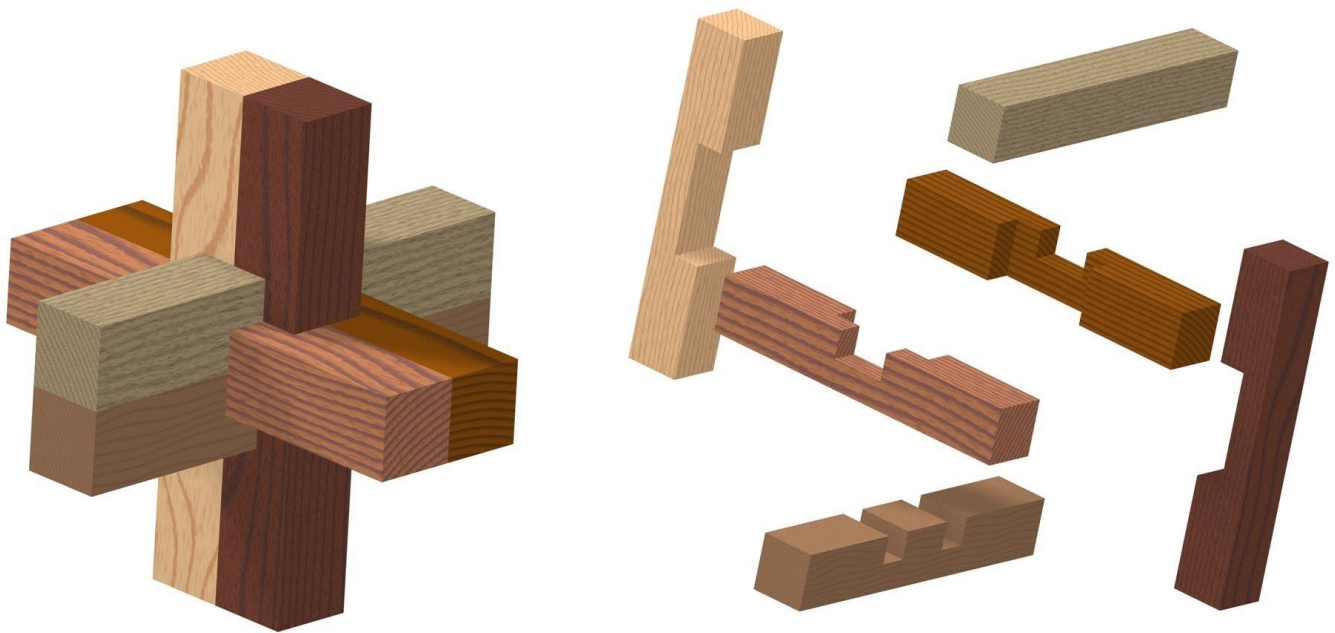


Lesson Focus	Furnishing Skills		Learning Area (Curriculum)	Industrial Design and Technology	
Year Level	10	Implementation Date	21/10/24	Lesson duration	70 mins
<b>Prior knowledge of learners</b> (What do they already know about this concept/topic/skill?) Have a foundational awareness of woodworking hand tools					
<b>Links to Curriculum</b> (identify relevant Strands and Content Descriptors – the class teacher may provide these)  Investigate and make judgements on how the characteristics and properties of materials, systems, components, tools and equipment can be combined to create designed solutions <b>(ACTDEK046)</b>					
<b>Learning objectives (Declarative - knowledge)</b>			<b>Learning objectives (Procedural – skills)</b>		
At the end of this lesson, learners will know the purpose and characteristics of the timber joint they are constructing.  Learners will understand the importance of accuracy when cutting timber to ensure a robust and well-fitting joint.			Learners will use hand tools (tenon saw, chisels) to carefully cut the timber and form the joint.  Learners will clean up the joint using appropriate tools (e.g., chisels) and ensure it fits properly.		
<b>Key Resources</b>  Tenon saws, chisels, marking tools, workbenches, ruler, clamps, project plans.					
<b>1. Lesson Introduction</b> ( <i>introduce the topic and engage the learners</i> )					
Timing	What you will do (your teaching steps)				
10 min	<ul style="list-style-type: none"><li>Recap the previous lesson: Discuss the preparation and marking of timber.</li><li>Introduce the next step: Explain how to cut the timber joint.</li><li>Demonstrate the proper use of cutting tools like the tenon saw or chisel.</li></ul>			<ul style="list-style-type: none"><li>What are your expectations for the lesson?</li><li>What is your hook to engage the learners?</li><li>What are your key prompts?</li><li>What questions will you ask?</li><li>How will you check for understanding/learning?</li></ul>	
<b>2. Lesson Body</b> ( <i>Teaching the content through specific strategies</i> )					
Timing	What you will do (your teaching steps)				
25 min	<ul style="list-style-type: none"><li>Demonstrate cutting the joint on a sample piece of timber.</li><li>Send students to their workbenches to begin cutting their joints.</li><li>Supervise and assist as needed, offering guidance on technique and safety.</li></ul>			<ul style="list-style-type: none"><li>What strategies are you using to teach the content?</li><li>What are your key prompts?</li><li>What questions will you ask?</li><li>How will you check for understanding/learning?</li></ul>	

