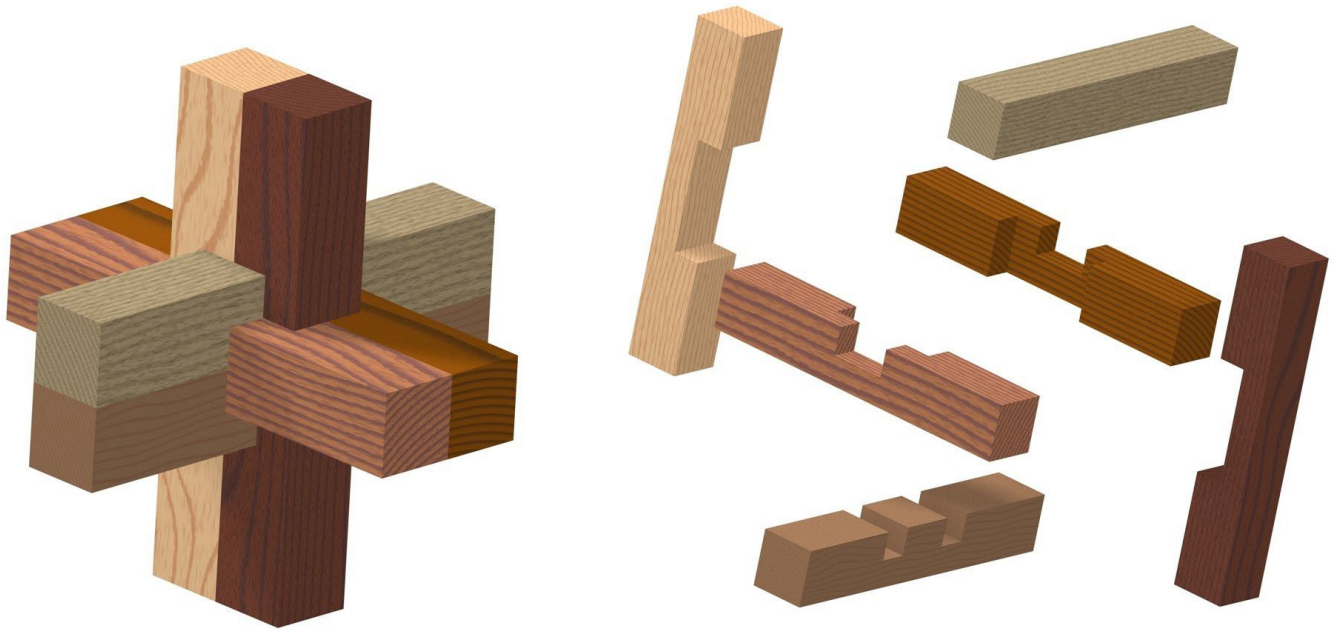


Lesson Focus Timber joints applicable to the attached project	Learning Area (Curriculum) ITD	Year Level TBC	Implementation Date 9/10/24 Lesson duration 45 mins
Prior knowledge of learners (What do they already know about this concept/topic/skill?) Have a foundational awareness of woodworking hand tools			
Links to Curriculum (identify relevant Strands and Content Descriptors – the class teacher may provide these) Design and technologies processes and production skills Develop, modify and communicate design ideas by applying design thinking, creativity, innovation and enterprise skills of increasing sophistication (ACTDEP049)			
Learning objectives (Declarative - knowledge)		Learning objectives (Procedural – skills)	
At the end of this lesson, the learners will know how to read a project working plan and prepare the timber in readiness for marking out the required profiles.		At the end of this lesson, learners will have been able to read the project plan and distinguish the required dimensions to prepare the timber pieces required for step 1. They will have used the plan with a ruler, marking gauge, and pencil to complete the marking stage, demonstrating an understanding of what was required.	
Key Resources <div>1. Project plans</div> <div>2. timber stock</div> <div>3. pencil, ruler, marking gauge, square, tenon saw</div>			
1. Lesson Introduction <i>(introduce the topic and engage the learners)</i>			
Timing	What you will do (your teaching steps)		
10 min	Demonstrate how to prepare timber and cut to the required lengths		<div><div></div><div>What are your expectations for the lesson?</div></div> <div><div></div><div>What is your hook to engage the learners?</div></div> <div><div></div><div>What are your key prompts?</div></div> <div><div></div><div>What questions will you ask?</div></div> <div><div></div><div>How will you check for understanding/learning?</div></div>
15 min	Send students back to workbenches to mark up pieces and cut all required lengths		
2. Lesson Body <i>(Teaching the content through specific strategies)</i>			
Timing	What you will do (your teaching steps)		
10 min	Demonstrate how to commence marking up the first set of timber pieces ready for removing the dado housing		<div><div></div><div>What strategies are you using to teach the content?</div></div> <div><div></div><div>What are your key prompts?</div></div> <div><div></div><div>What questions will you ask?</div></div> <div><div></div><div>How will you check for understanding/learning?</div></div>
15 min	Send students back to workbenches to attempt the timber joint themselves		

