

# ASSIGNMENT 1 – 399 EDTE: Brooke Vozzo S00320158

PLEASE NOTE: I have attached annotations as comments within the word document. If these happen to not work, contact me through email and I will send a new copy of assessment.

## School Context

Name of school:	Marist Sisters' College Woolwich
School Context:	Independent Non-government - Catholic school  School ICSEA value – 1103 Average ICSEA value – 1000 School ICSEA percentile – 85%  Marist Sisters' College has a large array and highly technological developed facilities including a fully equip 3D printer room, commercial grade hospitality kitchen, laser cutter, design and technology workshops and textiles studio.
Classroom context:	15 female students The classroom is full of eager bright girls who are interested in not only developing new skills within the kitchen but also a variety of aspects in the hospitality industry. The students are a lively within the practicals and theory lessons but can often get distracted when not directed with clear instructions by the teacher. Some students need to be constantly monitored as they can be disruptive.
Curriculum context for learning program	Stage 6 HSC course – Food Technology (Food Manufacture/ Food Product Development)

## Unit intro

Course: Stage 6 HSC course – Food Technology	Teaching Period: Week 1 -10 Term 2
Subject Area: Food product development Unit Name: Food festivities snack stall	Unit length: 9 weeks
<p>Unit Overview:</p> <p>“Food Festivities Snack Stall” unit integrates content from multiples subjects’ areas with the HSC Food Technology course. The unit invites students to dive deeper into the food product development and manufacturing process by putting action in partnership with their knowledge they learn throughout the unit about the industry. The unit focuses on students further developing their knowledge of elements of hospitality skills and Food production and distribution industry from mandatory technologies as well as the senior preliminary course, exploring, and being provided the chance to contextualise their imaginative ideas while also effectively adapting, applying, adequality researched and testing production solutions.</p> <p>Students are to research a target market and products already available, prototype and test, develop, and alter a product for the specific end use to be packaged and sold at a food market. While students learn through classroom activities and information slides about the food production process, they will individually develop their own product that they will share with their peers during their own “mini market” and document these production processes through a portfolio. They are also required to develop packaging through ICT design skills within adobe illustrator, that can be appropriately advertised and distributed.</p> <p>Rational:</p> <p>This unit allows students to develop an understanding in the food production and manufacturing process and practice this knowledge by creating an individualise product. It provides students to explore and develop expert experience in product manufacture encouraging they to gather inspiration and explore unique, innovate and creative concepts</p> <p>Students further develop understanding of commercial food industry and production methods. The unit provides students with the opportunity to elevate their research and evaluation skills, documenting there processes accordingly.</p>	
<p>Learning outcomes</p> <p>H1.3 justifies processes of food product development and manufacture in terms of market, technological and environmental considerations.</p> <p>H4.1 develops, prepares and presents food using product development processes.</p> <p>H2.1 evaluates the relationship between food, its production, consumption, promotion, and health</p>	

Previous learning requirements Stage 4 – mandatory technology (Food technology) Stage 6 – Food technology preliminary course	
Assessment tasks: Finalised market stall food product with accompanied development portfolio	Work Health and Safety considerations: -Safe use of domestic kitchen equipment – knives -Safe hygiene practices – environmental and personal

Week	Learning outcomes	Brief content outline
1	H1.3, H4.1	Theory: Students complete WHS on guard modules and safety tasks. They investigate the external factors (macro environment) which have an impact on food product development. (Economic, Political, ecological, technological) Students are briefly introduced to the steps of food product development. They further look into Ideas generation and screening and begin this process for their individual products. Practical: N/A
2	H1.3	Theory: Students investigate the internal factors (micro-environment) that impact on food product development: personnel expertise, production facilities, financial position, company image. They will learn and complete a SWOT analysis for a variety of products and for their own product development. Students will begin the first steps of the food product development and investigate market research for their product. Practical: N/A <b>*ONGUARD MUST BE COMPLETED BY FOOD PRACTICAL IN THE FOLLOWING WEEK</b>
3	H1.3, H4.1	Theory: Students analysis the reason for and type of food product development through the drivers of the development of food products: market concerns such as health, dietary considerations and the environment, consumer demands, societal changes, single person households and longer working hours, technological developments, company profitability Practical: salted caramel brownies <a href="https://www.jamieoliver.com/recipes/chocolate-recipes/salted-caramel-brownies/">https://www.jamieoliver.com/recipes/chocolate-recipes/salted-caramel-brownies/</a>
4	H1.3, H4.1	Theory: Students learn about the types of food product development: line extensions, me toos, new to world as well as the next Steps in food product development: feasibility study, product specifications, production process development Practical: Street style tacos <a href="https://therecipecritic.com/street-tacos/#wprm-recipe-container-140379">https://therecipecritic.com/street-tacos/#wprm-recipe-container-140379</a> <b>*PROGRESS CHECK IN</b>
5	H1.3, H2.1	Theory: Students continue developing an understanding of feasibility studies as well as begin to investigate the development of a prototype. They will learn effective strategies to evaluate their prototype such as sensory evaluations. Practical: Students cook their first product prototype.
6	H1.3, H4.1, H2.1	Theory: Students begin to investigate marketing plans within food product development through promotion of product development through advertisement Practical: Students cook their second product prototype.
7	H1.3, H4.1, H2.1	Theory: Students continue to investigate marketing plans within food products and further develop their understanding. They will begin the idea development for their packaging and poster through sketches and mood boards. Practical: Students complete/cook their finalised product prototype.
8	H1.3, H2.1	Theory: students learn how to effectively evaluate their products and document their production process. They familiarise themselves on illustrator and finalise their design development for their packaging and promotional poster. Practical: Students create their packaging and promotional poster
9	H1.3, H4.1, H2.1	Students finalise their product before presentation at the market at the end of the week. They recap what was learnt in the unit and implement their knowledge into HSC style writing though evaluations and answering practice examination question. Practical: Students have their market to showcase their product <b>*ASSESSMENT DUE*</b>

