

LEARNING SEQUENCE PLAN

Your name: Brooke Vozzo

Year/age Level: Stage 5, Year 10

Term if applicable: Team 2

Expected duration:

3 weeks

Focus of learning sequence/mini-unit: "Food from our home, Australian" (Food technology)

In Year 10 Food Technology, this learning sequence is designed to cultivate a profound appreciation for the historical significance of Australian food, particularly focusing on bush tucker, and how it has been prepared throughout history and in contemporary times by Aboriginal and/or Torres Strait Islander peoples. This unit empowers students to delve into the utilisation and nutritional value of bush tucker ingredients (ACTDEK044) and equips them with the ability to adapt recipes to incorporate these ingredients (ACTDEK046). As a result, students not only enhance their culinary skills but also gain insights into Australian culture and the essential protocols related to food and its preparation. Throughout this unit, students will demonstrate their competence in selecting appropriate equipment and employing various techniques when working with food while maintaining safety and hygiene standards (ACTDEK045, ACTDEP050).

Rationale – 200 words

The primary mission of Mater Marias Catholic College is to wholeheartedly dedicate itself to providing a Catholic education that places a strong emphasis on fostering learning and personal development, as highlighted in the Student Learning - Mater Maria (2018) framework. The Food Technology curriculum, as endorsed by the NSW Education Standards (2022), serves as a pivotal tool in equipping our students with a comprehensive understanding of food properties, processing techniques, preparation methods, nutritional considerations, and consumption patterns. This unit seamlessly builds upon the foundation laid by prior mandatory technology courses (Agriculture/Food Technology) and further expands on Food Technology theories and content as students transition into Year 9, thereby enhancing their Stage 5 learning outcomes.

This course offers students a valuable context within which to explore the diverse, delightful, and versatile world of food, enriching their lives and contributing to both vocational and broader life experiences. Moreover, it offers a unique opportunity for students to engage in a contextual analysis of Aboriginal and Torres Strait Islander cultures in relation to food consumption and the nutritional significance of bush tucker ingredients. It encourages students to refine their analytical skills by empowering them to develop, modify, and adapt recipes to suit specific purposes.

Mater Maria is a co-educational Catholic secondary college with an ICSEA value of 1087, comprising a student body where 1% identify as Aboriginal and Torres Strait Islander People, and 21% of students speak languages other than English (EAL/D). In the context of the Year 10 Food Technology elective, a popular and predominantly female-enrolled course, there is a single class of 21 students (comprising 16 females and 5 males). This class includes students with diverse needs, including one student diagnosed with ADHD, one with ASD and social anxiety, and one identified as "Gifted and Talented." These students benefit from Individualised Education Programs (IEP) that accommodate various classroom adjustments, such as extended task completion time, additional support for ICT use, clear and detailed task instructions, teacher-guided explanations, and extra extension activities. Additionally, some students within the class require ongoing monitoring to ensure their sustained focus and engagement in class activities.

Year/Age Level description:

Stage (5) statement:

By the end of Stage 5, students can make informed decisions based on knowledge and understanding of the impact of food on society, of food properties, preparation and processing, and the interrelationship of nutrition and health. This understanding enables them to design, manage and implement solutions, in a safe and hygienic manner, for specific purposes with regard to food. Students select, use and apply appropriate terminology, resources and a broad range of media to accurately communicate ideas, understanding and skills to a variety of audiences. Students demonstrate practical skills in preparing and presenting food that enable them to select and use appropriate ingredients, methods, and equipment. Students apply skills and gain confidence in managing, realising, and evaluating solutions for specific food purposes. Through the study of Food Technology, students are aware of the development of technology and its impact on the individual, society, the environment, and the food industry. Students have understanding, knowledge and skills of a range of processes, resources, and technologies, including computer software, appropriate to the planning, preparation, manufacture, experimentation, and plating of food. Students have a body of knowledge, skills, values and attitudes and apply these in a practical manner. Students' express ideas and opinions, experiment and test ideas and demonstrate responsibility in decision-making in a safe learning environment. Students reflect on and evaluate decisions made in relation to solutions for specific purposes with regard to food at a personal level, and also consider the social implications of these in a variety of settings.