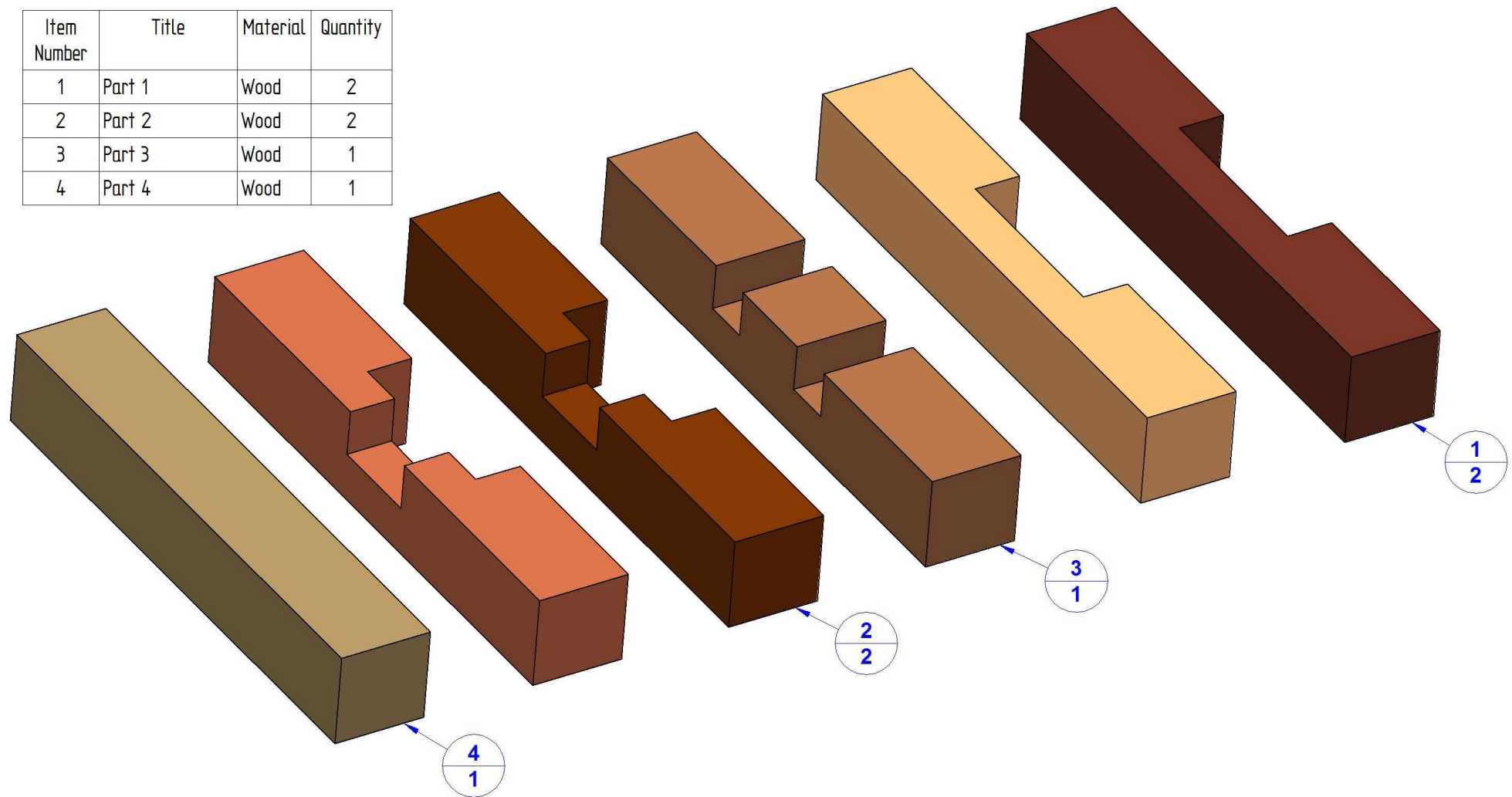
3. Lesson Conclusion <i>(concluding activities, review, check for learning)</i>		
Timing	What you will do (your teaching steps)	
15 mins	<ul style="list-style-type: none"> <li>Review the students' progress and discuss challenges they faced.</li> <li>Check that each student has successfully cut the joint and provide feedback.</li> <li>Clean up and store tools.</li> </ul>	<ul style="list-style-type: none"> <li>How will you summarise the key learnings?</li> <li>How do you wrap up the lesson?</li> <li>How will you check for understanding/learning?</li> </ul>
<p><b>Lesson Reflection</b></p> <p><b>What worked well or was successful? <i>(The What)</i></b></p> <p><i>Clearly demonstrating and narrating exactly what I was doing and why.</i></p> <p><b>What did not work well or could be improved? <i>(The What)</i></b></p> <p><i>Need to give student enough time to answer my questions. Also need to make sure I have their full attention before giving the next set of instructions.</i></p> <p><b>Why do I think this occurred? <i>(The So What)</i></b></p> <p><i>Inexperience</i></p> <p><b>What does this mean for your teaching practice and decision-making next time? <i>(The What Next)</i></b></p> <p>Keep doing it and I'll get better.</p>		

