

Technology (Mandatory) Years 7–8 Life Skills unit: What do you make of it?

Unit title: What do you make of it? Description: This unit involves students designing, producing and evaluating an individual project that may include a bag (Accessories Design), bracelet (Jewellery Design), planter box or toy (Industrial Design) or T-shirt (Fashion Design). A range of technologies and materials may be used to make a product. Safe and responsible use of materials, tools and techniques by students is essential in the Technology (Mandatory) course and teachers should consider this when delivering this unit. <i>Learning activities address selected ‘learn about’ and ‘learn to’ statements within the Life Skills content of the syllabus and may be prioritised and selected to suit the needs of students. The unit provides a range of ways in which students may engage in learning activities and students should participate at a level appropriate to their abilities and interests.</i>			
Life Skills Outcomes A student: LS 1.1 recognises that a process is used to produce design projects LS 1.2 recognises factors that influence design LS 2.1 gathers and uses information in the context of producing design projects LS 2.2 uses a variety of techniques to communicate ideas in the context of producing design projects LS 3.2 selects the appropriate tools, equipment and materials for specific design projects LS 3.3 demonstrates safe practices in the use of materials, tools and equipment in the context of producing a design project LS 3.4 cares for materials, tools and equipment LS 5.1 participates in producing design projects LS 6.1 evaluates the success of completed design projects LS 6.2 evaluates the design of everyday products in terms of intended use.		Resources Access to computer hardware such as digital cameras, scanners and software such as word-processing Examples and images of bags, bracelets, planter boxes and T-shirts A variety of embellishments such as tassels, studs, sequins, stencils, transfers, stickers A variety of materials that could include beads, shells, vinyl, leather, timber, jewellery thread, plastic, calico, denim, hessian, canvas, closing devices, handles A variety of finishes that could include paint, wood stain, lacquer A variety of tools and equipment for the making of the product	
Links A student: English ENLS-2A communicates for a variety of purposes, audiences and contexts ENLS-4A views and responds to a range of visual texts, media and multimedia Information and Software Technology LS.5. uses a variety of techniques to present information and software technology solutions.		A student: Mathematics MALS-36SP gathers, organises and displays data MALS-25MG estimates and measures in everyday contexts MALS-26MG recognises and uses units to estimate and measure length MALS-32MG responds to and uses the language of position in everyday contexts Visual Arts LS.1 experiences a variety of artmaking activities LS.2 explores a variety of materials, techniques and processes.	
For students working towards Life Skills outcomes in regular classes, teachers may wish to link the activities in this unit with the Stage 4 unit ‘ Toy Maker ’ in <i>Technology (Mandatory) Years 7–8: Advice on Programming and Assessment</i> (pp 24–38).			

Focus: Function of a variety of products Outcomes: LS.1.2, LS.2.1, LS.2.2, LS.6.2				
Students learn about	Students learn to	Integrated learning experiences, instruction and assessment	Evidence of learning (words in italics refer to Life Skills outcomes)	Feedback
<ul style="list-style-type: none"> considering the design of everyday objects in terms of meeting their end use 	<ul style="list-style-type: none"> evaluate everyday products in terms of their <ul style="list-style-type: none"> function, finish, appeal usefulness, durability stability, ergonomics construction, safety materials used 	<p>Teacher</p> <ul style="list-style-type: none"> displays a variety of products that may include a bag (Accessories Design), bracelet (Jewellery Design), planter box or toy (Industrial Design) or T-shirt (Fashion Design) and discusses the different uses of these products assists students in recording their involvement at each step of the design process in a folio. <p>Students</p> <ul style="list-style-type: none"> explore the function of a variety of products such as bags (Accessories Design), bracelets (Jewellery Design), planter boxes, toys (Industrial Design) or T-shirts (Fashion Design). This may include: <ul style="list-style-type: none"> collecting and exploring examples and/or pictures of a variety of products from home, school and the local community, eg consider the appeal of bracelets, the construction, safety and stability of planter boxes, the materials and finish used for a variety of bags and T-shirts respond to questions about the purposes and usefulness of a variety of bags, bracelets, planter boxes and T-shirts, eg ‘Which bag is the most useful for taking to the beach?’, ‘Which of these T-shirts would be most suitable to wear for sport?’ 	<p>Exploring the different uses of products may involve <i>evaluation of the design of everyday products in terms of intended use.</i></p>	<p>Oral, visual and/or tangible feedback and prompts by the teacher to guide and affirm students’ identification of the use and function of a variety of products.</p>

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Focus: Function of a variety of products (cont)**Outcomes:** LS.1.2, LS.2.1, LS.2.2, LS.6.2