Week 1					
Outcome	H1.3, H4.1				
Lesson	Students learn about	Students learn to	Teaching/ classroom activity	Resources	Assessment

1	<b>Factors which impact on food product development</b> <ul style="list-style-type: none"> <li>external factors (macro-environment) that impact on food product development, including the: <ul style="list-style-type: none"> <li>economic environment</li> <li>political environment</li> <li>ecological environment</li> <li>technological environment</li> </ul> </li> </ul>	Understand the appropriate protocols when in the classroom to ensure safety of themselves and peers	<b>Introduction and WHS</b> <ul style="list-style-type: none"> <li>Students are provided an introduction of the Food product development unit (on the slides). They are told briefly what the unit is about, the content being taught.</li> <li>Students are given their assessment notification and provided a detailed explanation of what is required and what the assessment is about.</li> <li>Activity 1: Students are to complete ONGARD modules relating to Food Technology unit and Teacher is to provide students with safely procedures within the classroom.</li> <li>Activity 2: Students watch video on “Safety in the domestic kitchen” <a href="https://youtu.be/AUBGRjnL_vQ?si=a0IfFpaeywPOVvaJ">https://youtu.be/AUBGRjnL_vQ?si=a0IfFpaeywPOVvaJ</a></li> </ul>	-Food product development slides -On guard modules -“Safety in the domestic kitchen” video:	-Students PASS all required on guard assessments
2	<b>Steps in food product development</b> <ul style="list-style-type: none"> <li>design brief based on project aims and development criteria: <ul style="list-style-type: none"> <li>idea generation and screening</li> <li>market research</li> <li>product specifications</li> <li>feasibility study</li> <li>production process development</li> <li>development of a prototype</li> <li>testing product prototype, eg sensory evaluation, consumer testing, packaging tests, storage trials</li> </ul> </li> </ul>	analyse commercial practices in terms of a food company’s response to the macro and micro - environments.	<ul style="list-style-type: none"> <li>Using slides, students are provided a brief explanation of the ‘steps of food product development’. They are introduced to and learn about the external factors of food product development. (economic, political, ecological, technological)</li> <li>Activity 3: As a class, students develop the understanding of an acronym about the external factors e.g. P.E.T.E</li> <li>Activity 4: In small groups, students complete case studies of different food product industries and investigate potential external factors that may be present within the company. E.g. “what type of technology does ‘Uncle Toby’s oats’ have to manufacture there products”, “consider environmental influences and precautions the company may consider”</li> <li>Activity 5: As a class, students brainstorm some food stalls they see at markets. E.g. burgers, tacos, pizza, loaded fries. Etc</li> <li>Activity 6: Students begin the first stages of food product development assessment. Keeping in mind of their target market, they will create a mind map/word document of some protentional ideas for their product they will develop.</li> </ul>	-Food product development slides -Food company case studies -Mind map worksheet -‘Food product development assessment folio’ template	-Teacher observes students mind maps of idea development
3 & 4		Develop a food product that meets a consumer need.	<ul style="list-style-type: none"> <li>Using slides, students are reminded of the ‘steps of food product development’,</li> <li>Activity 7: Students continue ‘ideas generation and screening’ stage and continue developing their ideas from previous lesson. Students must have at least 3 ideas for products to develop, keeping in mind constraints and limitations of assessment.</li> <li>Activity 8: Students begin market research for their product and develop 10 questions to create a survey to ask their target market, as evidence of their research. If students struggle to come up with 10, allow them to have 5 questions as long as they are justified accordingly</li> </ul>	-Food product development slides -‘Food product development assessment folio’ template	Teacher reviews students’ ideas and notes their progress.

**Commented [BV1]:** Allows students who may struggle with concentration to watch a video that is visually stimulating. This could also be helpful for EALD students to have visual representation of written content

**Commented [BV2]:** Uses structured learning acronym to prompt students to remember content

**Commented [BV3]:** Use of case students allows students to develop their research skills and encourages them during group work to share ideas

**Commented [BV4]:** Students learn to use ICT software to adequately and safely research topics and further develop knowledge of subject areas.

