|  |
| --- |
| **DESIGN & TECHNOLOGIES - Your Move Program- YEAR 2/3 - TERM 4, 2018** |
| **Week** | **Learning Outcomes**  | **Processes & Production Skills** | **Learning Experience** | **Assessment & Integration** |
| **2** | **Year 2**Identifies roles of people that design services within the community, with some examples.**(ACTDEK001)**Identifies how the service meets community needs.**(ACTDEK001)****Year 3**Identifies roles people in design and technology have on the community.**(ACTDEK010)**Explores design development processes of services and how they meet community needs.**(ACTDEK010)** | **Year 2**Explores design to meet needs or opportunities.Develops, communicates and discusses design ideas through describing, drawing, modelling and/or sequenced steps.Uses simple criteria to evaluate the success of design processes and solutions.Works independently, or collaboratively when required, to organise information and ideas to safely create and share sequenced steps for solutions.**Year 3**Develops and communicates ideas using labelled drawings and appropriate technical terms.Works independently, or collaboratively when required, to plan, safely create and communicate sequenced steps.Uses criteria to evaluate design processes and solutions developed. | **Introduction to Your Move****Introduction*** PowerPoint introduction to Your Move and to model activity
* Expert Quiz

🡪 Students work in groups🡪 Analyse a Your Move Program: What is it, why it is important🡪 Students become experts in their program and shares information with a group (with representative from each program)🡪 Students note down information for two more programs.**Body*** Brainstorm occupations and what they involve.
* Rotation stations

🡪 Analyse each program and identify the individuals involved🡪 Discuss what they do as an occupation🡪 Students write 3 small ID cards: Who, occupation, picture**Conclusion*** Brainstorm ideas for potential project in the school as part of Your Move

🡪 Set as homework task |  |
| **3** | **Year 2**Identifies roles of people that design services within the community, with some examples.**(ACTDEK001)**Identifies how the service meets community needs.**(ACTDEK001)****Year 3**Identifies roles people in design and technology have on the community.**(ACTDEK010)**Explores design development processes of services and how they meet community needs.**(ACTDEK010)** | **Year 2**Explores design to meet needs or opportunities.Develops, communicates and discusses design ideas through describing, drawing, modelling and/or sequenced steps.Works independently, or collaboratively when required, to organise information and ideas to safely create and share sequenced steps for solutions.**Year 3**Develops and communicates ideas using labelled drawings and appropriate technical terms.Works independently, or collaboratively when required, to plan, safely create and communicate sequenced steps. | **Your Move in Our School****Introduction*** How we can contribute placemat

🡪 Students write down their ideas of how the school can contribute on placemat🡪 Groups select their top 3 ideas and place in the middle of the graphic organiser🡪 Share with class and place on board**Body*** Persuade me activity (groups)

🡪 Students create a paragraph🡪 Opening statement🡪 Describe why it is important compared to other projects* Choice Board

🡪 Students write their three ideas of how the school can contribute to Your Move🡪 Describe why it is important to contribute to this community group**Conclusion*** Discuss how we can decide on one event **(democracy)**

🡪 Is it a fair way?🡪 Does it give everyone a voice?🡪 Vote for the top 3 events | **Civics & Citizenship**Describe how and why people participate in community groups.Identifies benefits to individuals and the community. |
| **4** | **Year 2**Identifies roles of people that design services within the community, with some examples.**(ACTDEK001)**Identifies how the service meets community needs.**(ACTDEK001)****Year 3**Identifies roles people in design and technology have on the community.**(ACTDEK010)**Explores design development processes of services and how they meet community needs.**(ACTDEK010)** | **Year 2**Explores design to meet needs or opportunities.Develops, communicates and discusses design ideas through describing, drawing, modelling and/or sequenced steps.Uses simple criteria to evaluate the success of design processes and solutions.Works independently, or collaboratively when required, to organise information and ideas to safely create and share sequenced steps for solutions.**Year 3**Develops and communicates ideas using labelled drawings and appropriate technical terms.Works independently, or collaboratively when required, to plan, safely create and communicate sequenced steps.Uses criteria to evaluate design processes and solutions developed. | **Who Makes Rules****Introduction*** Quiz-Quiz-Trade