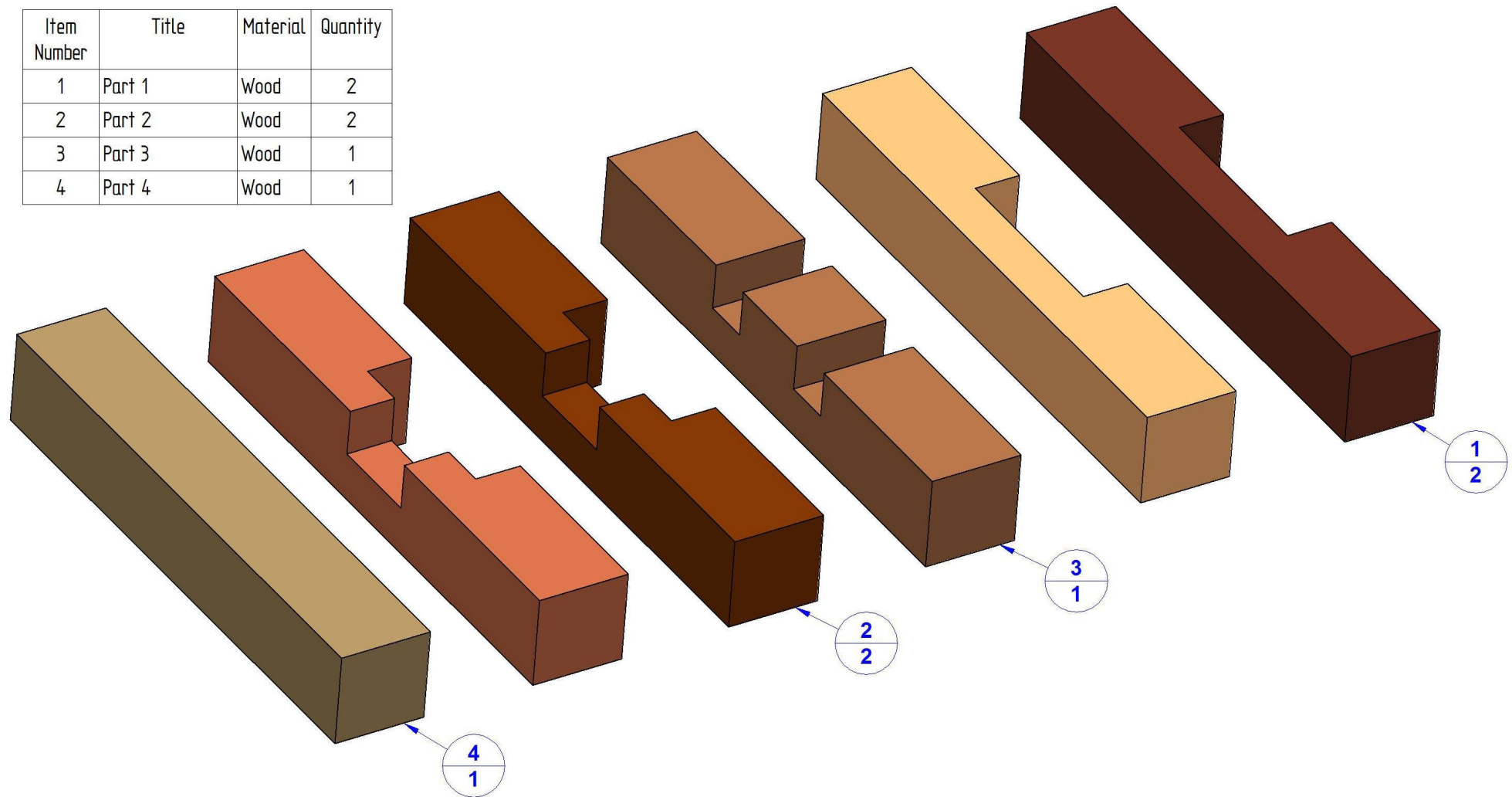
3. Lesson Conclusion (concluding activities, review, check for learning)		
Timing	What you will do (your teaching steps)	
5 min	Bring students back to check on how they've progressed. Pack up	<ul style="list-style-type: none">• How will you summarise the key learnings?• How do you wrap up the lesson?• How will you check for understanding/learning?
10 min	Pack up	
Lesson Reflection What worked well or was successful? This gives context to the outside world and links it back to being a scaled-down version of the example provided. What did not work well or could be improved? Give students more time to process information and cognitive directions I neglected to monitor disengaged learners in real time and take action to assimilate them back into the task at hand. Why do I think this occurred? A lack of familiarity with this group of adolescent minds and subsequent information-processing What does this mean for your teaching practice and decision-making next time? I aim to deepen my understanding in this area and become more proficient in knowing my learners.		