Week 2					
Outcome	H1.3				
Lesson	Students learn about	Students learn to	Teaching/ classroom activity	Resources	Assessment
1	<b>Factors which impact on food product development</b> <ul style="list-style-type: none"> <li>external factors (macro-environment) that impact on food product development, including the: <ul style="list-style-type: none"> <li>economic environment</li> <li>political environment</li> <li>ecological environment</li> <li>technological environment</li> </ul> </li> </ul>	analyse commercial practices in terms of a food company’s response to the macro and micro	<ul style="list-style-type: none"> <li>Using slides students are introduced to and learn about the internal factors of food product development. (Personal enterprise, production facilities, financial position, company image)</li> <li>Activity 9: As a class, students develop the understanding of an acronym about the internal factors e.g. P.P.F.C</li> <li>Activity 10: In the same small groups, students complete case studies of different food product industries (same company as last week) and investigate potential internal factors that may be present within the company.</li> </ul>	-Food product development slides -Food company case studies -Company internal evaluation	

	<ul style="list-style-type: none"> <li>internal factors (micro-environment) that impact on food product development, including: <ul style="list-style-type: none"> <li>personnel expertise</li> <li>production facilities</li> <li>financial position</li> <li>company image</li> </ul> </li> </ul> <p><b>Steps in food product development</b></p> <ul style="list-style-type: none"> <li>design brief based on project aims and development criteria: <ul style="list-style-type: none"> <li>idea generation and screening</li> <li>market research</li> <li>product specifications</li> <li>feasibility study</li> <li>production process development</li> <li>development of a prototype</li> <li>testing product prototype, eg sensory evaluation, consumer testing, packaging tests, storage trials</li> </ul> </li> </ul>	environment.	-Using slides, students learn what a SWOT analysis is.	worksheet	
2		conduct a SWOT analysis to identify strengths, weaknesses, opportunities and threats	-Students are reminded of the internal/ external factors that influence food product development <b>Activity 11:</b> Students recap SWOT analysis, and list the 4 W's (who is it for, what is it, why do we do it, and when do we do it) <b>Activity 12:</b> Using the external factors case study from week 1, paired with the internal factors last lesson, and additional research, students develop a SWOT analysis for their company. They are to work collaboratively and present their findings and hypotheses to the class	-Food product development slides -SWOT analysis worksheet -laptops/ online sharing software	-Teacher evaluates students SWOT analysis and documents classroom discussions
3 & 4		describe different types of food products on the market	-Using the slides, students learn about the "market Research" stage of food product development -Activity 13: Using their ideas generation stage from last week and classroom discussion, students will begin to develop further market research. -Activity 14: With the predeveloped survey questions in the previous week, Students will create a survey using an online website to ask their target market about characteristics of potential products e.g. Do you prefer sweet or savoury, etc. They are to send this survey to their target market (young adults *as the market will be sold to there classmates) They are to evaluate the results they receive as evidence of their market research. <b>Activity 15:</b> In addition, students are to investigate what products are already available and document their findings. <b>Activity 16:</b> They are to search some protentional recipes and investigate alterations they can make to create their product to make it more appealing to their target market from the results they received from their survey. By the end of the lesson students are to confirm 1/3 of their recipes that they will prototype in week 6	-Food product development slides -google survey or survey monkey -laptops	-Teacher observes students chosen recipe as survey questions

Week 3					
Outcome	H1.3, H4.1				
Lesson	Students learn about	Students learn to	Teaching/ classroom activity	Resources	Assessment
1	<p><b>Reasons for and types of food product development</b></p> <ul style="list-style-type: none"> <li>drivers of the development of food products: <ul style="list-style-type: none"> <li>market concerns such as health, dietary considerations and the environment</li> <li>consumer demands such as convenience foods and cost</li> <li>societal changes including increasing ageing population, single person households and longer working hours</li> <li>technological developments such as processing equipment and packaging materials</li> <li>company profitability such as increasing market share</li> </ul> </li> <li>types of food product development: <ul style="list-style-type: none"> <li>line extensions</li> <li>me toos</li> </ul> </li> </ul>	-Effectively research drivers of product development and share knowledge with class	-Using the slides, students develop an understanding of the "reason for and types of food product development", and the drivers of the development of a food product. <b>Activity 17:</b> Students watch video on the drivers of food product development <a href="https://youtu.be/GGap7LxLLHM?si=hs2NVbFfaLSgornU">https://youtu.be/GGap7LxLLHM?si=hs2NVbFfaLSgornU</a> . They are to answer questions while watching the clip discuss their finding with the class. <b>Activity 18:</b> Jigsaw group activity. Students will be split into home group and become "experts" of a particular driver of the development of food products. They are then to split from there "expert groups" into other groups with experts of different drivers. They share their findings about they drivers and document this information. They are then to go back to there "expert groups" and evaluate what they have learnt.	-Food product development slides -Drivers of food product development you tube clip -jigsaw activity (divers or food product development)	-Teacher observes student engagement within smaller jigsaw groups
2		-Demonstrate understanding of guest	<b>Guest speaker:</b> A guest speaker from a Food company e.g. Arnot's biscuits, smiths' chips (depend on availability and schools' income) will come to the school and talk about their products, the drivers of the products, its internal and external factors etc.	-Guest speaker -Guest speaker reflection	

**Commented [BV5]:** Allows students who may struggle with concentration to watch a video that is visually stimulating. This could also be helpful for EALD students to have visual representation of written content

**Commented [BV6]:** Provides students with a external perspective of the topic and allows them to ask questions from a preffessional point of view.