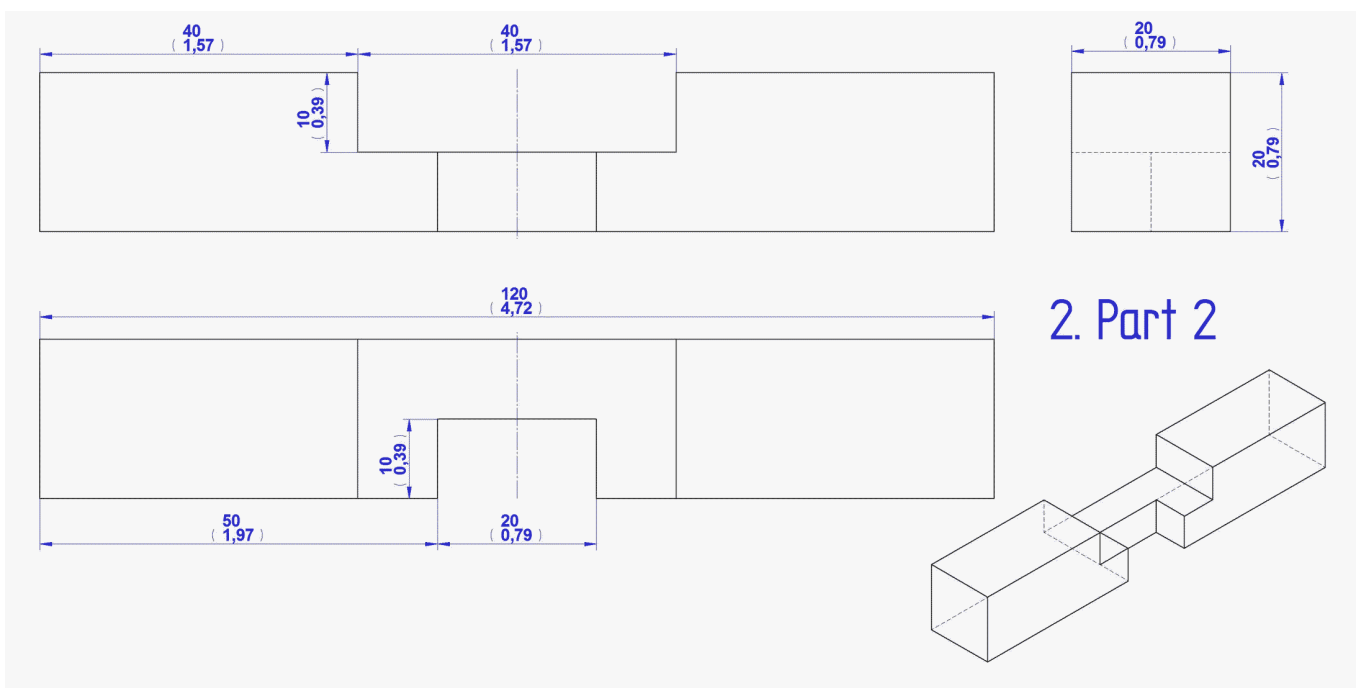