Students learn about	Students learn to	Integrated learning experiences, instruction and assessment	Evidence of learning (words in italics refer to Life Skills outcomes)	Feedback
<ul style="list-style-type: none">considering the design of everyday objects in terms of meeting their end useusing a variety of communication techniques	<ul style="list-style-type: none">evaluate everyday products in terms of their<ul style="list-style-type: none">function, finish, appealusefulness, durabilitystability, ergonomicsconstruction, safetymaterials useduse techniques to communicate ideas	<p>Students</p> <ul style="list-style-type: none">recognise features that enhance the functions of various products, eg closing devices for bags and bracelets, the weight of materials used for planter boxes, the durability of decorations or embellishments on T-shirts, the durability of wooden toysestablish and maintain a record of their involvement at each step of the design process in a folio. Items in the folio may include:<ul style="list-style-type: none">photographs and/or other images of their participation at various steps of the processdescriptions of their activities at each steppersonal observationsdata and information relevant to the projectpersonalised step-by-step plan for producing the projectevaluation of the project.	<p>Recognising the features that enhance the function of products may involve <i>evaluation of the design of everyday products in terms of intended use.</i></p> <p>Establishing and maintaining a record in a folio may indicate <i>recognition that a process is used to produce design projects</i> and <i>recognition of factors that influence design.</i></p>	<p>Oral, visual and/or tangible feedback and prompts by the teacher to guide and affirm students’:</p> <ul style="list-style-type: none">identification of features that enhance the functions of various productsrecording of their participation in the design process in an appropriate format.

Focus: Selecting a product design Outcomes: LS 1.2, LS 2.1, LS 2.2				
Students learn about	Students learn to	Integrated learning experiences, instruction and assessment	Evidence of learning (words in italics refer to Life Skills outcomes)	Feedback
<ul style="list-style-type: none"> • factors that influence design • obtaining information from a variety of sources • applying the design process in the context of producing a design project 	<ul style="list-style-type: none"> • recognise that the design of an object is related to its function and purpose • access sources of information • participate in designing and producing a product 	<p>Teacher</p> <ul style="list-style-type: none"> • provides examples of completed projects, eg bags made from different materials such as denim, calico; bracelets made using different materials such as shells or beads; planter boxes with different finishes such as stained or painted; T-shirts with screen printing or embellishments; a variety of wooden toys • provides access to computer technology and internet to assist students in the design process. <p>Students</p> <ul style="list-style-type: none"> • select a project from either the examples provided or from their own research and personal preference. This may include: <ul style="list-style-type: none"> – selecting a project after observing and experimenting with the samples – indicating a preference for a project – accessing the internet to explore aspects of design, eg colour, size, decorations – generating designs that take into account the function and purpose of the project using computer graphics software. 	<p>Selection of an appropriate project may involve <i>gathering and using information in the context of producing design projects and/or recognising factors that influence design.</i></p>	<p>Oral, visual and/or tangible feedback and prompts by the teacher to guide and affirm students' selection of an appropriate project.</p>

Focus: Planning steps for producing a product Outcomes: LS.1.1				
Students learn about	Students learn to	Integrated learning experiences, instruction and assessment	Evidence of learning (words in italics refer to Life Skills outcomes)	Feedback
<ul style="list-style-type: none"> the steps in a process to produce a design project 	<ul style="list-style-type: none"> recognise the steps in producing a project including: <ul style="list-style-type: none"> identifying a need exploring ideas choosing a preferred idea planning steps for producing the design project selecting tools, equipment and materials producing a design project evaluating a design project 	<p>Teacher</p> <ul style="list-style-type: none"> provides a personalised step-by-step plan of the steps in the production process. <p>Students</p> <ul style="list-style-type: none"> recognise the steps in the personalised step-by-step plan. This may involve: <ul style="list-style-type: none"> including the personalised step-by-step plan in their folio following through each step of the plan recognising the activities at each step. 	<p>Identification of steps in the production process may indicate <i>recognising that a process is used to produce design projects</i>.</p>	<p>Oral, visual and/or tangible feedback and prompts by the teacher to guide and affirm students' identification of the steps needed to produce a design project.</p>

Focus: Safe use of tools, equipment and materials in producing a product Outcomes: LS.3.1, LS.3.2, LS.3.3, LS.3.4				
Students learn about	Students learn to	Integrated learning experiences, instruction and assessment	Evidence of learning (words in italics refer to Life Skills outcomes)	Feedback
<ul style="list-style-type: none"> the nature and purpose of a range of tools and equipment properties of materials factors that influence safety <ul style="list-style-type: none"> in the classroom in specialist rooms in external areas the application of Occupational Health and Safety practices 	<ul style="list-style-type: none"> select appropriate tools and equipment for a design project select materials that are appropriate for a design project recognise factors that influence the safety of conditions recognise properties of materials, equipment and tools that make them dangerous 	<p>Teacher</p> <ul style="list-style-type: none"> introduces the specific tools necessary for the project explicitly teaches and models safe work practices when using the identified materials, tools and equipment and provides opportunities for supervised practice explicitly teaches and demonstrates care and storage of tools and equipment used in the project. <p>Students</p> <ul style="list-style-type: none"> select tools, equipment and materials necessary for the completion of the project use safe work practices when using materials, tools and equipment. This may include: <ul style="list-style-type: none"> recognising rules for the safe use of materials, tools and equipment using materials, tools and equipment safely and appropriately under supervision 	<p>Selection of tools, equipment and materials may indicate <i>selecting appropriate tools, equipment and materials for specific design projects</i>.</p> <p>Use of safe practices may indicate <i>recognising safe and unsafe conditions when undertaking design projects and demonstrating safe practices in the use of materials, tools and equipment in the context of producing a design project</i>.</p>	<p>Oral, visual and/or tangible feedback and prompts by the teacher to guide and affirm students’:</p> <ul style="list-style-type: none"> identification of appropriate materials, tools equipment demonstration of safe use of materials, tools equipment.