	<ul style="list-style-type: none"> <li>new to world</li> </ul> <p><b>Steps in food product development</b></p> <ul style="list-style-type: none"> <li>design brief based on project aims and development criteria:</li> </ul>	speaker through note taking and effective questioning	Students are to take notes and ask questions for there final report and to provide them firsthand insight into the food production industry. <b>Activity 19:</b> Students are to complete worksheet about the guest speaker, and document their findings for their individual product development portfolio	worksheet	
3 & 4	<ul style="list-style-type: none"> <li>idea generation and screening</li> <li>market research</li> <li>product specifications</li> <li>feasibility study</li> <li>production process development</li> <li>development of a prototype</li> <li>testing product prototype, eg sensory evaluation, consumer testing, packaging tests, storage trials</li> </ul>	-Proficient practical and hygiene skills in the kitchen	<p><b>Practical:</b> Students will cook salted caramel brownies (a popular item sold at a market/festival)</p> <p><b>Activity 20:</b> Students will complete sensory evaluations of the brownies and evaluate and justify their findings on if the product would be “effective” for the end use and is would be marketed well towards the target market. They are to document their practical as part of their market research and testing stage for their portfolio.</p> <p><b>Activity 21:</b> Students will create their own individual sensory evaluations which will be used in the following weeks for their prototype testing.</p>	<p>“Salted caramel brownies” recipe</p> <p>-‘Food product development assessment folio’ template</p> <p>-sensory evaluation worksheet</p>	-Teacher observes student sensory evaluation work sheets

**Commented [BV7]:** Students learn to interpret numeric values within recipes and adequately apply the right quantities

Week 4					
Outcome	H1.3, H4.1				
Lesson	Students learn about	Students learn to	Teaching/ classroom activity	Resources	Assessment
1	<p><b>Reasons for and types of food product development</b></p> <ul style="list-style-type: none"> <li>drivers of the development of food products: <ul style="list-style-type: none"> <li>market concerns such as health, dietary considerations and the environment</li> <li>consumer demands such as convenience foods and cost</li> <li>societal changes including increasing ageing population, single person households and longer working hours</li> <li>technological developments such as processing equipment and packaging materials</li> <li>company profitability such as increasing market share</li> </ul> </li> <li>types of food product development: <ul style="list-style-type: none"> <li>line extensions</li> <li>me toos</li> <li>new to world</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>-Safety using AI software</li> <li>-Understand what a feasibility study is and the importance of it</li> </ul>	<ul style="list-style-type: none"> <li>-Using the slides, students develop an understanding of “The types of food product development (line extensions, mee toos, new to world)</li> <li><b>Activity 22:</b> Students will do a taste testing session where they get to sample different types of food products from traditional to innovative ones. They are to discuss whether the product is a ‘line extension, mee too, or new to world’ product. Encourage them to discuss the flavours, textures, and packaging of each product.</li> <li>-Using the slides, students continue to develop an understanding of the steps in food product development. They discuss what they think a feasibility study is and how it works.</li> <li><b>Activity 23:</b> Ask students to come up with an explanation/ definition of a Feasibility study. Encourage them to use AI such as ChatGPT and share the definitions with the class.</li> </ul>	<ul style="list-style-type: none"> <li>-Food product development slides</li> <li>-Variety of food products</li> <li>-food product evaluation worksheet</li> <li>-ChatGPT</li> </ul>	-Teacher reports/documents students findings using ICT and AI software
2	<p><b>Steps in food product development</b></p> <ul style="list-style-type: none"> <li>design brief based on project aims and development criteria: <ul style="list-style-type: none"> <li>idea generation and screening</li> <li>market research</li> <li>product specifications</li> <li>feasibility study</li> <li>production process development</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Safety using AI software</li> <li>-How to conduct a feasibility study</li> <li>-effective organisational</li> </ul>	<ul style="list-style-type: none"> <li>-Using the slides, students continue to develop an understanding of the steps in food product development. They discuss what they think product specifications are and how it works. They discuss what they think production process development and what they are for</li> <li><b>Activity 24:</b> Ask students to come up with an explanation/ definition of both product specification and production process development. Encourage them to use AI such as ChatGPT and share the definitions with the class.</li> <li><b>Activity 25:</b> On board, create a large classroom Ven diagram where students can come up and write their differences and similarities.</li> </ul>	<ul style="list-style-type: none"> <li>-Food product development slides</li> <li>-Whiteboard and markers</li> <li>-ChatGPT</li> <li>-laptops</li> </ul>	