Achievement Standard

A student:

- › demonstrates hygienic handling of food to ensure a safe and appealing product FT5-1
- › describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities FT5-6
- › plans, prepares, presents, and evaluates food solutions for specific purposes FT5-11

Learning Objectives: What will students know, do and understand...

A student:

- Investigate the use and nutritional values of bush tucker ingredients, for example: (ACTDEK044) 🖐️ 🌿
 - crocodile
 - kangaroo
 - lilly pilly
 - quandong
- demonstrate safe and hygienic work practices, for example: (ACTDEK045, ACTDEP050) ⚡
 - personal hygiene
 - food safety, eg the food danger zone, cross-contamination
 - safe work practices
- Modify a recipe(s) to include bush tucker ingredients, for example: (ACTDEK046) 🖐️ ⚙️ 💻 📖
 - damper or biscuits with wattleseed
 - kangaroo stir-fry
- assess the nutritional implications for Aboriginal and/or Torres Strait Islander Peoples of introduced foods, for example: 🖐️ ⚙️ 🌿
 - access to bush tucker ingredients, eg plants and animals
 - provision of rice, flour and sugar on reserves and missions
- plan and prepare nutritious meals to meet the needs of specific groups throughout the life cycle (ACTDEK045, ACTDEK047, ACTDEK049) 🌿 ⚙️ 🍽️ 📖
- outline steps in food product development, for example:
 - design
 - produce
 - evaluate

Learning Intentions for the unit: written in language for the students to comprehend what they will do, know and understand

- We are learning the relationship between food consumption, the nutritional value of foods and health of Aboriginal and Torres Strait Islander communities
- We are demonstrating our knowledge of hygienic handling of food and ensuring a safe and appealing product during food technology practicals
- We are investigating the use and nutritional value of bush tucker ingredients
- We are demonstrating our understanding of food product development by modifying and design recipes to meet the needs for a specific use

Success criteria – written in language for the students to understand to know when they are successful e.g., WAGOLL (What A Good One Looks Like)

I am able to identify and discuss Bush tucker ingredients and their nutritional value.

I can investigate and modify a recipe by incorporating Bush tucker ingredients and effectively describe how and why I have done this.

I am able to demonstrate appropriate hygienic practices and organisational skills within the kitchen.

I am able to develop and modify recipes in relation to different communities and dietary requirements.

Cross-Curriculum Priorities and General capabilities:

Aboriginal and Torres Strait Islander histories and cultures










Asia and Australia's engagement with Asia



Sustainability

Aboriginal and Torres Strait Islander histories and cultures: The Aboriginal and Torres Strait Islander Histories and Cultures priority provides opportunities for all students to deepen their knowledge of Australia by engaging with the world's oldest continuous living cultures.

Sustainability: Education for sustainability develops the knowledge, skills, values and world views necessary for people to act in ways that contribute to more sustainable patterns of living. It enables individuals and communities to reflect on ways of interpreting and engaging with the world. Sustainability education is futures-oriented, focusing on protecting environments and creating a more ecologically and socially just world through informed action.