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Focus: Safe use of tools, equipment and materials in producing a product (cont)				
Outcomes: LS.3.1, LS.3.2, LS.3.3, LS.3.4				
Students learn about	Students learn to	Integrated learning experiences, instruction and assessment	Evidence of learning (words in italics refer to Life Skills outcomes)	Feedback
<ul style="list-style-type: none"> caring for materials, tools and equipment 	<ul style="list-style-type: none"> store materials, tools and equipment appropriately keep workplace clean and clear of hazards 	Students <ul style="list-style-type: none"> store materials, tools and equipment appropriately during the production process. This may include: <ul style="list-style-type: none"> – returning materials, tools and equipment to their storage space after use – tidying the work area – reporting any faults or damage to tools and equipment. 	Appropriate storage of items and the maintenance of a tidy work area may indicate <i>caring for materials, tools and equipment</i> .	Oral, visual and/or tangible feedback and prompts by the teacher to guide and affirm students' demonstration of the care and storage of tools and equipment.
Focus: Producing the product				
Outcome: LS.5.1				
<ul style="list-style-type: none"> managing resources and time to complete a design project applying the design process in the context of making a design project 	<ul style="list-style-type: none"> participate in designing and producing a product follow the steps to complete a design project 	Teacher <ul style="list-style-type: none"> reviews the personalised step-by-step plan for the production of the project, modelling each activity as required. Students <ul style="list-style-type: none"> participate in the production process for the project according to the personalised step-by-step plan. This may involve: <ul style="list-style-type: none"> – making a product, eg bag, bracelet, planter box, T-shirt or toy using the selected design and materials; and/or – embellishing/decorating a bag, T-shirt, planter box or toy using the selected design and materials. 	Participation in the production of a product may involve <i>participating in producing design projects</i> .	Oral, visual and/or tangible feedback and prompts by the teacher to guide and affirm students' demonstration of following the plan and use of materials, tools and equipment in the production process.

Focus: Evaluating the completed product Outcomes: LS.2.2, LS.6.1				
Students learn about	Students learn to	Integrated learning experiences, instruction and assessment	Evidence of learning (words in italics refer to Life Skills outcomes)	Feedback
<ul style="list-style-type: none"> evaluating a design project in terms of <ul style="list-style-type: none"> function aesthetics available resources social and cultural appropriateness environmental impact marketability using a variety of communication techniques using a variety of communication techniques 	<ul style="list-style-type: none"> evaluate a completed design project evaluate a design project in terms of <ul style="list-style-type: none"> presentation packaging price/cost safety impact on individuals, society and environment use techniques to communicate ideas use techniques to communicate ideas 	<p>Teacher</p> <ul style="list-style-type: none"> assists students to evaluate the product facilitates students sharing their experiences of the production process with others. <p>Students</p> <ul style="list-style-type: none"> evaluate their product in terms of function and aesthetics. This may include: <ul style="list-style-type: none"> responding to questioning such as, ‘What are the features of your bracelet that make it look good?’ trialling the bag and completing a teacher-designed questionnaire regarding performance to be included in the folio including photographs in their folio of the planter box in use recording in their folio the reactions of other students to the T-shirt evaluating the toy’s durability making suggestions in their folio about how the design and/or construction could be improved or replicated share the information in their folio with others. This may include: <ul style="list-style-type: none"> displaying the folio in a prominent place in the school describing aspects of their folio to others participating in discussion and answering questions about the folio and activities represented in it. 	<p>Evaluation of the project may indicate <i>evaluating the success of completed design projects</i> and/or <i>using a variety of techniques to communicate ideas in the context of producing design projects</i>.</p> <p>Sharing the information in their folio to others may involve <i>using a variety of techniques to communicate ideas in the context of producing design projects</i>.</p>	<p>Oral, visual and/or tangible feedback and prompts by the teacher to guide and affirm students’:</p> <ul style="list-style-type: none"> evaluation of the product in terms of function and aesthetics sharing their information with others in an appropriate format.