**Commented [BV8]:** Encourages students to use new technology and ICT within their learning

	<ul style="list-style-type: none"> <li>development of a prototype</li> <li>testing product prototype, eg sensory evaluation, consumer testing, packaging tests, storage trials</li> </ul>	skills	<b>Activity 26:</b> Students are to conduct their own feasibility study along with production process development and product specifications for their own product for their portfolio. Students are to confirm their second recipe for prototyping.		
3 & 4		-Proficient practical and hygiene skills in the kitchen	<b>Practical:</b> Students will cook street style tacos (a popular item sold at a market/festival)  <b>Activity 27:</b> Students will complete sensory evaluations of the tacos and evaluate and justify their findings on if the product would be “effective” for the end use and is would be marketed well towards the target market. They are to document their practical as part of their market research and testing stage for their portfolio.	-“street style tacos” recipe -sensory evaluation worksheet -‘Food product development assessment folio’ template	<b>*PORTFOLIO CHECK IN</b> -Students will submit a ‘progress portfolio’ so the teacher can evaluate progression and review work. They are allowed within class, to discuss project with teacher and ask further questions where needed

Week 5					
Outcome	H1.3, H2.1				
Lesson	Students learn about	Students learn to	Teaching/ classroom activity	Resources	Assessment
1	<b>Steps in food product development</b> <ul style="list-style-type: none"> <li>design brief based on project aims and development criteria: <ul style="list-style-type: none"> <li>idea generation and screening</li> <li>market research</li> <li>product specifications</li> <li>feasibility study</li> <li>production process development</li> <li>development of a prototype</li> </ul> </li> </ul>	-effectively documentation of individual product development	<b>Activity 28:</b> Students are to <u>continue</u> conducting their own feasibility study along with production process development and product specifications for their own product for their portfolio. <b>Activity 29:</b> Students will play a ‘Yes, No, maybe’ game as a reminder/revision on what has been discussed so far in the unit. Teacher will as a question, and students will either stand on one side of the room if they believe ‘Yes’, stand on the other side if they believe ‘No’ or somewhere in the middle if they are unsure or believe ‘Maybe’. Teacher will discuss each question with both sides of the room and encourage them to justify their answers	-‘Food product development assessment folio’ template	
2	<ul style="list-style-type: none"> <li>testing product prototype, eg sensory evaluation, consumer testing, packaging tests, storage trials</li> </ul>	-Effectively using ICT software through Adobe illustrator  - Demonstrating understanding by answering HSC style questions	Using the slides, students continue to develop an understanding of the steps in food product development (developing a prototype) <b>Activity 30:</b> Students watch video on what a prototype is <a href="https://youtu.be/8Ome0BKLgqQ?si=cx8hV6OYEnwSfAVs">https://youtu.be/8Ome0BKLgqQ?si=cx8hV6OYEnwSfAVs</a> <b>Activity 31:</b> Students watch video on “sensory evaluators” and discuss how/why they are important to the prototype process <a href="https://youtu.be/1Ve25lpVK0c?si=QcZPzWcCRxuCe1yL">https://youtu.be/1Ve25lpVK0c?si=QcZPzWcCRxuCe1yL</a> <a href="https://youtu.be/xjkA8bVcPTU?si=m6aIZ6gZA7xl-eUC">https://youtu.be/xjkA8bVcPTU?si=m6aIZ6gZA7xl-eUC</a> <b>Activity 32:</b> They are to then write a short paragraph on what they discuss about developing a prototype and sensory evaluation. They will be provided a “HSC style” question to write about.	-Food product development slides -prototype process videos x3 -HSC style questions	

**Commented [BV9]:** Teaching pedagogy: Classroom involvement and allows students to share their feelings and knowledge in a comfortable and open environment and encourages students to bounce ideas off each other.

**Commented [BV10]:** Allows students who may struggle with concentration to watch a video that is visually stimulating. This could also be helpful for EALD students to have visual representation of written content

		about subject area			
3 & 4		-Proficient practical and hygiene skills in the kitchen	<b>Practical:</b> Students will cook their first prototype product  Activity 33: Student who cooked the product and their peers will taste test and complete sensory evaluations of their product (using the ones they created), evaluate and justify their findings on if the product would be “effective” for the end use and is would be marketed well towards the target market. They are to document their practical as part of their prototyping and testing for their portfolio. This should also note what they did and didn’t like about their product, how they can change it for next time and justifies why they made the product with reference to their market research.	-Individual recipes -individual sensory evaluations -‘Food product development assessment folio’ template	-Teacher observes students hygiene and practical skills within the kitchen