<div><div><div>Literacy</div></div><div><div>Numeracy</div></div><div><div>ICT Capability</div></div><div><div>Critical and Creative Thinking</div></div><div><div>Personal and social capability</div></div><div><div>Ethical Understanding</div></div><div><div>Intercultural Understanding</div></div></div>	<p><u>Literacy:</u> Literacy involves students listening to, reading, viewing, speaking, writing and creating oral, print, visual and digital texts, and using and modifying language for different purposes in a range of contexts.</p> <p><u>Numeracy:</u> Numeracy encompasses the knowledge, skills, behaviours, and dispositions that students need to use mathematics in a wide range of situations. It involves students recognising and understanding the role of mathematics in the world and having the dispositions and capacities to use mathematical knowledge and skills purposefully.</p> <p><u>Critical and creative thinking:</u> Critical and creative thinking involves students thinking broadly and deeply using skills, behaviours, and dispositions such as reason, logic, resourcefulness, imagination, and innovation in all learning areas at school and in their lives beyond school.</p> <p><u>Intercultural understanding:</u> Intercultural understanding involves students learning about and engaging with diverse cultures in ways that recognise commonalities and differences, create connections with others and cultivate mutual respect.</p>	
Assessment: Description of assessment/s including evidence and data to be gathered		When assessment will occur
<p>Assessment for:</p> <p>In the unit's introductory phase, students actively engage in demonstrating their learning through both written and verbal communication during classroom activities. The teacher employs a multifaceted approach to gauge the students' prior knowledge and their grasp of the unit's context, utilising a range of pre-unit questioning and discussion activities. Through these activities, the teacher meticulously observes and evaluates the students' responses and the feedback they have garnered from informative slides and video presentations. This comprehensive assessment enables the teacher to discern the initial information that students have absorbed and to assess their proficiency at the "lower levels" of Bloom's Taxonomy, specifically focusing on Remembering and Understanding.</p>		Students are be assessed for learning during the beginning of the unit (first 3 lessons)
<p>Assessment as:</p> <p>In every lesson, students actively apply their knowledge and progressively cultivate a more profound comprehension by engaging in higher-order thinking, as defined by Bloom's Taxonomy. Teachers play a pivotal role in facilitating this process, ensuring that students not only amass knowledge but also construct a robust understanding of the subject matter, fostering the development of their ideas and expertise.</p> <p>Within the context of this unit, teachers achieve this by guiding students through the review of their peer-reviewed sensory evaluations and encouraging them to make pertinent adjustments to recipes. This approach serves to effectively gauge the depth of students' comprehension regarding the intricate food development process.</p>		Teacher to assess student learning during mid-point of recipe design process

<p>Another avenue for assessment lies in the analysis of student responses to exit tickets, allowing teachers to tailor their responses accordingly. Furthermore, teachers actively observe students' grasp of bush tucker ingredients through classroom activities, such as mind map exercises, which contributes to the comprehensive assessment of their understanding.</p>			
<p>Assessment of:</p> <p>As the unit draws to a close, students are tasked with showcasing their in-depth comprehension of "Bush tucker" ingredients and their ability to skillfully adapt recipes to align with specific culinary goals. Moreover, they are expected to possess a solid foundational grasp of the intricate food product development process, particularly during the stages of idea generation, development, and recipe testing.</p> <p>Students will compile a comprehensive portfolio highlighting their journey in "bush tucker" recipe development. This portfolio will encompass documentation that encapsulates the reasoning behind their ingredient selections, showcasing a keen understanding of nutritional values and the rationale for each choice. This final project serves as a tangible testament to their knowledge of the subject matter and their ability to apply this knowledge in a practical, creative, and well-documented manner.</p>			Teacher assesses students learning on end of week 3
<p>Content descriptions/outcomes</p> <p>Student demonstrates hygienic handling of food to ensure a safe and appealing product FT5-1</p> <p>Student describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities FT5-6</p> <p>Student plans, prepares, presents, and evaluates food solutions for specific purposes FT5-11</p> <p>Students are able to Investigate the use and nutritional values of bush tucker ingredients (ACTDEK044) 🖐️🌿</p>	<p>Knowledge/understanding</p> <ul style="list-style-type: none"> - Students build an understanding of "Bush Tucker" ingredients and how they are harvested. - Students will have strong knowledge of the nutritional value of Bush tucker ingredients. - Students build on prior knowledge of WHS procedures during food preparation and service. - Students gain knowledge of safe and hygienic work practices within the kitchen. - Students develop ICT skills as they use the internet for research and software to construct the recipe portfolio. 	<p>Processes/skills</p> <ul style="list-style-type: none"> - Appropriate use of commercial kitchen equipment - Learn how to partake in sustainable food consumption. - Maintain personal and environmental hygienic practices involving food service and preparation. - Safe usage if electrical and gas equipment - Effective us of ICT resources for research development. 	