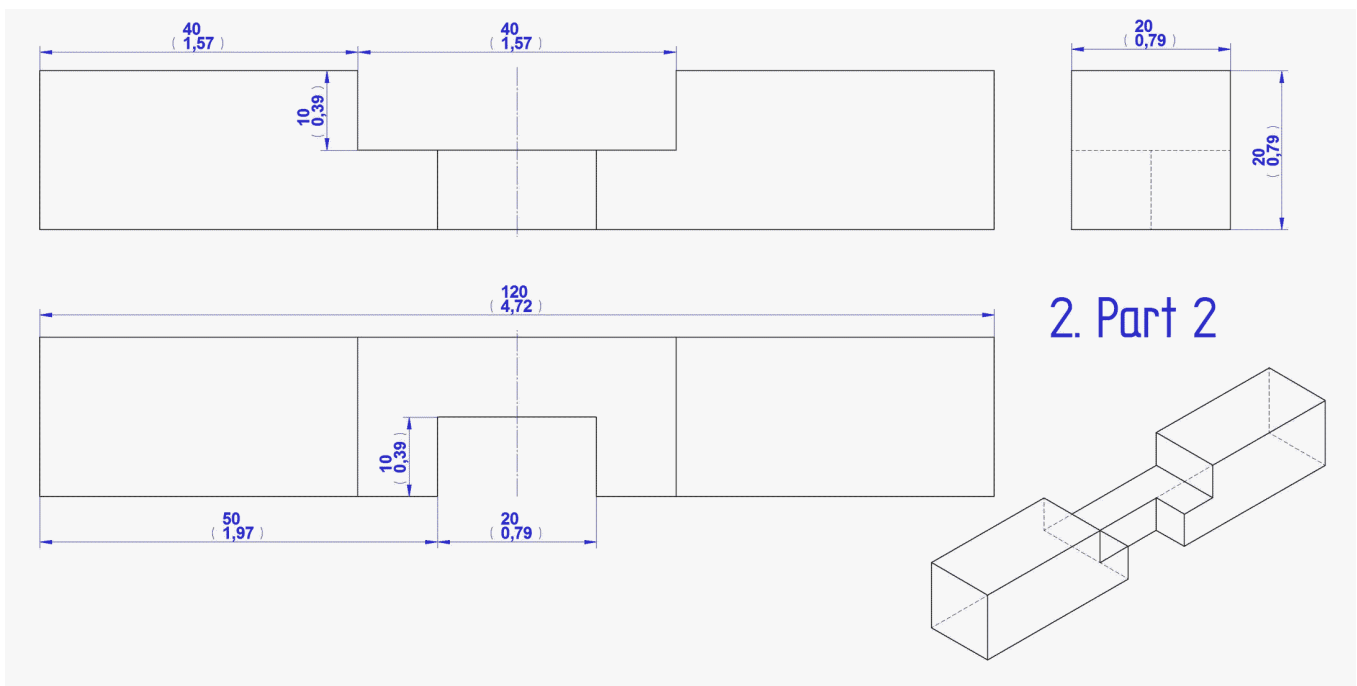