Week 6					
Outcome	H1.3, H4.1, H2.1				
Lesson	Students learn about	Students learn to	Teaching/ classroom activity	Resources	Assessment
1	<b>Marketing plans</b> <ul style="list-style-type: none"> <li>product planning</li> <li>price structure</li> <li>place and distribution system</li> <li>promotional program</li> </ul> <b>Steps in food product development</b> <ul style="list-style-type: none"> <li>design brief based on project aims and development criteria:</li> </ul>	-Analyse food commercials and collect inspiration for individual promotional strategy	Using the slides, students develop an understanding of food advertisement. <b>Activity 34:</b> Students are to research different method types of advertising and what are methods to attract consumers attention. They are to use jam board to create a mind map of their findings and an open discussion about that was shared on the board. <b>Activity 35:</b> students watch video of “the BEST food commercials of all time” <a href="https://youtu.be/0hAki49eCzo?si=RKuCBvqLMvuiBU4i">https://youtu.be/0hAki49eCzo?si=RKuCBvqLMvuiBU4i</a> They are to write notes on what brought attention to them and why these advertisements may have been so popular/successful. <b>Activity 36:</b> Students complete a HSC style question on food product advertisement	-Food product development slides -Jam board -‘best food commercials of all time’ you tube clip -HSC style question	-Teacher reads and marks and provides feedback on HSC style questions
2	<ul style="list-style-type: none"> <li>idea generation and screening</li> <li>market research</li> <li>product specifications</li> <li>feasibility study</li> <li>production process development</li> <li>development of a prototype</li> <li>testing product prototype, eg sensory evaluation, consumer testing, packaging tests, storage trials</li> </ul>	-Create and implement their own promotional strategy for their food product	Using the slides, students continue to develop an understanding of food advertisement. <b>Activity 37:</b> As a class, students will look at food product posters/photo adds and discuss as a class how they are effective Activity 38: Students will learn about “product placement/embedded products”, what they are and how they are effective. Students are to watch these videos of examples of product placement. They are to dictate what product they believe is being advertised. <a href="https://youtu.be/-vu7OCg0dGA?si=clzgwTC8zbAD7dLQ">https://youtu.be/-vu7OCg0dGA?si=clzgwTC8zbAD7dLQ</a> <b>Activity 39:</b> Students are to begin developing their own advertisement poster for their product that will be showcased with their product at the market.	-Food product development slides -Product placement you tube clips -‘Food product development assessment folio’ template -Paper, markets etc.	
3 & 4		-Proficient practical and hygiene skills in the kitchen	<b>Practical:</b> Students will cook their second prototype product Activity 40: Student who cooked the product and their peers will taste test and complete sensory evaluations of their product (using the ones they created), evaluate and justify their findings on if the product would be “effective” for the end use and is would be marketed well towards the target market. They are to document their practical as part of their prototyping and testing for their portfolio. This should also note what they did and didn’t like about their product, how they can change it for next time and justifies why they made the product with reference to their market research. They are also to compare the differences from the first protype. Students make a decision on which product they want to further develop for the	-Individual recipes -individual sensory evaluations -‘Food product development assessment folio’ template	- Teacher observes students hygiene and practical skills within the kitchen

**Commented [BV11]:** Allows students who may struggle with concentration to watch a video that is visually stimulating. This could also be helpful for EALD students to have visual representation of written content

**Commented [BV12]:** Allows students who may struggle with concentration to watch a video that is visually stimulating. This could also be helpful for EALD students to have visual representation of written content



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Week 7					
Outcome	H1.3, H4.1, H2.1				
Lesson	Students learn about	Students learn to	Teaching/ classroom activity	Resources	Assessment
1	<b>Marketing plans</b> <ul style="list-style-type: none"> <li>product planning</li> <li>price structure</li> <li>place and distribution system</li> <li>promotional program</li> </ul> <b>Steps in food product development</b>	-Investigate types of packaging and hoe effective there promotional strategies are	-Using slides, students learn about the marketing plans (product planning, pricing structure, place and distribution systems, and promotional program). Also known as the 4 P's. <b>Activity 41:</b> Students discuss how packaging can play a significant factor on the promotion of a product. Students are provided with a variety of packaging for different food products. They are to walk around the room and evaluate the packaging. They will fill out the table on the evaluation worksheet provided (name or product, what they liked, what they didn't like, interesting features, other notes etc.) Students will then discuss their evaluations with the class.	-Food product development slides -Variety of food packaging	-Teacher observes and documents classroom findings and discussion
2	<ul style="list-style-type: none"> <li>design brief based on project aims and development criteria: <ul style="list-style-type: none"> <li>idea generation and screening</li> <li>market research</li> <li>product specifications</li> <li>feasibility study</li> <li>production process development</li> <li>development of a prototype testing product prototype, eg sensory evaluation, consumer testing, packaging tests, storage trials</li> </ul> </li> </ul>	-Create mood board to express ideas -effectively document research for product development	Theory: Students recap on the marketing plans within a classroom discussion. <b>Activity 42:</b> They write a small definition of each of the “P’s” and provide an example. They are then split into small groups and share their definitions and examples they came up with. The teacher will then ask the students to share with the class and provide them on how they can further elevate their writing. <b>Activity 43:</b> Students are to use their findings from previous activity as market research for their product. They are to build a mood/inspiration board for their packaging. Once finalised, they begin to draw/design ideas for their own packaging for their product.	-Food product development slides -Paper, markers, pens etc	
3 & 4		-Proficient practical and hygiene skills in the kitchen	<b>Practical:</b> Students will cook their final developed prototype product  Activity 44: Student who cooked the product and their peers will taste test and complete sensory evaluations of their product (using the ones they created), evaluate and justify their findings on if the product would be “effective” for the end use and is would be marketed well towards the target market. This should also note <b>HOW</b> they fixed the things they that they didn’t like about their product, how they can change it for next time and justifies why they made the product with reference to their market research. They are also to compare the differences from the first 2 prototypes.	-individual recipes -individual sensory evaluations -food product development portfolio	Teacher observes students’ hygiene and practical skills within the kitchen