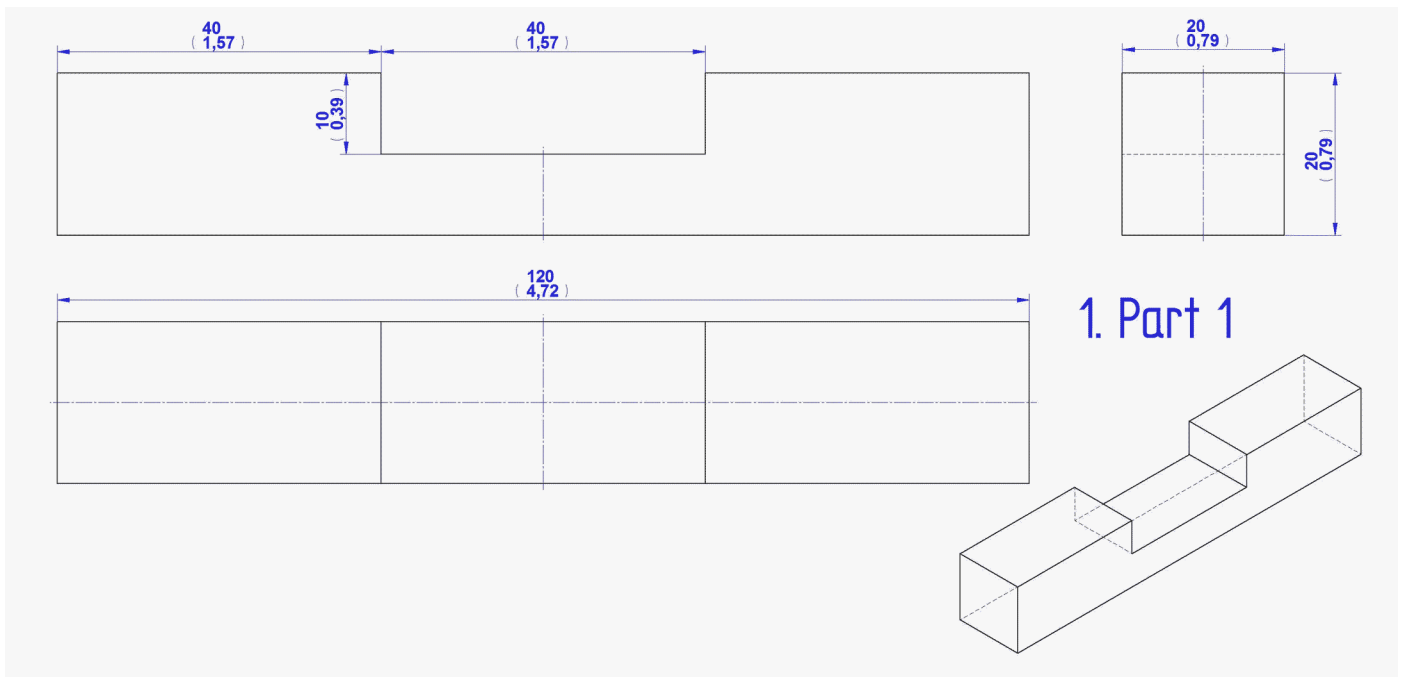
## Six-piece interlocking puzzle plan

