Home Learning TV: Junior Project

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| **Segment lesson planning details** |  | | | |
| Title for segment: | Bread and debugging | | | |
| Year levels *(e.g. Yrs1 – 3)*: | Yr 2-6. Social Sciences/Technology | | | |
| NZC learning areas: | Technology | | | |
| Purpose of lesson:  (What learners will learn) | Students will learn to:   * follow a series of basic instructions based on a flow chart model * understand how making bread can help with the sense of belonging | | | |
| Success Criteria – students will be able to:  (how they will know when they have learnt it) | * understand the importance of the order of instructions * be able to talk about the role of yeast in bread making * begin to record instructions as a flow chart * talk about how cooking encourages a sense of belonging “When I ....” | | | |
| **Segment content/context details *(as appropriate)*** | | | | |
| Māori specific content i.e. the learning draws on Mātauranga Māori: | Handing down traditional recipes and sharing with whanau | Pacific specific content i.e. the learning is focused on Pacific knowledge: | |  |
| **Segment production details** | | | | |
| Equipment requirements: | Paper, flow chart template drawn on white board  Freshly made rēwana bread, ingredients to make bread | | | |
| Copyright requirements: |  | | | |
| **Segment links and attachments *(list all links to recordings or attachments, the source and confirm that copyright permissions are granted)*** | | | | |
| Links to recordings /resources |  | | | |
| Attachments | PDF: *Bread* - by Bernadette Wilson | | | |
| **Segment plan content** | | | | |
|  | Teaching and learning activities linked to purpose | | High level script (key points/questions) | |
| **Activate**: Activating prior learning, knowledge of contexts and relationships | *Familiarisation with topic – purpose of learning*  *Recall of previous learning – review and consolidation of learning*  *Building resilience*  *Modelling thinking and mistakes* | | Monique to greet indifferent languages each day. Monique tracks which ones she has used to ensure all languages are covered.  Welcome to Junior Project. This is our time to think about how we live in the world how we belong in the world, how we use our hands, our thinking, our head to connect all of our thinking together. How we ***belong.*** Look out for that word please whānau.  Sometimes this will feel like ***‘stretch’*** thinking.  We know there are lots of different ways in which we may respond to tackling an idea or a problem. None of these are right or wrong. Each day we will look at an idea or a creative problem.  Do you remember that we have recently looked at plants and growing pumpkins? Part of this learning included how important it was to follow a sequence.  Have any of you ever made a mistake when following a set of instructions? I know I certainly have. One time I missed out a step. I forgot to put a filling in my sandwich – imagine that?  It wasn’t a very interesting sandwich! I should have remembered all the steps. | |
| **Learn**: Introducing learning  Reinforce routines, provide multiple exposure to concepts, and strategies. Scaffolding learning | *Introduces new knowledge or skills in way that build on learners existing knowledge*  *Front loads for activity*  *Higher order thinking*  *Visualisation*  *Cultural connections – reinforcing belonging*  *Collaboration to support thinking*  *Context to support activity*  *Key vocabulary to support learning*  *Practical learning/ active*  *Demonstration for learning*  *Consolidating connections and responsive practice*  *Consolidating collaboration/ referencing thematic response to belonging* | | So, we are going to learn about how important it is to follow steps and what can happen if we sometimes don’t do this. This is important in so many situations.  It’s an important part of our daily lives.  Today we will learn how to follow steps, using a **flow chart.**  Do you know what a flow chart is? Let’s think about the words we know.  A chart puts information in the order we do something. Flow means something goes from one to the next, step by step, sometimes it uses pictures, sometimes boxes, sometime arrows, sometimes all of those. The last part is the end point.  It helps all the parts ***belong***together  Today our end point will be a loaf of bread.  Every culture in the world makes bread using their local ingredients.  REFERENCE BOOK IMAGES – front cover from BREAD text/ book. Notice the differences.  The bread looks different in each country, sometimes it’s flat, sometimes it’s round, sometimes it’s long.  My favourite is... Ask someone at home what is their favourite bread.  How many of you have made bread during the lockdown? There must be some of you who remember at the beginning of lockdown how difficult it was to buy flour and yeast? Luckily, we know now there is plenty now.  I am going to talk about the magic ingredient that **some** cultures use to make their bread rise. It is **YEAST.**  Teacher reads Pages 4,5 of Bread text -pictures of yeast.  