<p>Students demonstrate safe and hygienic work practices (ACTDEK045, ACTDEP050) ★</p> <p>Student can modify a recipe(s) to include bush tucker ingredients, (ACTDEK046) 🖐️ ⚙️ 📺 📱</p> <p>Student assesses the nutritional implications for Aboriginal and/or Torres Strait Islander Peoples of introduced foods 🖐️ ⚙️ 🌿</p> <p>Student can outline steps in food product development</p>				<ul style="list-style-type: none"> - Respectful communication with teacher and peer - Peer reflective evaluation of product development - Evaluating and investigating credibility and usefulness of resources - Individual and peer reflective practice - Organisation skills - Pair/teamwork skills
Stages of teaching/learning sequence	Learning intentions and Success Criteria for each stage	Key teaching strategies and learning experiences, including opportunities for feedback for each stage		ICT's/Resources/Organisation

<p>Activate – introduction/prior knowledge/ Preparing for learning</p>	<ul style="list-style-type: none"> Investigate the use and nutritional values of bush tucker ingredients, for example: (ACTDEK044) 🖐️🌿 <ul style="list-style-type: none"> crocodile kangaroo lilly pilly quandong demonstrate safe and hygienic work practices, for example: (ACTDEK045, ACTDEP050) ★ <ul style="list-style-type: none"> personal hygiene food safety, eg the food danger zone, cross-contamination safe work practices 	<p>Week 1 overview: Students develop knowledge and understand of Bush tucker and how it is commonly incorporated within the diet. They discuss and investigate hunting and gathering techniques used and experiment with new flavours by completing a practical that incorporates bush tucker ingredients.</p> <p>Lesson 1: What is bush tucker? -Teacher settles class. -Teacher addresses learning intentions for the lesson e.g <ul style="list-style-type: none"> “We will learn, discuss what bush tucker and how it is harvested”. “We will begin to investigate and brainstorm different bush tucker ingredients and how we can incorporate them into recipes”. “We will experiment with new flavours and taste some new bush tucker ingredients”. </p> <p>-Teacher introduces unit and assessment task/design portfolio -Teacher opens discussion to classroom “What is bush tucker?”. Encourage students to bounce ideas off each other and provide them with a definition. -Watch “Bush tucker”, “Eating bush tucker in Kakadu” or “Aboriginal Bush tucker hunting” YouTube video and ask students to write some notes on the types of ingredients/ their names/ and how they are harvested. -Ask students to share notes and discuss things they found interesting - Students try different Bush tucker recipes/ ingredients teacher has prepared earlier and do a sensory evaluation on them, remind them that they might like it consider using these ingredients in their own recipe -Students pack up as teacher waits at door. At exit they must say the name of an ingredient they learnt about before leaving</p>	<p>Resources:</p> <p>Lesson 1: -“Food from out home, Australia” slides -Assessment notification -“bush tucker” design portfolio -“Bush Tucker” YouTube video https://youtu.be/URdzTSFGoXM?si=hK_1JZUz_vM7yM_i -“Eating bush tucker in Kakadu” (From 1.40) https://youtu.be/F_M7qPjWdLw?si=3OdH3uxLTLzONCYQ -“Aboriginal bush tucker hunting” https://youtu.be/iP7Nn3whUTo?si=jBiDthjMqv8F-IOF</p> <p>-Recipe/ingredients reflection worksheet</p> <p>PRIOR TO LESSON: Cook/bake 3 Bush tucker recipes/ingredients for students to try and evaluate -Native lemongrass and honey iced tea</p>
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		<p>Lesson 2: Nutritional value of bush tucker ingredients</p> <ul style="list-style-type: none"> -Teacher settles class -Teacher addresses learning intentions for the lesson e.g. <ul style="list-style-type: none"> • “We discuss and investigate different bush tucker ingredients and their nutritional value”. • “We will learn to justify why we will be incorporating bush tucker ingredients into our recipes”. -Split students into groups of 3-4 and provide them with a bush tucker ingredient. In these “expert” groups students are required to research into this ingredient, “Which of the 5 food groups is it in?”, “How is it harvested”, “What vitamins and minerals does it have?”, “other nutritional factors “etc. The “expert” group will then split up into other groups of 3-4 (jigsaw group) and share the information they found on their ingredient. Each student will have an in-depth knowledge of 3-4 different ingredient. They are then to come back to their “expert group” and share what they have learnt when moving around the classroom. -Teacher will then ask students to share as a class what they have found about the ingredients -Go through slides of different bush tucker ingredients (this will be split into the “5 main food groups”, proteins, dairy, grains fruit and vegetables) and ask students to add to their notes more details on the nutritional value of ingredients that they may have missed 	<p>https://tuckerbush.com.au/native-lemongrass-and-honey-iced-tea/</p> <p>-Bush tomato soup https://tuckerbush.com.au/bush-tomato-soup-with-saltbush-chips-wattleseed-damper/</p> <p>-Wattle seed damper https://tuckerbush.com.au/bush-tomato-soup-with-saltbush-chips-wattleseed-damper/</p> <p>-Kangaroo fillet https://www.taste.com.au/articles/cook-kangaroo/unjbkp2a</p> <p>Lesson 2:</p> <ul style="list-style-type: none"> -“Food from our home, Australia” slides -“Bush Tucker ingredients” research worksheets
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		<p>-Students are to have between 8-10 ingredient "information" sections completed on their worksheet</p> <p>-Ask students to begin thinking about what types of ingredients they want to use in the assessment recipe.</p> <p><u>Lesson 3</u></p> <p>-Settle class and ask them to sit around the demo bench</p> <p>-Provide students with recipes ask them to have a quick read of the ingredients and method</p> <p>-Ask student to consider safety precautions when completing this recipe and discuss with the class</p> <p>-Complete demonstration of the 2 recipes</p> <p>-Ask students to split into their groups and begin collecting ingredients</p> <p>-Students begin cooking practical (remind students to split group into 2, 1 starts the kangaroo and the other starts the brownies)</p> <p>-Walk clockwise around the classroom and remind students of safety procedures/assisting food preparation when needed, and encouraging them to wash up as they go</p> <p>-AT LEAST 15 mins before class students must begin washing up and must not put dishes away</p> <p>-Walk around kitchen and check washing up is cleaned before students pack them away</p>	<p>Lesson 3:</p> <p>-Cooking equipment and ingredients</p> <p>-Kangaroo soft Tacos & salsa recipe https://k-roo.com.au/recipes/kangaroo-soft-tacos-salsa</p> <p>-Kakadu Plum and wattle seed brownies recipe https://www.bhg.com.au/kakadu-plum-wattleseed-brownie</p>
Acquire– Integrating and processing learning	<ul style="list-style-type: none"> Modify a recipe(s) to include bush tucker ingredients, for example: (ACTDEK046)     	<p>Week 2 overview:</p> <p>Students investigate the nutrition value of Bush tucker ingredients and access the nutritional implications on Aboriginal and Torres Strait Islanders diets. With this foundation knowledge, students will further research/develop and modify a recipe to include bush tucker ingredients for their assessment task and experiment this recipe during practical lessons. They will peer review these recipes and use these evaluations to alter their recipe accordingly.</p>	