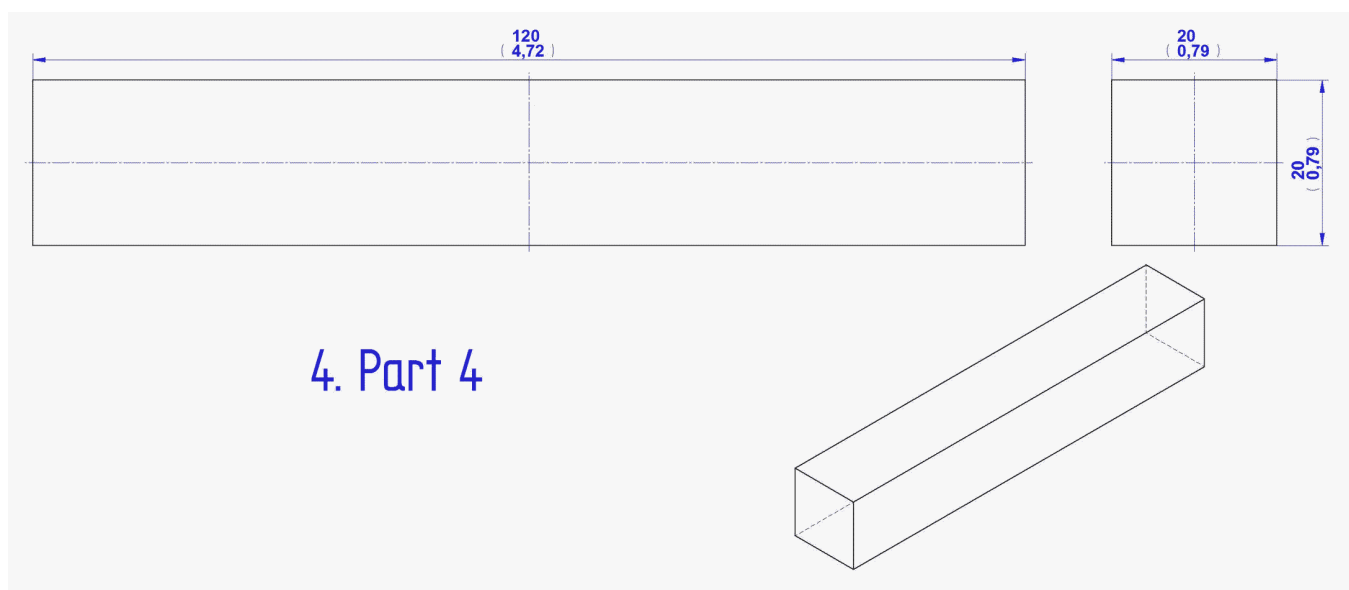
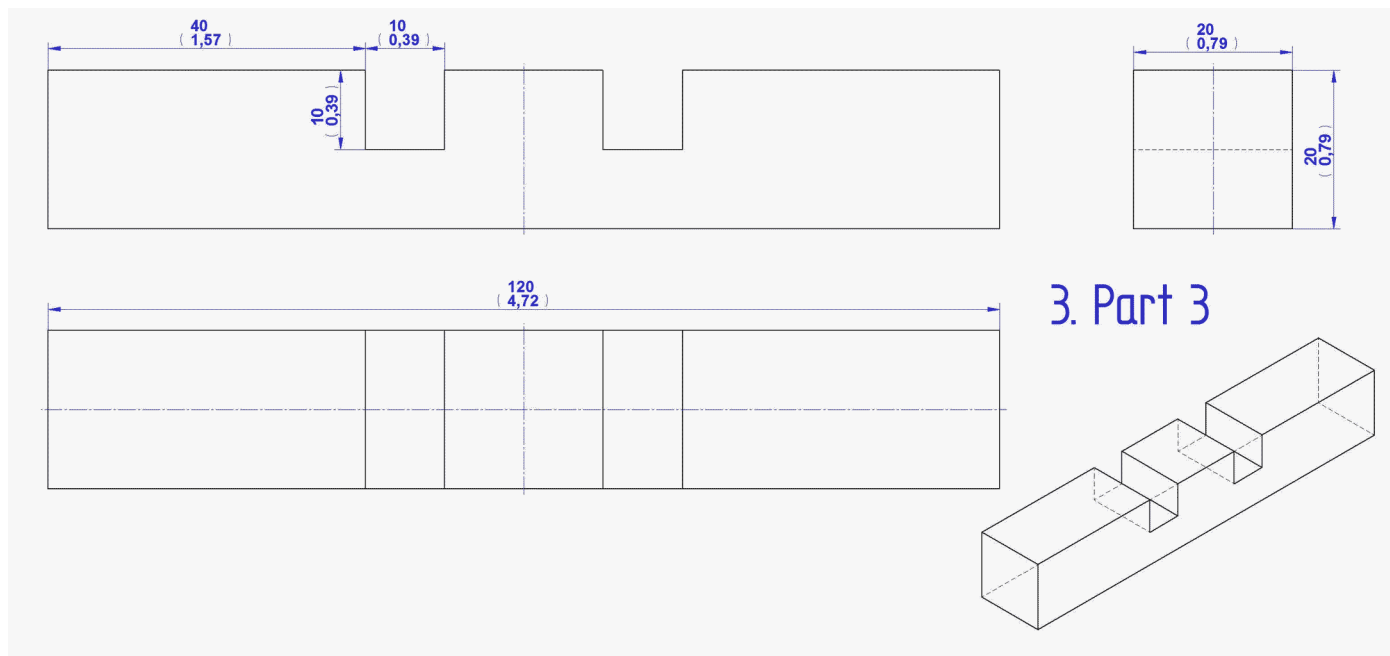