Week 8					
Outcome	H1.3, H2.1				
Lesson	Students learn about	Students learn to	Teaching/ classroom activity	Resources	Assessment
1	<b>Marketing plans</b> <ul style="list-style-type: none"> <li>product planning</li> <li>price structure</li> <li>place and distribution system</li> <li>promotional program</li> </ul>	-Effectively explore ideas as a class and clearly convey their understanding through	Using slides: Students learn about the evaluation proceed of a final product design. <b>Activity 45:</b> Students are to complete an evaluation worksheet for the product, assessing all the steps of food product development. They will get 3 minutes to complete each section on the table to note quickly ideas of what they have discovered in dot points. Using this worksheet, students are to further evaluate in further detail their notes for the portfolio. They are to then in small group discuss their evaluation and give each other peer reviews on their writing. They are to provide their peers with “one thing they	-Food product development slides -evaluation worksheet	



	<b>Steps in food product development</b> <ul style="list-style-type: none"> <li>design brief based on project aims and development criteria: <ul style="list-style-type: none"> <li>idea generation and screening</li> <li>market research</li> <li>product specifications</li> <li>feasibility study</li> <li>production process development</li> <li>development of a prototype</li> </ul> </li> </ul>	worksheets and classroom discussions	thought was good, one thing they didn't like, and some suggestions they could make to improve their work.		
2	<ul style="list-style-type: none"> <li>testing product prototype, eg sensory evaluation, consumer testing, packaging tests, storage trials</li> </ul>	<ul style="list-style-type: none"> <li>plan suitable strategies for the marketing of a specific food product</li> </ul>	<ul style="list-style-type: none"> <li>Students recap their knowledge of marketing plans during classroom discussion.</li> <li><b>Activity 46:</b> Students make 'pricing strategy flash cards' with definitions and other facts they feel will help them remember. In pairs, they are to test each other with their flash cards.</li> <li><b>Activity 47:</b> students watch video on "package design process" <a href="https://youtu.be/pSIh8ehsB3Q?si=wITleiYkdmOedmM2">https://youtu.be/pSIh8ehsB3Q?si=wITleiYkdmOedmM2</a></li> <li><b>Activity 48:</b> Students are to watch video on how to create simple paging on illustrator: <a href="https://youtu.be/-zu7wLxGJEs?si=Mb5ww2A57evjIe28">https://youtu.be/-zu7wLxGJEs?si=Mb5ww2A57evjIe28</a></li> <li>Students are to finalise their design for their packing and promotional poster.</li> </ul>	<ul style="list-style-type: none"> <li>-Food product development slides</li> <li>-Packaging process videos</li> </ul>	
3 & 4		<ul style="list-style-type: none"> <li>Create promotional poster and packing to attract target markets attention</li> </ul>	<ul style="list-style-type: none"> <li><b>Activity 49:</b> Using their mood board, design sketches and illustrator practice/ knowledge, they are to create there packaging and promotional poster for their product that will be displayed at their market.</li> </ul>	<ul style="list-style-type: none"> <li>-Canva/ other mood board software</li> <li>-adobe illustrator</li> </ul>	<ul style="list-style-type: none"> <li>-Teacher asks students to submit their mood board with appropriate annotations for teacher to preview</li> </ul>

**Commented [BV13]:** Implementation of ICT skills and accelerating previous developed skills

**Commented [BV14]:** Allows students who may struggle with concentration to watch a video that is visually stimulating. This could also be helpful for EALD students to have visual representation of written content

