narrative | | | | | | |

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| **Teaching and Learning Lesson Overview** | | |
| **The Elements of Learning & Achievement**        E:\Final V1\Final sq NO border\Sq Technology no bdr.jpg | 1. Safety lesson 2. View media on Youtube; **mrmshow shop safety**:   <https://www.youtube.com/watch?v=qrOi-kJUyV0>  Students answer “Why do we have rules in the wood work room?” “What is the purpose of knowing how to behave in the wood work room?” Discuss safety concerns and possible consequences of unsafe behaviour.   1. Complete Safety work booklet. Students are shown the rules of the woodwork room. Students sign the agreement of acceptable behaviour and rules of the woodwork room. 2. Students perform a risk assessment of the woodwork room and fill in a risk assessment report form. Students perform a hazard inspection of the woodwork room and fill in a hazard report form. Discuss with students boundaries of acceptable behaviour in the wood work room. Have students cooperatively (including the teacher) establish standards of behaving in the wood work room. | **Aboriginal 8 Ways of Learning**  *The following ways of learning are incorporated throughout the program through pedagogical practices*  2_maps.jpg  Learning Maps  4_symbol.jpg  Symbols & Images  7_deconstruct.jpg  Deconstruct/ Reconstruct    Story Sharing    Non-Verbal  8_community[1]  Community Links |

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| **The Elements of Learning & Achievement**    F:\Mock ups\Square elements\Numeracy.jpg      E:\Final V1\Final sq NO border\Sq Technology no bdr.jpg | 2) Maintenance unit *Practical Unit*   1. Students are exposed to simple home maintenance. Students walk around a classroom identifying what simple maintenance may need to be done in a home.      1. Prepare tools, materials and work space for students to practice home maintenance. Bayonet and screw in light fittings can be screwed into a wooden board (not powered). Taps can be bought to be screwed into walls or a wooden board (not attached to running water). Painting, plastering, tiling, nailing, screwing, door hinges and door knobs can all be completed on large wooden plywood boards. Small engine can be any broken whipper snipper, blower, chainsaw, etc. (You could also include changing a car tyre, oil, windscreen wipers, indicator lights)      1. Through teacher demonstration, students perform simple maintenance tasks including;  * Changing a light bulb (bayonet and screw in) * Change a tap washer * Measure using a tape measure * Draw a line on timber using a set square * Use a level * Hammer a nail * Screw in a screw * Use a drill driver * Paint preparation, masking taping * Apply different staining and painting finishes * Attach a hinge to a door * Attach a door knob * Tiling * Apply filler/plaster to a small hole in a wall or piece of wood board * Disassemble a small engine (whipper snipper) clean it, degrease it and reassemble it * Simple bicycle maintenance | **Aboriginal 8 Ways of Learning**  *The following ways of learning are incorporated throughout the program through pedagogical practices*  4_symbol.jpg  Symbols & Images  7_deconstruct.jpg  Deconstruct/ Reconstruct  6_non-linear.jpg  Non-Linear    Story Sharing    Non-Verbal  8_community[1]  Community Links |

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| **The Elements of Learning & Achievement**    F:\Mock ups\Square elements\Numeracy.jpg      E:\Final V1\Final sq NO border\Sq Technology no bdr.jpg | 3) Woodwork Booklet   1. Students complete a variety of reading, writing, comprehending, drawing, puzzle and assessment activities. 2. Students design the plan for their practical project including a drawing of their finished project and a written procedure on constructing their project. 3. An assessment task is included in the back of the woodwork booklet.  * A review quiz of the material from the booklet * Assessment criteria based on the finished product of the students practical project | **Aboriginal 8 Ways of Learning**  *The following ways of learning are incorporated throughout the program through pedagogical practices*  2_maps.jpg  Learning Maps  4_symbol.jpg  Symbols & Images  7_deconstruct.jpg  Deconstruct/ Reconstruct  6_non-linear.jpg  Non-Linear    Land Links    Story Sharing    Non-Verbal  8_community[1]  Community Links |

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| **The Elements of Learning & Achievement**    F:\Mock ups\Square elements\Numeracy.jpg        E:\Final V1\Final sq NO border\Sq Technology no bdr.jpg | 1. Practical project *Practical Unit* 2. Students build a practical wood work project. Projects include a wooden box with a hinged lid, spice rack, bed side table or (student’s own idea)   Students to be guided on choosing a design project, making plans, use of tools and materials, construction methods and evaluating progress. Attention should be directed to attitude to problem solving, patience and presentation of finished product.   1. Students design and construct their project  * Draw plans of the project including measurements * List materials needed to build the project * List tools needed to assemble the project * Write out the plan (procedure text) in a step by step format on how to build the project * Construct the project following the plans. * Students are aware of the assessment criteria and will evaluate their work according to the criteria.   Units of work on project plans, drawings, list of tools and materials and written plans (procedure text) are included in the woodwork booklet. The assessment task with marking criteria is also included at the back of the woodwork booklet.  . | **Aboriginal 8 Ways of Learning**  *The following ways of learning are incorporated throughout the program through pedagogical practices*  2_maps.jpg  Learning Maps  7_deconstruct.jpg  Deconstruct/ Reconstruct  6_non-linear.jpg  Non-Linear    Non-Verbal  8_community[1]  Community Links |