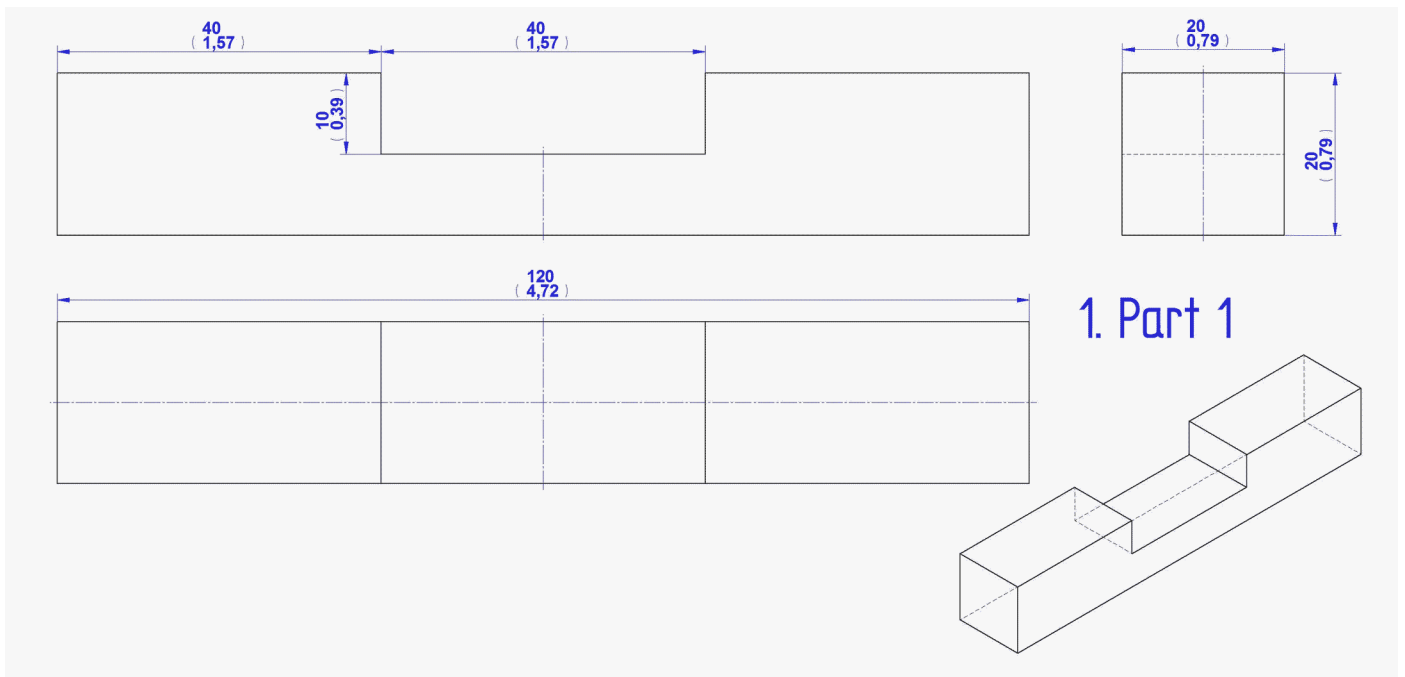
Six-piece interlocking puzzle plan