	<ul style="list-style-type: none"> – damper or biscuits with wattleseed – kangaroo stir-fry • investigate the use and nutritional values of bush tucker ingredients, for example: (ACTDEK044) 🖐️🌿 <ul style="list-style-type: none"> – crocodile – kangaroo – lilly pilly – quandong • assess the nutritional implications for Aboriginal and/or Torres Strait Islander Peoples of introduced foods, for example: 🌿🍷 <ul style="list-style-type: none"> – access to bush tucker ingredients, eg plants and animals – provision of rice, flour and sugar on reserves and missions • demonstrate safe and hygienic work practices, for example: (ACTDEK045, ACTDEP050) ⭐ <ul style="list-style-type: none"> – personal hygiene – food safety, eg the 	<p><u>Lesson 4</u> Aboriginal and Torres Strait Islander diets and nutrition</p> <ul style="list-style-type: none"> -Teacher settles class -Go through "Food from our home, Australia" slides about Aboriginal and Torres Strait islander diets and nutrition -Students do further individual research into Aboriginal and Torres Strait islander diets. They are then to design a meal plan for themselves that incorporates "bush tucker" ingredients. The meal must include a breakfast, lunch, dinner. Snacks and drinks and reflect on my they choice the ingredients and what nutritional value they will have. Students are then to share their meals with the class and justify these choices of these ingredients. -Exit ticket: "What is something you want me to explain more clearly?" <p><u>Lesson 5</u> Bush Tucker recipe development/ research</p> <ul style="list-style-type: none"> -Go through questions that were asked within exit tickets -Go through "Bush Tucker slides" about product development and the stages it involves -Watch "Food product development" YouTube video -Show on the board "Bush tucker recipes" website and ask students to keep them in mind/ use them as inspiration for their assessments. Bush tucker recipes website https://tuckerbush.com.au/recipes/ -In pairs, students are to develop a mind map of ideas and images of what their modified recipe and how it will look. They are to share these ideas with a partner and pick out one that they want to further develop and investigate. -In same pairs (for their assignment), students are then to begin researching into a recipe and modify it accordingly to implement Bush tucker ingredients. They are to use their sensory evaluations from the previous lessons to provide them with ideas. They are to confirm their recipe and equipment needed for the assessment by the end of the lesson ensuring they have it reviewed and confirmed by the teacher. <p><u>Lesson 6</u></p> <ul style="list-style-type: none"> -Students are reminded of the safety precautions within the kitchen and the expectations that are required during the individual cooking experimentation -Students are to cook their recipes, selecting ingredients and cleaning environment appropriately. 	<p>Lesson 4:</p> <ul style="list-style-type: none"> -“Food from our home, Australia” slides -Meal plan template worksheet -Exit ticket: “What is something you want me to explain more clearly” <p>Lesson 5:</p> <ul style="list-style-type: none"> -“Food from our home, Australia” slides -Food product development https://youtu.be/uliRL8gMQB8?si=Sffqv3wRcgWSf7e8 -Bush tucker recipes website https://tuckerbush.com.au/recipes/ -Mind map worksheet -Sensory evaluations of ingredient sampling -Computer/internet access <p>Lesson 6:</p> <ul style="list-style-type: none"> -Cooking ingredients and equipment -Recipe sensory evaluation worksheets
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	<p>food danger zone, cross-contamination</p> <ul style="list-style-type: none"> – safe work practices • plan and prepare nutritious meals to meet the needs of specific groups throughout the life cycle (ACTDEK045, ACTDEK047, ACTDEK049) ✚ ⚙️ 🍽️ • outline steps in food product development, for example: <ul style="list-style-type: none"> – design – produce – evaluate • 	<p>-Walk clockwise around the classroom and remind students of safety procedures/assisting food preparation when needed, and encouraging them to wash up as they go</p> <p>-AT LEAST 15 mins before class students must begin washing up and must not put dishes away</p> <p>-Walk around kitchen and check washing up is cleaned before students pack them away</p> <p>-Students are to plate their “Food experimentation” in small bite size amounts for their peers to review and complete sensory evaluations. They should have at least 5 peer reviews to evaluate later.</p>	
<p>Apply – <i>demonstrate/ apply new knowledge/</i> Consolidate learning/ reflection/ closure</p>	<ul style="list-style-type: none"> • investigate the use and nutritional values of bush tucker ingredients, for example: (ACTDEK044) 🖐️ ✚ – crocodile – kangaroo – lilly pilly – quandong • modify a recipe(s) to include bush tucker ingredients, for example: 	<p><u>Week 3 overview:</u></p> <p>Students apply their knowledge of bush tucker ingredients and there nutritional value by taking into consideration peer reviews of their recipe during experimentation and making modifications accordingly. Students are reminded of the food development process and demonstrating their skills and WHS practices during practical cooking lessons.</p> <p><u>Lesson 7:</u> Recipe development/alterations/ reflect on sensory evaluations.</p> <p>-Settle classroom</p> <p>-Students are reminded of the “food development process” and what stage they are up too</p> <p>-Students create a class mind map on the board of bush tucker ingredients that we previously investigated to test students’ knowledge.</p> <p>-Ask students to review and investigate their sensory evaluations they had their peers to complete and make alterations to the recipe according to results.</p>	<p>Lesson 7:</p> <p>-Completed sensory evaluation</p> <p>-“Food from our home, Australia” slides</p> <p>-White board mind map</p> <p>-Recipe alterations worksheets</p> <p>-“Bush Tucker recipe” portfolio</p>

