EDFD270:
Critical Reflection
Lesson Plan

Identify the teaching strategies/learning experiences that were most effective. Explain Why

Direct instruction was used throughout the lesson, this strategy was effective for providing information and developing step-by-step skills of the topic. My instructions were clear as students knew exactly what they were supposed to be doing.

Direct Instruction refers to a carefully developed, highly scripted method for teaching that provides constant interaction between students and the teacher (McInerney, 2002).

Social constructivism was another strategy that I used in the lesson. Social constructivism refers to the process of focusing on the learner’s construction of knowledge in a social context, with the individual making personal meaning from social experience (McInerney, 2002). This is achieved through posing the key question at the beginning of the lesson, prior knowledge and understanding of the topic is being taken place.

The instructional strategy of brainstorming was also used in the lesson. This tool provides me with the student’s prior knowledge and prior experience. My responsibilities include guiding the session, encouraging participation and writing ideas down (Margetts 2007).

Questioning was used as a ‘prior knowledge’ at the start of the lesson. Asking questions about the topic demonstrate the student’s prior knowledge.

The structure of the worksheet provides knowledge gained from the introduction and development of the lesson, it consists of questions that the students will answer. I also stated that the worksheet is to be done in (mixed ability) pairs and discussions between each other would be encouraged. At the end of the lesson I stated that we would have another class discussion in summing up the topic and students can read their answers out. This strategy worked well with students. The students work in pairs for one of the activities, this provides support for the lower ability students.
Identify the teaching strategies/learning experiences that were least effective. Explain why

Working in pairs did not work for some students, as they were not focused on the worksheet. However most of the students demonstrated this strategy effectively.

How appropriate was the timing throughout the various sections of the lesson?

I found it hard to keep straight from the lesson plan I created. It was a 50 minute period, so time was not an issue. The development of the lesson plan took longer than I thought. Brainstorming, asking questions, and discussing different gifts of foods took up the time, which I did not accommodate for.

Describe how the selection and use of resources supported learning in the lesson

Having the materials prepared made the lesson run smoothly as students were ready to start.

The resources in planning the lesson were difficult. There was not much information on this topic in textbooks or website. However after hours of research I came up with information that improved my lesson. The resources that I used in the lesson, was effective.

Visual aides were used to cater for spatial learners and to assist lower ability students in identifying what foods for gifts are. The images provided an understanding of the topic. Note taking from what I was writing on the whiteboard was effective as well.

Identify what motivated the students. Explain why

What motivated the students was the beginning of the lesson. The brainstorming idea proved to be an effective strategy as they were all raising their hands to answer the questions that was asked of them. I felt that the learning outcomes were being addressed here.

The students did a great job in discussing their questions and ideas of the worksheet at the end of the class. The colleague teacher commented after that the whole class was engaged in the lesson.

Identify the classroom management strategies that were most effective. Explain why

Techniques including telling the students to 'be quiet' when I was talking. Stopping and looking at the students that were talking and waiting for them to stop. I missed a couple of occasions where...
students were talking as I was talking, my colleague teacher said that you stop what talking and address that issue.

When I set the students the worksheet to do, I was monitoring the class the whole time, especially around the students that were not focusing on the task. It was an effective classroom management technique, because as soon as I came around they would do their work.

What was most satisfying about the lesson?

The introduction and development of the lesson when I had the class attention and engaging the students in what I was saying was a powerful moment for me. Normally I dislike public speaking at University, I get really nervous, however speaking in front of the students came easier. Another moment was seeing the students do the worksheet I created and learning from it.

Based on these reflections, outline the steps you should now take to improve your teaching in future lessons.

Projecting my voice louder, will definitely play an important factor for future lessons. Improving my classroom management strategies is another aspect that I would improve on. Examples would be stopping students from talking whilst I am talking and building up my confidence in doing so. Timing of the lesson and keeping track of it would be another improvement of future lessons.
References


Bibliography

Appendix
Food Technology

Gifts of Foods

1. List as many common food gifts as you can.
   
   chocolate, pies, ham, oranges, eggs, milk, chocolate eggs, boiled eggs, puddings, fruit mince tarts,
   
   basket, rum balls

2. Give an example of suitable food gift for each of the following situations.

   i. A Christmas present for an aunt or uncle:
      mince pies

   ii. A Mother's Day present:
      heart chocolate based teddy bear

   iii. A Father's Day present:
      dark chocolate

   iv. St Valentine's Day present:
      heart shaped chocolate

   v. A birthday present for your father or brother:
      birthday cake

   vi. A Easter present:
      milk chocolate based egg

3. Describe how you could package and present the following foods so they look special, but also protected.

   a. A selection of sweets
      
      a woven cotton bag that you can see the contents of

   b. A cake
      
      flat board and ribbon going across a cardboard box that is presented

   c. Home-made biscuits
      

4. Explain why your choice of packaging is suitable.

   Because it isn't over packaged and looks attractive
Name: [illegible]
Date: [illegible]

1. List as many occasions that gifts can be given as you can:
   - [illegible]
   - [illegible]
   - [illegible]
   - [illegible]
   - [illegible]
   - [illegible]
   - [illegible]
   - [illegible]
   - [illegible]
   - [illegible]
   - [illegible]

2. Give an example of suitable food gifts for the following situations:
   i. A Christmas present for an aunt or uncle
   ii. A Mother's Day present
   iii. A Father's Day present
   iv. A Valentine's Day present
   v. A birthday present for your father or mother
   vi. A Easter present

3. Describe how you would package and present the following foods so they look special but also protected:
   i. A selection of sweets:
      - [illegible]
   ii. A cake:
      - [illegible]
   iii. Home-made biscuits:
      - [illegible]

4. Explain why your choice of packaging is suitable:
   - [illegible]