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| **The Elements of Learning & Achievement**    F:\Mock ups\Square elements\Numeracy.jpg    E:\Final V1\Final sq NO border\Sq Technology no bdr.jpg | 1. Media (Film) Unit   Students view documentaries and construction/maintenance related visual media programs.   1. *Film Work Sheet:*   Students complete a work sheet whilst viewing the program. Discussion is based on construction themes, significance of project/materials or method of construction and careers related to that program  Viewing Media   1. *How to programs:*   Youtube has many how to build/maintain programs. Bunnings in particular has many easy to follow programs. Episodes of Better Homes and Gardens also have segments on construction projects as well as other renovation shows.   1. *Fabrication and maintenance:*   There are many programs on DVD’s including Pimp my Ride, Mythbusters, American Chopper and Rick’s Restorations which are mostly based on fabrication and maintenance projects.   1. *Large scale Construction:*   There are DVD’s and the Discovery channel on the internet has programs on large scale projects including Extreme Engineering, Build it bigger, Seconds from disaster.   1. Careers:   Sydney Tafe has a Youtube channel with short films on most building and construction careers. Typing any job into Youtube yields results for most careers. Mega factories is a program that exposes the viewer to several careers within an industry (car manufacture, etc) | **Aboriginal 8 Ways of Learning**  *The following ways of learning are incorporated throughout the program through pedagogical practices*  2_maps.jpg  Learning Maps  4_symbol.jpg  Symbols & Images  7_deconstruct.jpg  Deconstruct/ Reconstruct  6_non-linear.jpg  Non-Linear    Land Links    Story Sharing    Non-Verbal  8_community[1]  Community Links |

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| **The Elements of Learning & Achievement**    F:\Mock ups\Square elements\Numeracy.jpg      E:\Final V1\Final sq NO border\Sq Technology no bdr.jpg | 1. Project based learning 2. Practical project:   Students construct practical projects as per the Maintenance unit (2) and the practical project (4). In part (4) students design their own small project. (See parts 2 and 4 in the Teaching and Learning Lesson Overview)   1. Research a designer:   Students research a designer and one of their designs. Students analyse the purpose and function of design on a product. Students provide ideas for improving the design. Students come up with their own design on the product and advertise it using print or social media.   1. Careers project:   Students investigate the industries of construction, maintenance and fabrication and identify related careers in those industries. They research a career to evaluate the tasks, training and career prospects of that particular career. Students choose a career to seek employment. They search and record job advertisements on that career. They then produce a resume to apply for a position in their own chosen career. | **Aboriginal 8 Ways of Learning**  *The following ways of learning are incorporated throughout the program through pedagogical practices*  2_maps.jpg  Learning Maps  4_symbol.jpg  Symbols & Images  7_deconstruct.jpg  Deconstruct/ Reconstruct  6_non-linear.jpg  Non-Linear    Land Links    Story Sharing  8_community[1]  Community Links |

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| **Special Needs Adjustments** | | | | **School to Work** | | |
| Closer supervision and repeated demonstration of practical and theoretical components.  Most work has been adjusted. Further adjustment of work can be made as needed.  SLSO support. | | | | Career project – Investigating careers, viewing film media from Tafe on careers in construction/maintenance industry, seeking job advertisements, producing a resume.  Practical skills and practice in trade industries | | |
| **Assessments** | | | | | | |
| End of Woodwork booklet review quiz  Finished project meets design criteria and procedures. Criteria set out at the end of the Woodwork booklet.  Research a career in the Construction industry. Produce a Resume.  Research a design/designer and how they improved/shaped society  Practice Aptitude Quiz in Building and Construction by GTA.(Not an assessment of achievement) | | | | | | |
| **Roles and Responsibilities** | | | | | | |
| Teacher | | SLSO | | | Student | |
| Demonstrate and provide instruction on tasks  Assist and supervise students  Prepare for each lesson | | Assist the students  Assist the teacher  Supervise students | | | Participate appropriately in lessons  Use equipment safely  Complete tasks  Follow staff directions/rules  Prepare and clean the woodwork room | |
| **Risk Assessment** | | | | | | |
| **Resources** | **Safety Strategies** | | **Identified Hazards** | | | **Control Strategies** |
| Woodwork Work booklet  Work sheets  Hand tools  Power tools  Materials (nails, screws, timber, paints, etc) | Complete Risk assessment form  Safety lesson and agreement form read and signed  Demonstration of safe usage of equipment  Adult supervision at all times  Safe and lockable storage of tools | | Sharps (tools)  Heavy tools  Power tools  Possible behaviour issues | | | Safe and lockable storage of tools  Teacher and SLSO supervision  Small class size  High risk students may not be able to participate |

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| **Teacher Evaluation**  **Comments / Variations** | |
| Guiding Questions  What worked well?  What needed to be changed?  What do I think the students gained from this lesson?  How well did this unit match the Elements of Learning and Achievement?  What did I learn?  How will I use this experience to extend my practice in the future? | |
| **Date Commenced**: | **Date Finished**: |
| **Teachers Signature**: | **Assistant Principals Signature**: |