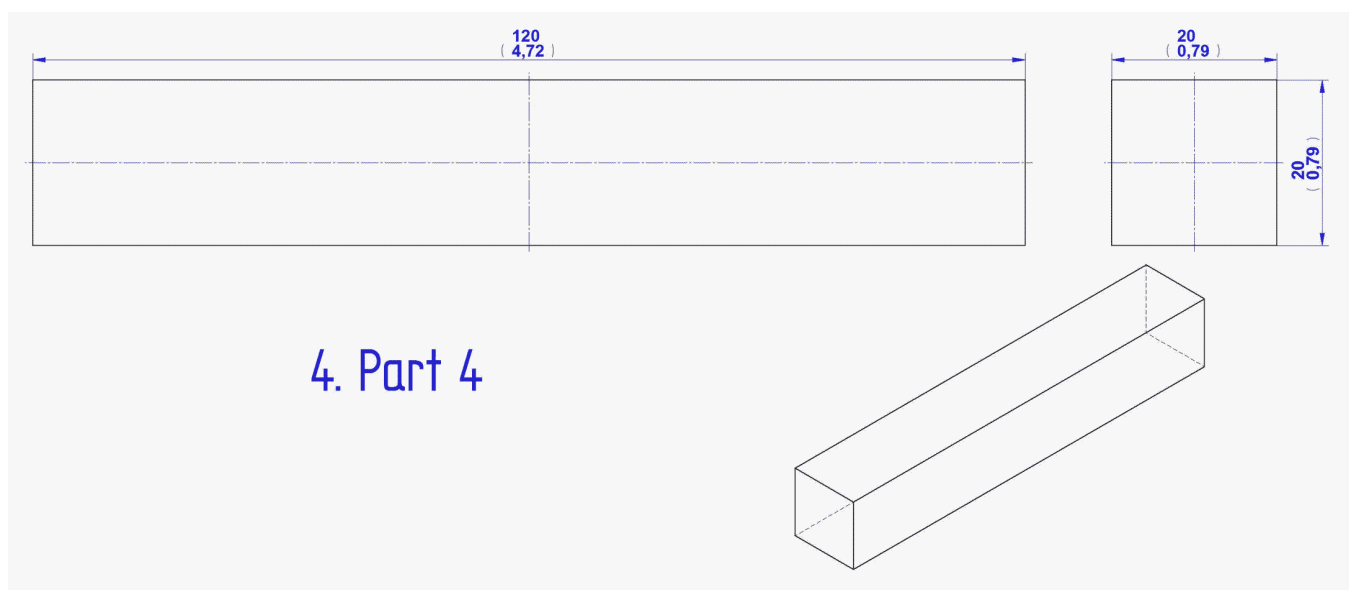
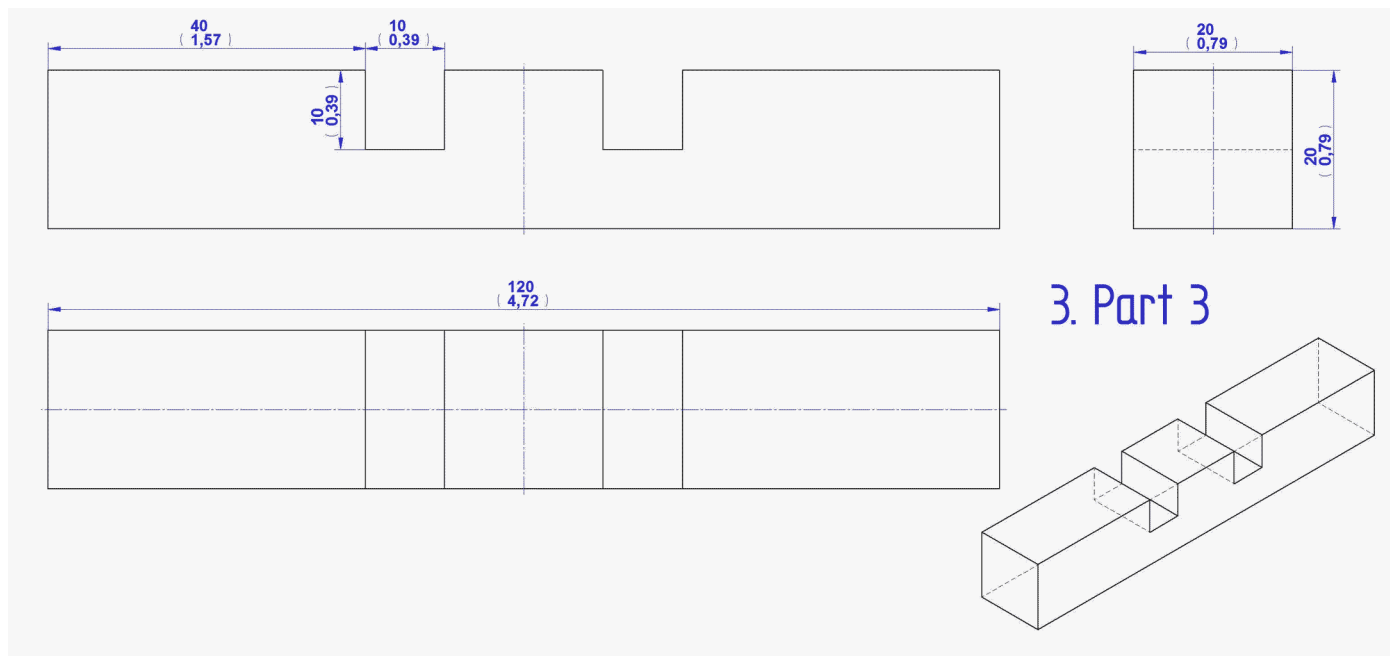