I have made a loaf of bread and brought it into the studio, and I thought we could do now is go through the steps I did to make it. Teacher to bring ingredients/ a bowl/ a tea towel to cover bread.  Teacher then shares pages 6& 7 from the book on screen and talks to them. Mirrors what is happening in the book as she prepares the bread. And follows this with description.    Teacher covers the bread she’s just demonstrated, with a tea towel – explains that the bread needs to be left to ‘prove/ rise’ - because there is more magic that is going to happen before it goes into the oven.  In the loaf I’m making, the yeast is still active and helps the bread to increase in size before it is cooked. Remember not all bread looks the same or uses yeast. Every culture is different.  Here is a film clip about Rēwana Bread.  In Aotearoa we have a different type of bread called Rēwana Bread.  This uses a different kind of raising agent. Instead of yeast they use potatoes.  As you watch the video think about  1.What steps are being made to made to prepare the bread?  Have a look at this: [https://www.youtube.com/watch?v=qZeGH9DidS](https://www.youtube.com/watch?v=qZeGH9DidSU)  How many steps did you notice? How do the steps ***belong*** together?  Rēwana bread uses potatoes instead of yeast. In some Pacific Island countries coconut is used (juice and flesh). Do you know of any other substitutes? Maybe you have a whanau member who uses something else? There may be a recipe that has ***belongs*** in your whānau, maybe it’s ***belonged*** for generations?  There are children all over the world who have someone that makes bread with them, or for them. What a lot of ***belonging*** we have going on. All over the world.  And all that magic too – it's like the magic of bread rising, the magic of yeast, the magic of being together to enjoy kai.  I bet you can think of special times you have been together with your whānau to enjoy a wonderful meal – did you have bread then? | |
| **Respond**: Providing opportunities to use and practice | *Directly relevant to learning intention*  *Involves student participation – with options about how it can be done*  *Teacher scribes on the whiteboard the text into a flow chart on the whiteboard so learners can see what the learning looks like - makes flow chart (boxes below represent that):*   |  | | --- | |  |  |  | | --- | |  |  |  | | --- | |  |   *Recap of the success criteria for a flow diagram – consolidate the learning* | | Here is a way of recording your family’s recipe.  **Show the pages 6 & 7 on the screen again** and teacher transfers the book text to the whiteboard as a flow diagram to demonstrate what a flow diagram looks like without photos. No numbering as in the book just text boxes and arrows.  Teacher could also draw it pictorially for younger viewers.  Teacher reminds them how important it is to record the instructions in order.  So, what did you notice?  Did I write the instructions in order? YES (Teacher checks with book text on screen). Do they ***belong*** together?  Did I include every step? YES (Teacher checks with book text on screen)  Did I end where the recipe ends? YES (Teacher checks with book text on screen)  Great. Ka pai e hoa.  So, now talk to someone at home about your favourite recipe or your favourite sandwich and think how you might share it with someone using a flow diagram made of pictures or text or even photos. Make sure every step is included, it’s in order and that someone else could follow it! Draw a flow chart together. | |
| **Share**: Learner and parent reflection on learning and engagement and what they can do next | *Debrief prompts student’s reflection on learning outcomes and progress towards meeting success criteria*  *Reiterates theme of* ***belonging***  *Includes opportunity to share learning or learn together with whānau, HLTV or others*   * *Reiterates the task if done outside of the lesson* * *Introduces ‘independent learning’ through a provocation* | | Let’s look back at what we learned today:  We learned:   * that it was important to follow instructions in the correct order * how to record our instructions in a flow chart * that baking whānau recipes contributes to a sense of ***belonging*** * that when people share food together it gives a sense of ***belonging***   Making bread is part of following instructions, but just as important is the feeling of ***belonging*** when we eat the bread together with our whānau and friends. Even though there is not so much happening of wide sharing right now, it helps us feel that we belong within our bubble.  ***Belonging*** – the recipe on the video was passed down through the generations which helps the feeling of belonging. Nan laid the challenge – will you pick it up? Do you have anything that was passed down from your grandparents or ancestors? A different recipe, something you bring out at special occasions like a knitted blanket, a weaving, .... All help us have a feeling of belonging  Remember to share with me your recipes, your photos, your diagrams by emailing | |