## Parts List

Item Number	Title	Material	Quantity
1	Part 1	Wood	2
2	Part 2	Wood	2
3	Part 3	Wood	1
4	Part 4	Wood	1

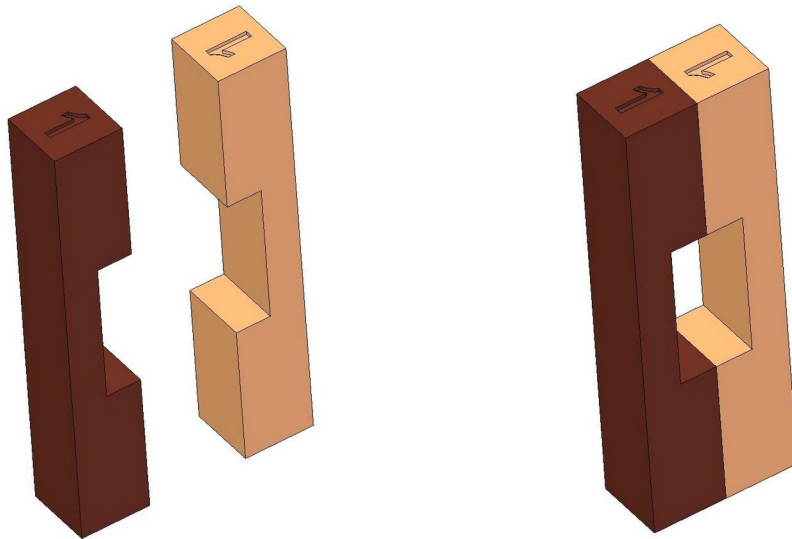




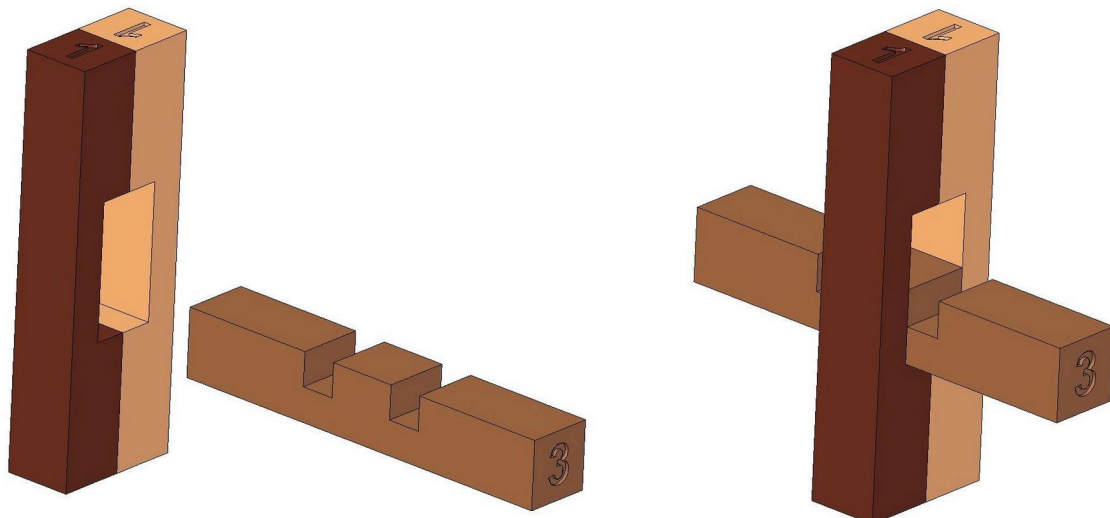