Parts List

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

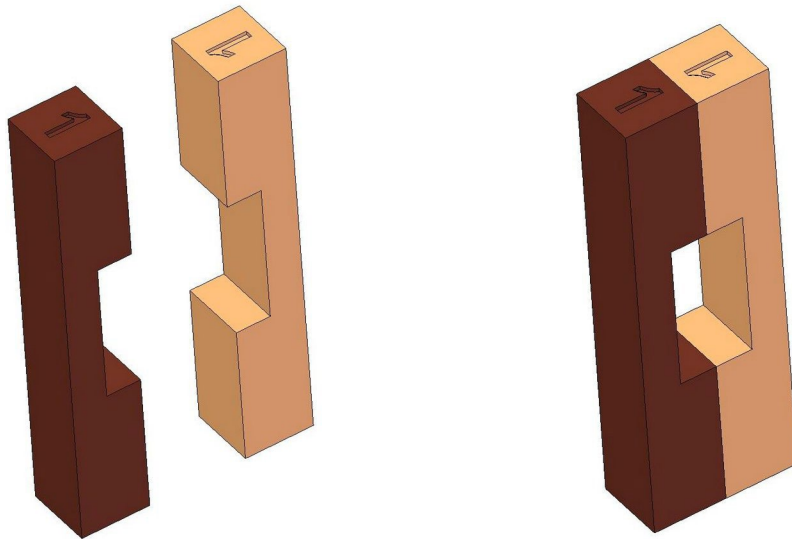




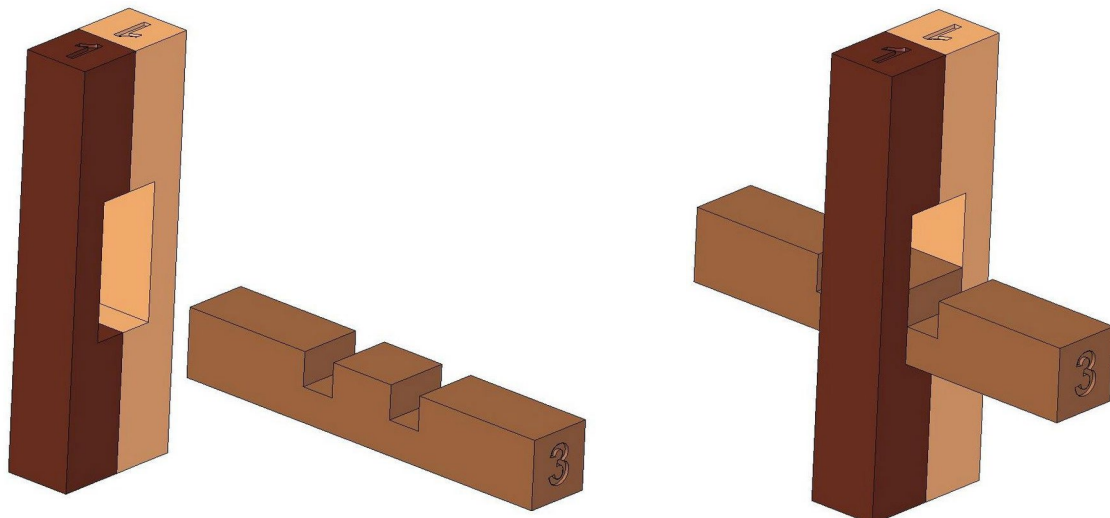


