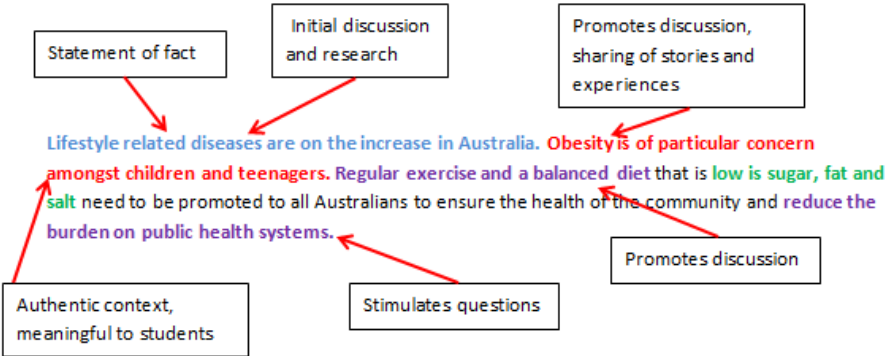
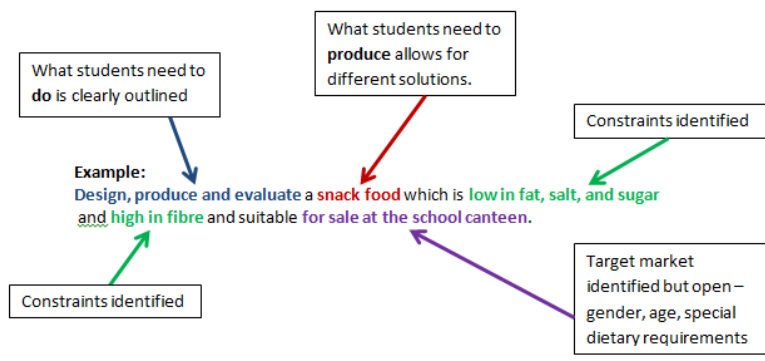


Differentiation strategies – Secondary Technology example

Lesson component	Description
Differentiation element(s)	Process and Product
Stage	Stage 4
Subject	Technology (Mandatory)
Outcomes	<p>A student:</p> <ul style="list-style-type: none"> 4.1.1 applies design processes that respond to needs and opportunities in each design project 4.5.2 produces quality solutions that respond to identified needs and opportunities in each design project.
Content statement	<p>Students learn to:</p> <ul style="list-style-type: none"> establish a design process that responds to an identified need or opportunity apply a design process when developing quality solutions for each design project establish criteria for successful achievement of needs and opportunities.
Strategy(ies)	<p>A well-written design brief will allow differentiation of both Process (how they work) and Product (what they produce). Students will be able to make decisions about the direction of their project and demonstrate ability (skills and knowledge) through the development of their design project. Use the guidelines when developing a Design Project.</p> <p>Begin with a Design Situation which:</p> <ul style="list-style-type: none"> is based on an authentic context that is relevant to the group sets the context for project-based learning promotes initial discussion, stimulates questions encourages sharing of personal experiences allows students to connect to the task.  <p style="text-align: center;"> Statement of fact Initial discussion and research Promotes discussion, sharing of stories and experiences </p> <p style="text-align: center; color: red;"> Lifestyle related diseases are on the increase in Australia. Obesity is of particular concern amongst children and teenagers. Regular exercise and a balanced diet that is low in sugar, fat and salt need to be promoted to all Australians to ensure the health of the community and reduce the burden on public health systems. </p> <p style="text-align: center;"> Authentic context, meaningful to students Stimulates questions Promotes discussion </p>

Lesson component	Description
	<p>Present students with the Design Brief. This is the task that they will complete for their Design Project.</p> <div data-bbox="414 492 1181 851" style="text-align: center;">  <p>What students need to do is clearly outlined</p> <p>What students need to produce allows for different solutions.</p> <p>Constraints identified</p> <p>Example: Design, produce and evaluate a snack food which is low in fat, salt, and sugar and high in fibre and suitable for sale at the school canteen.</p> <p>Constraints identified</p> <p>Target market identified but open – gender, age, special dietary requirements</p> </div> <p>The Design Brief:</p> <ul style="list-style-type: none"> • must be an open-ended statement that allows students to create different solutions to an identified need or opportunity • may be presented as a problem that requires a solution • should provide sufficient detail and information to allow the student to know what they must do • should provide guidance and be a point of evaluation that is referenced throughout the design process.