	<p>(ACTDEK046) 🖨️ ⚙️ 📱</p> <ul style="list-style-type: none"> – damper or biscuits with wattleseed – kangaroo stir-fry • assess the nutritional implications for Aboriginal and/or Torres Strait Islander Peoples of introduced foods, for example: 🖨️ ⚙️ <ul style="list-style-type: none"> – access to bush tucker ingredients, eg plants and animals – provision of rice, flour and sugar on reserves and missions • demonstrate appropriate selection of equipment and techniques used in food preparation. • demonstrate safe and hygienic work practices, for example: (ACTDEK045, ACTDEP050) ⚙️ <ul style="list-style-type: none"> – personal hygiene – food safety, eg the food danger zone, cross-contamination – safe work practices 	<p>-They are to begin to document their food design process in relation to the “Bush tucker recipe portfolio” for their assessment.</p> <p>-Ensure students have provided teacher with ingredient and recipe modifications</p> <p>Lesson 8: Cooking practical- recipe, final recipe</p> <p>-Students are reminded of the safety precautions within the kitchen and the expectations that are required during individual cooking for their final recipe execution.</p> <p>-Students are to cook their recipes, selecting ingredients and cleaning environment appropriately.</p> <p>-Walk clockwise around the classroom and remind students of safety procedures/assisting food preparation when needed, and encouraging them to wash up as they go</p> <p>-AT LEAST 15 mins before class students must begin washing up and must not put dishes away</p> <p>-Walk around kitchen and check washing up is cleaned before students pack them away</p> <p>-Students are to plate their final recipes and take photos of their product. Teacher and peers taste and review final recipes.</p> <p>-They are to complete a personal final evaluation of their product to later add to their portfolio</p>	<p>Lesson 8:</p> <p>-Recipe alterations worksheets</p> <p>-“Bush Tucker recipe” portfolio</p> <p>-Cooking ingredients and equipment</p> <p>-Final evaluation worksheet</p>
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	– use of personal protective equipment (PPE)		
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Differentiation of teaching and learning in this learning sequence/mini unit:

There are a variety of different strategies and resources that you can use during a classroom setting to ensure students are pushed to the best of their abilities and supported where needed. These diverse learning groups are provided with Individualised Education Programs to provide them with the framework to assist them accordingly. Modifications made for these students include:

Abby/Josie (disruptive):

- Students are separated within theory lessons to prevent distraction and off topic communication. This is done by creating a seating plan for classroom so students feel isolated by are monitored accordingly.
- Students are provided with clear expectation of what is expected during the classroom in regards to behaviour
- Abby presents high achieving qualities, so she is provided with open ended questions and extension activities if classroom is completed quickly and to a high standard.
- Josie is allowed extra assistance and time when completing theory work.
- Josie is paired with Abby during practical lessons as it presents that they work effectively and assist each other's development.

Toby (ASD and social anxiety):

- Toby is provided with additional time to complete in class tasks.
- Students is paired with people they are comfortable and familiar with to assist in managing their social anxiety.
- Additional assistance and observation of student is taken into consideration during classroom activities.
- Students is provided with tactile and visual aids to assist in their learning.
- Student is provided with multimodal resources to retain attention to content.
- Student is provided with my close-ended questions.
- Students is encouraged but not forced to participate in classroom discussions and commended if done (positive reinforcement)

Gregory (ADHD):

- Student is provided with additional time to complete tasks.
- Student is provided with tactile and visual aids to improve concentration on tasks.
- Student is paired with classmates that remain organised and focuses to assist students learning.
- Student is provided with more open-ended questions to research and analysis more deeply than surface level
- Student is monitored for classroom disruption and refocused when required.

