Lesson Topic :- Routines and getting lesson instructions from the online tools.
Level 2 - Stakeholders opinions and product description - AS91354
Level 3 - Sketches from starting points - AS91627

Year Group :- Year 12 and Year 13

Learning Outcome

Year 12
To understand the importance of input from wider stakeholders to their design brief
To be able to describe their required product in terms of evidence, opinions and attributes.
Year 13
To be able to use a variety of media to draw from observation.
To know that using different media helps them to understand the form and texture of their chosen starting points.

Success Criteria Using SOLO

Uni structural	Multi structural	Relational	Extended abstract
Individual ideas. Description of the product.	Everyone's ideas together. Choosing which ideas are the best ones to use in the questionnaire. Description of the product.	Knowing who the customers of the cafe are and asking appropriate questions. Understanding why the product is needed. Understanding the client's opinions.	Being able to use the findings of the questionnaire and apply it to the design brief. Using the collected information to produce a relevant list of attributes.
Individual drawing skills - using one type of media	A variety of drawing skills - use a range of media	Using and combining appropriate skills and media to produce a desired effect. Understanding the form of their starting points in order to model in 3D.	Creation of 2D and 3D simplification work in response to their starting points.

<table>
<tr><td>Links with the New Zealand Curriculum</td><td>Level 2
Curriculum Level: 7
Learning Area: Technology
Strand: Generic Technology
Achievement Objective: Brief development - Justify the nature of an intended outcome in relation to the issue to be resolved and justify specifications in terms of key stakeholder feedback and wider community considerations.
Achievement Standard: AS91354

Level 3
Curriculum Level: 8
Learning Area: Technology
Strand: Design and Visual communication
Achievement Objective: Outcome development and evaluation - Undertake a critical evaluation that is informed by ongoing experimentation and functional modelling, stakeholder feedback, trialling in the physical and social environments, and an understanding of the issue as it relates to the wider context. Use the information gained to select, justify, and develop an outcome.
Achievement Standard: AS91627 (external)</td></tr>
<tr><td>Key Competencies</td><td>Thinking.
Using language, symbols and texts.
Managing self.</td></tr>
<tr><td>Prior knowledge</td><td>Level 2 - All the tasks on this project up to date. How to produce a Google form and share it. Working together on a Google Drawing (sharing etc)
Level 3 - Drawings up to date. Using a variety of media.</td></tr>
<tr><td>Lesson Sequence</td><td>
<table>
<tr><td colspan="2">Session 1</td></tr>
<tr><td>Student Activity - all</td><td>Teacher Activity</td></tr>
<tr><td>• Students welcomed into the room.
• Students reminded to check the calendar embedded on their portfolio sites for lesson details.
• Both groups to read details and move on to appropriate links and help that has been set up.
• Use the class site and the calendar for instructions and examples.</td><td>• Making sure all students are online.
• Reminding students where the instructions are.</td></tr>
<tr><td colspan="2">Session 2</td></tr>
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	<table><tr><td>Student Activity - Level 2</td><td>Teacher Activity</td></tr><tr><td> - Sit together at the front table, to discuss as a team about why we are asking questions of the wider stakeholders and where it fits in the standard. - Students to open the link to the shared drawing and work together on ideas. - Students then to take those ideas and produce their own questionnaire using Google Forms. - Students to sit together at the front table again to discuss the product description and attributes activity. - Students need to make a copy of this Google Drawing individually and fill it in. </td><td> - Sit with students at the front table to chair the whole group discussions. - Individual help where needed on general activities like making docs public, sharing etc. - Individual help in regards to discussion of ideas and the filling in of activities. </td></tr><tr><td colspan="2">Session 3</td></tr><tr><td>Student Activity - Level 3</td><td>Teacher Activity</td></tr><tr><td> - Group to sit together to be given instruction and tips on using a selection of media to create 3D sketches. - Students to use media to produce 3D sketches from their starting points. - Get photographs at each stage. </td><td> - Give group instruction. - Give one to one help where needed. - Take photographs as the students worked, of their models. - Upload photographs to the Level 3 Google Plus community for the students to access. </td></tr></table>
Resources	Level 2 - calendar Level 2 - standard breakdown Level 2 - stakeholders activity Level 2 - product description activity Level 2 - Level 2 Google Plus Community Level 3 - calendar Level 3 - initiate design ideas Level 3 - Level 3 Google Plus Community Level 3 - YouTube playlist White card Scissors

	Glue
Next Steps	Level 2 - they will move onto writing their design brief and specification. Their deadline for this is the end of next week where they will be assessed for 4 internal credits. Level 3 - this activity will help them move into the simplification tasks that will be next.
Reflection and Analysis	
	What went well ? The set up and organising of the lesson went well in respect to the students having enough to do, knowing what to do and it giving them access to the depth that they need. I was able to give group support one to one help where needed as the others in the class were able to get on with what they were doing. This was true with both of the year groups. They know why they are doing the tasks in relation to the levels in the standard they are working on. Team / group work was done (eventually) that helped them move onto the individual task with more confidence. Level 3 students have examples to look at that I have made so they are confident in what they are asked to do. **What did not go so well?** The Year 12 boys came into the class at the start of the session already in the middle of an argument. We stopped filming and had a chat to see if they wanted to continue today or if they wanted to postpone. We agreed to continue but the group sessions were still far too quiet and far too much talking from the teacher. The Year 13 students were really shy as this was the first time on the camera so again FAR TOO MUCH talking from the teacher. I should have prompted them to refer to their chromebooks and the work we have already covered. This could have given them a starting point when they were lacking confidence today. As you can see from the video of the ongoing lesson, it did get a little better but it was not the normal atmosphere in the room today.