

## Sample unit plan

This resource was developed as part of a Wood Technology webinar which aired on the 30<sup>th</sup> of March 2020 and can be viewed on [jct.ie](https://www.jct.ie) within the CPD supports tile under the elective workshops tab.



Webinar Link: [https://www.jct.ie/technologies/cpd\\_supports\\_wood\\_technology\\_elective\\_workshops](https://www.jct.ie/technologies/cpd_supports_wood_technology_elective_workshops)

Webinar Title:

*“Introducing The Craft Of Bending And Lamination Through A Student Design Task”.*

The focus of this webinar will be the introduction of the craft of bending and lamination through a student design task. An interdisciplinary approach will be used to integrate learning from across the strands and elements of the Wood Technology specification in the teaching and learning associated with this unit of learning. During this webinar attendees will experience:

- The planning associated with a unit of learning
- Samples of student work
- Teacher testimonial outlining their own reflections on the classroom activities

### Included in this PDF:

The sample unit of learning plan developed by the teacher. Throughout the webinar this plan is developed to emulate the planning process that the teacher went through when developing the unit.

A big thank you to the teacher involved for making these resources available to the Jct4 team

**Note:** It is recommended that you watch the webinar in conjunction with using this resource to contextualise the resource and make a better connection between how the plan was developed.



Consider the age, stage and prior learning of the students.  
What learning do we want to focus on?  
Explore both the strands and elements when choosing learning outcomes.

**AGE AND STAGE:**

First Year Feb 2020

**PRIOR LEARNING:**

Bench skills, trench work, coping saw work

**FOCUS OF LEARNING:**

Working with a design brief

The process of lamination

Introduction to fixtures and fittings

Reflection on own work

**EXPLORE STRANDS AND ELEMENTS:**

Strand 1 and Strand 2

**CHOSEN LEARNING OUTCOMES**

1.8 apply knowledge of and skills in a range of appropriate existing and emerging principles, processes and techniques

2.6 produce sketches, drawings and models/prototypes to explore design ideas

2.1 explore design problems

2.3 evaluate their own progress to inform future learning

1.7 explain the function and application of a range of tools, equipment, fixtures and fittings

1.5 represent key information graphically

Identify the learning outcomes for your unit of learning.  
Identify the key learning for students using action verbs to support your thinking.  
Consider how we will assess and report evidence of learning

**KEY LEARNING**

**Working with a design brief**

**2.1, 2.6,** Students will examine and draw key information from a given design brief. They will identify areas to research to support the design and realisation of a solution to the brief. Students will produce sketches of possible design ideas.

**Process of Laminating**

**1.8, 1.5** Students will collaborate and explore the process of laminating through a research task using primary and secondary methods.

**Advance bench skills**

**1.8, 1.7** Students will produce a response to the given design brief. Lamination, decorative shaping and embellishment of the material

**Develop reflection skills**

**2.3, 1.5** Reflection for a purpose, how to use and record what they have learnt to improve future work in relation to selection & use of materials

**ACTION VERBS**

Apply: select and use information and/or knowledge and understanding to explain a given situation or real circumstances

Produce: make or manufacture from components or raw materials

Explore: to think or talk about something in order to find out more about it

Represent: bringing clearly and distinctively to mind by use of description or imagination

Explain: give a detailed account including reasons or causes

Evaluate: (data) collect and examine data to make judgements and appraisals; describe how evidence supports or does not support a conclusion in an inquiry or investigation; identify the limitations of data in conclusions; make judgements about the ideas

Develop ideas for how students could experience this learning.  
How will I know they are learning?

**HOW COULD STUDENTS EXPERIENCE THIS LEARNING?**

Design and make a solution to the design brief presented

Carry out and present research on the processes and fixings used

Reflect on their work with a view to improving their practice in future projects

**HOW WILL I KNOW THEY ARE LEARNING?**

**1.5, 2.1, 2.6, 1.7, 2.3** Use of a worksheet and research diary to scaffold/structure the learning experience

**2.6** Their use of sketches to communicate their design ideas

**1.8** Using the material available to realise their design solution

Teacher observation

Teacher feedback

Using your own classroom context, what methodologies and resources will support students in experiencing the learning outcomes.  
Ensure assessment aligns with the learning outcomes and their action verbs

**RESOURCES**

Worksheet, materials list, student textbooks

**METHODOLOGIES**

Teacher demonstration, teacher feedback

**HOW WILL STUDENTS EXPERIENCE THE LEARNING OUTCOMES?**

**1.5, 2.1, 2.6, 1.7,** using primary and secondary research methods complete research on the laminating process and possible methods to wall mount their design solution, produce sketches to communicate their design ideas,

**1.8 2.3** using skills accrued to date with the new learning on laminating to produce their design solution

**ASSESSMENT**

As part of student assessment students will have a:

- A finished artefact
- Individual Learning Log
- Research presentation
- Student/Teacher Conversation around the processes they have used to complete the task, and on their ability to manage their own learning.



**REFLECTION**