🡪 Each student is allocated a location and rules associated with it (e.g. road safety, classroom, playground, house, library, swimming lessons, bus etc)🡪 Move to another location (student) and introduce their own location and rules🡪 The visitor student then needs to predict which people made the rules🡪 The predictions to be written down on a checklist for the location* Discuss which individuals make rules **(democracy)**

🡪 Is it fair?🡪 Does everyone have a voice?* Follow above steps for the consequences of not follow the location's rules

**Body*** Rulebook Illustrations

🡪 Identify location🡪 Identify who makes the rules🡪 Illustrate a cartoon character who did not follow the rules and annotate **Conclusion*** Carousel Feedback on cartoons

🡪 One positive🡪 One Improvement | **Civics & Citizenship**Identifies who makes rules, providing a relevant examplesDescribes why rules are important.Identifies consequences of rules not being followed. |
| **5** | **Year 2**Identifies roles of people that design services within the community, with some examples.**(ACTDEK001)**Identifies how the service meets community needs.**(ACTDEK001)****Year 3**Identifies roles people in design and technology have on the community.**(ACTDEK010)**Explores design development processes of services and how they meet community needs.**(ACTDEK010)** | **Year 2**Explores design to meet needs or opportunities.Develops, communicates and discusses design ideas through describing, drawing, modelling and/or sequenced steps.Uses simple criteria to evaluate the success of design processes and solutions.Works independently, or collaboratively when required, to organise information and ideas to safely create and share sequenced steps for solutions.**Year 3**Develops and communicates ideas using labelled drawings and appropriate technical terms.Works independently, or collaboratively when required, to plan, safely create and communicate sequenced steps.Uses criteria to evaluate design processes and solutions developed. | **Making Rules****Introduction*** Final vote for event
* Identify dangers faced in the event (road safety, sunsmart, stranger danger)

🡪 Place large A3 paper around the room (label with parts of event e.g. leaving home, walking, arriving at school)🡪 Partners to discuss potential dangers faced in these sections (on sticky notes)**Body*** Classroom discussion

🡪 Dangers on sticky notes🡪 Discuss rules to improve safety🡪 Discuss why each is important-consequences* Selected Program Safety Plan Template

🡪 Event Identified🡪 Identify 3-4 main dangers🡪 Describe rules to improve safety (relating to selected dangers)🡪 Describe why each one is needed**Conclusion*** Carousel Feedback on cartoons

🡪 One positive🡪 One Improvement | **Civics & Citizenship**Identifies who makes rules, providing a relevant examplesDescribes why rules are important.Identifies consequences of rules not being followed. |
| **6** | **Year 2**Identifies roles of people that design services within the community, with some examples.**(ACTDEK001)**Identifies how the service meets community needs.**(ACTDEK001)****Year 3**Identifies roles people in design and technology have on the community.**(ACTDEK010)**Explores design development processes of services and how they meet community needs.**(ACTDEK010)** | **Year 2**Explores design to meet needs or opportunities.Develops, communicates and discusses design ideas through describing, drawing, modelling and/or sequenced steps.Uses simple criteria to evaluate the success of design processes and solutions.Works independently, or collaboratively when required, to organise information and ideas to safely create and share sequenced steps for solutions.**Year 3**Develops and communicates ideas using labelled drawings and appropriate technical terms.Works independently, or collaboratively when required, to plan, safely create and communicate sequenced steps.Uses criteria to evaluate design processes and solutions developed. | **Democratically Voting****Introduction*** Vote for rules for Your Move Event **(democracy)**

🡪 Is it fair?🡪 Does everyone have a voice?* Revise democracy meaning
* Democracy Detectives Rotation Stations

🡪 Allocate each seating group a rule/decision made throughout the local community🡪 Partners to identify the decisions which were made democratically (fair and everyone had a say)🡪 Students to note down a democratic decision and one which is not🡪 Describe who they think voted and how they know**Body*** Voting activity Template

🡪 Write down 2/3 decisions made by the community🡪 Describe who made these decisions (democracy)🡪 Describe why voting is important & consequences of not voting**Conclusion*** Share ideas and provide verbal feedback in partners
 | **Civics & Citizenship**Identifies decisions made in the community through voting.Describe who made these decisions (democracy)Describe why voting is important & consequences of not voting |