<ul style="list-style-type: none"> - Student is provided with multimodal resources to retain attention to content. <p>Phillip (Gifted student):</p> <ul style="list-style-type: none"> - Phillip is encouraged to complete his assessment individuality and with extra requirements to push his abilities during reflective practice and design modifications. - Phillip is provided with open ended questions during classroom discussion. - Students is provided with extension activities during theory work. - Teach encourages students to take deeper analysis into peer sensory evaluation during product testing process 					
<p>Criteria for assessment of learning - summative (You can use your own scale eg. A-E</p> <p>In pairs, students are to investigate, develop and modify a recipe to incorporate Bush tucker ingredient/s. They must complete a "bush tucker recipe" design portfolio and evaluate the nutritional value of the ingredients.</p> <p>The final design portfolio must include:</p> <p>Research</p> <ul style="list-style-type: none"> - Research and appropriate evaluation into bush tucker ingredients that are used, how they are harvested and their nutritional value. <p>Ideas generations</p> <ul style="list-style-type: none"> - Initial ideation and accompanied evaluation. <p>Recipe development, experimentation, and alterations</p> <ul style="list-style-type: none"> - First recipe development - Recipe 1 experimentation - Peer sensory evaluations accompanied with further evaluation. - Recipe alterations and why they were made. <p>Final product</p> <ul style="list-style-type: none"> - Final recipe - Final peer and teacher sensory evaluations - Images of final product - Overall recipe evaluation 					
Criteria	Well above expected standard A	Above expected standard B	Expected standard C	Below expected standard D	Well below expected standard E

Creativity and innovatively documents "Bush tucker" recipe development process through research and modifies a recipe to meet the needs of a specific end use, incorporating Aboriginal and Torres Strait islander Bush tucker ingredients	Student extensively used creative and innovated food preparation techniques and incorporated a large variety of bush tucker ingredients into their final recipe design with exceptional quality accompanied documentation	Student thoroughly used creative and innovated food preparation techniques and incorporated many bush tucker ingredients into their final recipe design with high accompanied documentation	Student soundly used creative and innovated food preparation techniques and incorporated some bush tucker ingredients into their final recipe design with well-developed accompanied documentation	Student soundly used creative and innovated food preparation techniques and incorporated a bush tucker ingredient into their final recipe design with accompanied documentation	Student created a basic recipe with little relation to the recipe development process. They incorporated little to no bush tucker ingredients
Identifies why and how alterations/ modifications were made to their recipe with accompanied evaluation from peer reviewed sensory assessments	Student critically evaluates and analyses peer reviewed sensory assessment during experimentation process and makes informed alterations to their recipe	Student evaluates and analyses peer reviewed sensory assessment during experimentation process and makes detailed alterations to their recipe	Student evaluates and analyses peer reviewed sensory assessment during experimentation process and makes alterations to their recipe	Student reviews peer sensory assessment during experimentation process and makes minimal alterations to their recipe	Student does not analyse peer sensory assessment during experimentation process and makes no alterations to their recipe
Critically analyse bush tucker ingredients, their nutritional value and harvesting techniques	Students has a deep understanding and critically analyses 3 or more bush tucker ingredients, there nutritional value and harvesting techniques	Students has a strong understanding and deeply analyses 2-3 bush tucker ingredients, there nutritional value and harvesting techniques	Students has a sound understanding and analyses 2 bush tucker ingredients, there nutritional value and harvesting techniques	Students has a basic understanding and briefly analyses 1-2 bush tucker ingredients, there nutritional value and harvesting techniques	Students has a low understanding and minimally analyses 1 to no bush tucker ingredients, there nutritional value and harvesting techniques
Demonstrates organisational and hygienic practices during practical experimentation of their recipes.	Students demonstrated exceptional understanding and knowledge of personal and environment hygiene practices in the kitchen, and showed high organisational skills	Students demonstrated high understanding and knowledge of personal and environment hygiene practices in the kitchen, and showed strong organisational skills	Students demonstrated sound understanding and knowledge of personal and environment hygiene practices in the kitchen, and showed organisational skills	Students demonstrated basic understanding and knowledge of personal and environment hygiene practices in the kitchen, and showed some organisational skills	Students demonstrated limited understanding and knowledge of personal and environment hygiene practices in the kitchen, and showed minimal organisational skills