## Solution

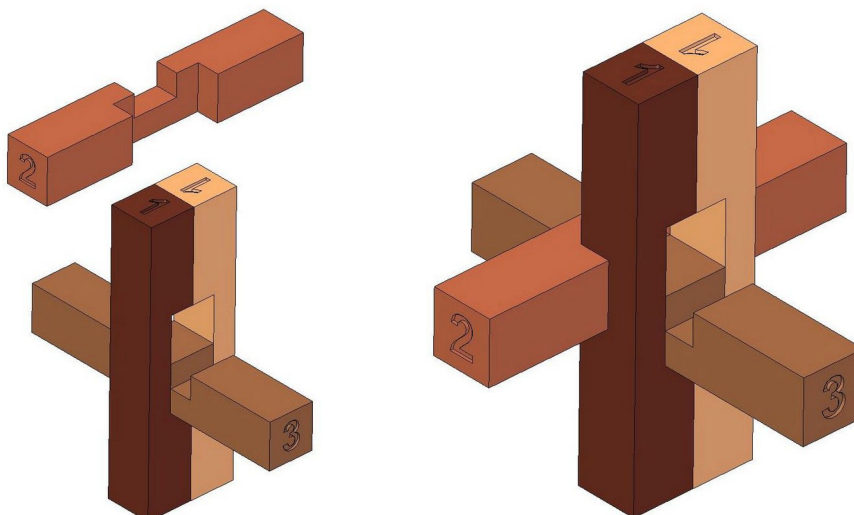
### Step 1



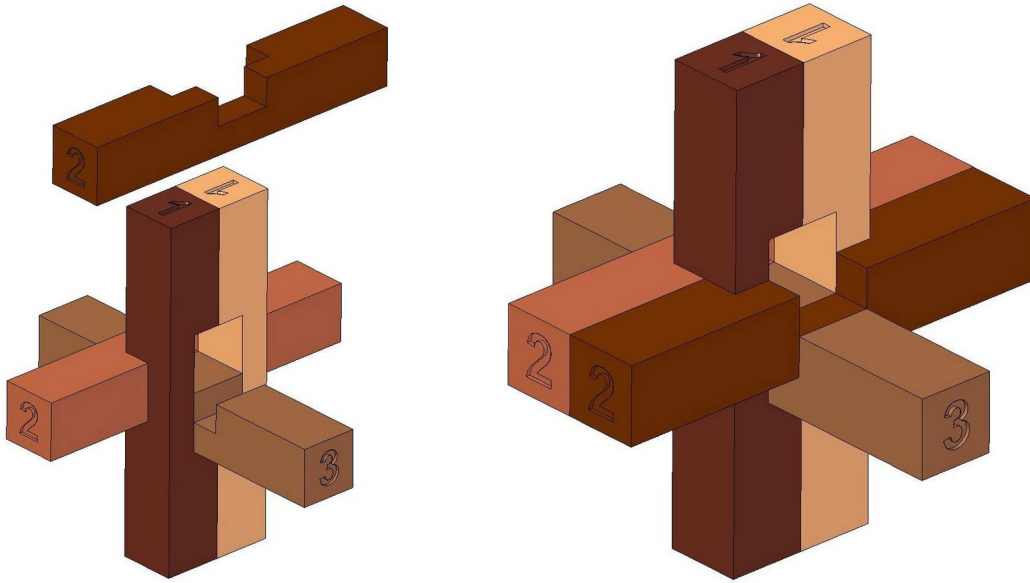
### Step 2



### Step 3



### Step 4



## Step 5