Solution

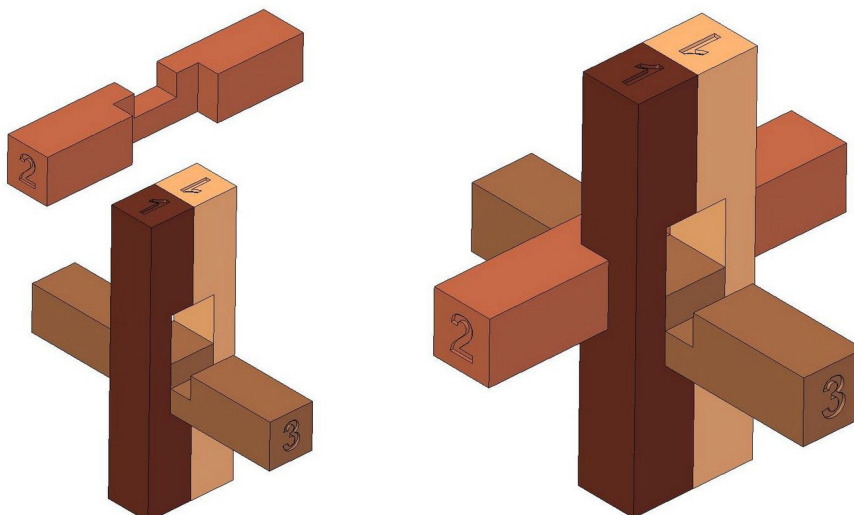
Step 1



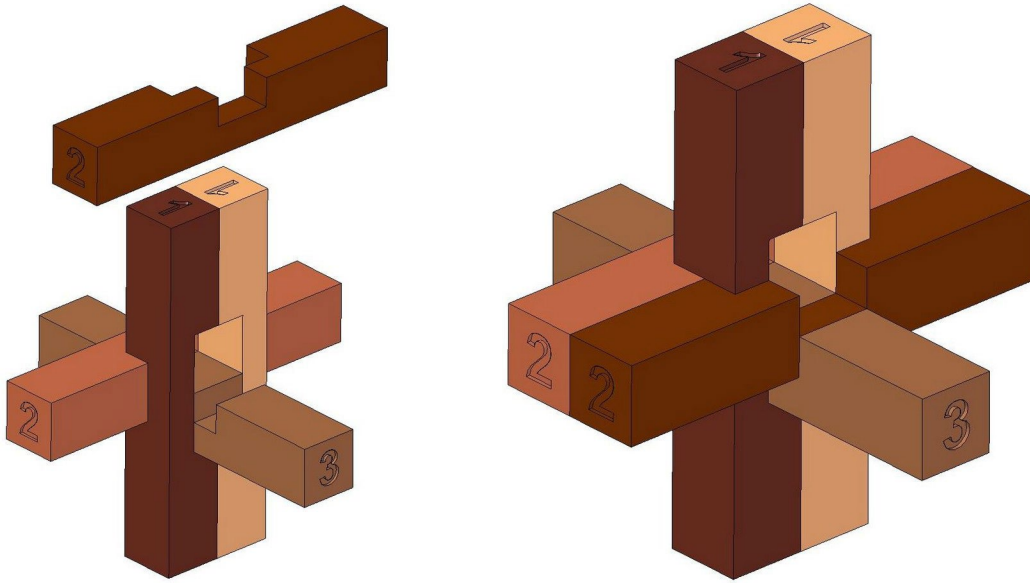
Step 2



Step 3



Step 4



Step 5

