**Teacher instructions**

**Activity 1**

**Time:** 1x45-60 minute session

**Outline:** Have the students answer design questions according to the products in front of them.

**Resources:** Collect and take in different clothing and food products for students to look at and analyse (preferably the outer packaging of the food product). Things you could take in include:

A beanie

Gloves

A milk bottle

A pair of shoes

A soft drink can

A butter container

A dress

A top or pants

A chocolate box

A chip packet

A jam jar

A cereal box

A yoghurt container

A can of spaghetti

**Note:**

* Ensure all items are clean and have no sharp edges.
* Students may need guidance with the wording in this task with words such as target audience. Step them through each question one at a time before starting or as you go so they understand.

**Differentiation Options:**

* Allow students to work with a partner or in a group
* Use familiar objects
* Use labelled objects
* Sit and discuss with strugglers

**Activity 2**

**Time:** 1x45-60 minute session

**Outline:** Students look at plastic packing and plastic containers to pack school lunches. (ie. Zip lock bags, glad wrap and Tupperware). Discuss the pros and cons of using these for school lunches – what are the wider impacts.

**Resources:** zip lock bag, alfoil, glad wrap, plastic containers

**Differentiation Options:**

* Bring materials in for kinaesthetic learners
* Allow students to use computer/Ipads or books for research
* Provide students with a news segment on the debate to tune them in and get engaged
* Diversify groups – put strugglers with higher achieving students and monitor

**Activity 3**

**Time:** 1x45-60 minute session

**Outline:** Students look at swatches of different materials and find out what they are used for through research and previous knowledge.

**Resources:** swatches of cotton, lycra, spandex, wool, fur, denim and leather all with labels of their names on them

**Differentiation Options:**

* Use labels for strugglers but take them off if you want students to discover and investigate (using ICTs) what the materials are themselves
* Allow students to use computers/Ipads or books to research the materials if needed
* Give students an example or two yourself
* Have higher achievers identify where the materials come from

**Final task**

**Time:** 4x60 minute sessions

**Outline:** Students will create design plans and develop a model of a packaged food product or a clothing item. They will evaluate and reflect on the design process and product according to its use and effectiveness. Suitable materials should be used in place of the real thing for things like making a clothing item. The design process should be documented on how the task is progressing with associated photos of the stages.

**Resources:** Materials to make the designs, pencils to draw/colour with, device with a camera

**Note:**

* Students may need guidance with the wording in this task with words such as target audience. Step them through each question one at a time before starting so they understand.
* This task can be used as an assessment piece where students can be assessed against the rubric provided. Make sure students know what they have to do to get top marks.

**Differentiation Options:**

* Allow students to draw their picture on paint if needed
* Allow students to design a food product or replica of a clothing product

**Rubric**

|  |  | **Applying (AP)** | **Making connections (MC)** | **Working with (WW)** | **Exploring (EX)** | **Becoming aware (BA)** |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | **The folio of a child’s work has the following characteristics:** |
| **Understanding dimension** | **Knowledge and understanding** | **Technologies and society** | clear and informed description of:* the purpose of the product

how they meet the needs of users  | informed description of:* the purpose of the product

how they meet the needs of users a  | description of:* the purpose of the product

how they meet the needs of users  | guided description of:* the purpose of the product

how they meet the needs of users  | directed identification of:* the product

the needs of users |
| **Technologies contexts** | identification and clear description of the features and uses of the product for  | identification and description of the features and uses of the product | identification of the features and uses of the product | guided identification of the features and uses of the product | directed identification of the features of the product |
| **Skills dimension** | **Processes and production skills**Evidence of guided creation of designed solutions | **Generating and evaluating** | considered creation and evaluation of their ideas and designed solutions based on personal preferences | informed creation and evaluation of their ideas and designed solutions based on personal preferences | creation and evaluation of their ideas and designed solutions based on personal preferences | guided creation and explanation of their ideas and designed solutions based on personal preferences | directed creation and explanation of their ideas and designed solutions based on personal preferences |
| comprehensive and effective communication of design ideas for their product using modelling and simple drawings | effective communication of design ideas for their product using modelling and simple drawings | communication of design ideas for their product using modelling and simple drawings | guided communication of design ideas for their product using aspects of modelling and simple drawings | directed communication of design ideas for their product |
| **Producing, collaborating and managing** | proficient production of designed solutions:following a sequence of steps. | effective production of designed solutions:following a sequence of steps. | production of designed solutions:following a sequence of steps. | guided production of designed solutions:following a sequence of steps. | directed production of designed solutions:following steps. |

|  |  |
| --- | --- |
| **Key** | Shading emphasises the key aspects of the achievement standard and qualities that discriminate between the descriptors. Key terms are described overleaf. |
|  | **Prep to Year 2 standards** |
|  | **AP** | The child applies the curriculum content and demonstrates a thorough understanding of the required knowledge. The child demonstrates a high level of skill that can be transferred to new situations. | **EX** | The child is exploring the curriculum content and demonstrates understanding of aspects of the required knowledge. The child uses a varying level of skills in situations familiar to them. |
|  | **MC** | The child makes connections using the curriculum content and demonstrates a clear understanding of the required knowledge. The child applies a high level of skill in situations familiar to them, and is beginning to transfer skills to new situations. | **BA** | The child is becoming aware of the curriculum content and demonstrates a basic understanding of aspects of required knowledge. The child is beginning to use skills in situations familiar to them. |
|  | **WW** | The child can work with the curriculum content and demonstrates understanding of the required knowledge. The child applies skills in situations familiar to them. |  |  |