Week 9					
Outcome	H1.3, H4.1, H2.1				
Lesson	Students learn about	Students learn to	Teaching/ classroom activity	Resources	Assessment
1	<b>Marketing plans</b> <ul style="list-style-type: none"> <li>product planning</li> <li>price structure</li> <li>place and distribution system</li> <li>promotional program</li> </ul>	<ul style="list-style-type: none"> <li>Effectively apply their knowledge of the unit to answer questions appropriately</li> </ul>	<ul style="list-style-type: none"> <li><b>Activity 50:</b> Students are to complete a Kahoot recap quiz of the food product development unit. They are then provided with HSC style questions that may be asked and practice answering them in test conditions.</li> <li>Activity 51: If required, Students are to continue their packaging and poster development</li> </ul>	<ul style="list-style-type: none"> <li>-Kahoot</li> <li>-HSC style questions</li> </ul>	<ul style="list-style-type: none"> <li>-Teacher reviews</li> <li>Kahoot results</li> <li>-teacher marks and provides feedback for HSC style questions</li> </ul>
2	<b>Steps in food product development</b> <ul style="list-style-type: none"> <li>design brief based on project aims and development criteria: <ul style="list-style-type: none"> <li>idea generation and screening</li> <li>market research</li> <li>product specifications</li> <li>feasibility study</li> <li>production process development</li> <li>development of a prototype testing product prototype, eg sensory evaluation, consumer testing, packaging tests, storage trials</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Organise and prepare for assessment tasks</li> </ul>	<ul style="list-style-type: none"> <li>Activity 52: Students do food preparation for the food market. This also include preparation of advertisements, packaging, and promotion (printing posters, and packaging etc.)</li> </ul>		
3 & 4		<ul style="list-style-type: none"> <li>Proficient practical and hygiene skills in the kitchen</li> </ul>	<ul style="list-style-type: none"> <li><b>Activity 53:</b> Students prepare and cook food for the food market. They are to set up a stall and "sell" their product to the rest of the peers in there year group.</li> <li>Rules of market: Customers are given 3 money tokens. 2 are "Taste tokens" and 1 "promotion" token. They are to give taste tokens to the products they believed tasted the best at the market and a promotion token to the product which they believed was promoted the best. Students with the most tokens receive a price for their product.</li> </ul>	<ul style="list-style-type: none"> <li>-Tokens</li> <li>-individual stall set up</li> <li>-individual recipes</li> </ul>	<ul style="list-style-type: none"> <li><b>*Finalised and completed product presented at market as well as completed portfolio documentation</b></li> </ul>

**Commented [BV15]:** Allows students from all learning abilities to practice structured writing with individualised feedback from teacher to their accelerate their work.

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ANNOTATIONS KEY:

= Pedagogical Teaching approaches
 = Diverse Learning Considerations
 = Implementation of numeracy, literacy, and ICT

REFECTION

The NESa HSC food technology course invites students to explore factors impacting, reasons, types, steps and marketing of food product development. Through my unit of work “food festivities snack stall” it not only encourages students to investigate and analyse these concepts in detail by implementing Bloom taxonomy of higher order teaching but provides students with an innovate and creative way of learning unique and new concepts.

Within the Food festivities unit of work, I have incorporated a variety of teaching methods to assist and support a range of diverse learners. The unit incorporates a collection of teaching pedagogy and strategies to prompt classroom engagement, while applying their knowledge to a final finishing project, allowing them to showcase their development throughout the semester. From the commencement of the unit, I frequently incorporate group work within classroom activities to encourage students to share and challenge ideas and design concepts through the lessons. This is prevalent through the case studies where student also learn to evaluate and analyse texts, and collectively develop knowledge portfolios, as well as within the jigsaw group activity. I have also incorporated this with the constant invitation of classroom discussion during theory lessons. In contrast, I have paired this group work with individualised focused study. This is displayed when students complete individual design development through their food product as well as when students complete self-directed HSC questions and worksheets. Along with a combination of text and discussion-based activities, as a visual and tactile learner myself, I ensure to incorporate activities to encourage students to get onto their feet, applying their knowledge through creating. This is evident in the activities where students analyse and evaluate physical packaging (real life scenarios) and creating individual remembering flash cards. To provide a more interesting learning environment I have incorporated video resources to explore concepts as well as “modelling” for students to follow tutorials.

Students complete cross curriculum priorities developing literacy with this unit. Through answering questions, researching concepts and portraying their thoughts into comprehensive sentences/paragraphs, allows students to further improve their literacy within the classroom. When interpretive recipes and applying their measurements when cooking allows students to explore numeric properties within practicals. Within the design development process, students complete a detailed feasibility study where they investigate appropriate budgeting and pricing strategies. As TAS subjects are constantly evolving due to the frequently developing technology, ensuring student are constantly practicing and improving their digital capabilities is essential. Within the unit, students design and create using CAD software within adobe illustrator as well as learning to use AI safely and effectively when conducting research.

Within my unit of work, I have developed a clear and concise unit that follows a project management structure method. It allows students to develop understanding of a concept by applying their knowledge within a practical element, not only aligning with Blooms taxonomy higher order of thinking by encourage students to create, but also allowing teachers to effectively documents and review students understanding continuously throughout the unit. The sequenced Project based learning is highly effective within the classroom environment, enhancing student learning management skills. Providing clear learning objectives within Project Based Learning (at the beginning and rear iterated within lessons) ensures it works effectively within the classroom. I have done this by providing students with detailed explanations and examples to real world scenarios and supplying students with the resources to apply what they have learnt to their individualised project. This project-based learning structure allows students to manage time effectively and reflect on their application of skills. This unit is scaffolded adequality by allowing educators to consistently apple formative assessments throughout the term to review students' knowledge understanding and their design process for their project.

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