



FOOD FOR SPECIAL OCCASIONS

Unit of work and Lesson plans

Introduction

This unit of work was written to be taught at Figtree High School. Figtree high school is a government high school in the Illawarra region. There are 918 and 18 students currently enrolled at Figtree High (Australian Curriculum Assessment and Reporting Authority [ACARA], 2023).

This unit of work covers the unit food for special occasions, which is a unit that is covered in year 10 food technology. The food technology class at Figtree High is small, there is only one class of 18 students. Within this class group there are students with mixed abilities. There are 4 students that are excelling in this course, while there are 5 who are on the lower end of the scale. There are also two students, Johnny and George, who require extra support.

Johnny is a student in the class who is partly deaf. Johnny is a student who always actively participating in the class to the best of his ability. He is always eager to learn as he really enjoys this subject. Johnny's future career goal is to be a head chef in a kitchen and eventually run his own restaurant. Johnny is very skilled in the kitchen and quite often helps out his fellow peers when they get stuck. Due to his hearing loss, Johnny can sometimes miss explicit instructions during class, especially when the classroom is noisy. Group work/ partner work can also become challenging for Johnny at times, especially when he cannot understand what they are saying or. This can frustrate him and sometimes make him upset.

George is a refugee student, who recently joined Figtree high school as he only just moved to Australia. George speaks broken English as it is his second language and he is still learning to speak English. He has an SLSO with him most lessons so that they can translate and support George with his activities and classwork. George is a quiet and respectful student who always applies effort to his studies. George enjoys cooking in the kitchen and eating the food that he has made. Due to his situation, George is completing the life skills content of this unit.

Weekly Content Organisation

Week	Learning Outcomes	Topic Focus & Brief Description
1	FT 5-11, FT5-6, FT5-7 FTLS- 3, FTLS-2	Reasons food is used at special occasions
2	FT5-9, FT5-5, FT5-12 FTLS-5, FTLS-8	Practical lesson – aussie Christmas foods, workflow plan
3	FT5-8, FT5-10 FTLS- 10, FTLS-7, FTLS-6	Revision lesson, Expert learning of food presentation and decoration techniques, Practical – food presentation and decoration techniques
4	FT 5-1, FT5-2 FTLS-1, FTLS-8, FTLS- 9	Assessment task practical and hand in, revision/reflection lesson

Course: Food Technology	Teaching Period: 4 weeks
Subject Area: Food for Special Occasions	Unit Length: 5 weeks
Unit Overview: In this unit students will investigate the importance of food during special occasions within different cultures and religions. Students will also investigate the importance of food during social and historical events and will examine the significance of food within different cultures across the world. During practical lessons, students will prepare a range of dishes that highlight food related to special occasions.	
Rationale: Food technology is an elective TAS subject. Within Food technology there are 8 focus areas. Over the two years of this course, students will study a range of topics that relate to food technology such as food product development, nutrition and food for special occasions (NESA, 2019). As part of the course, students will participate in a range of practical lessons where they will cook a range of foods. During these lessons, students will be taught cooking methods and techniques that will allow them to safely cook in a kitchen. They will also be taught hygienic handling practices for food and safe food practices.	
Learning outcomes (NESA, 2019)	
demonstrates hygienic handling of food to ensure a safe and appealing product FT5-1 › identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food FT5-2 › applies appropriate methods of food processing, preparation and storage FT5-5 › describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities FT5-6 › justifies food choices by analysing the factors that influence eating habits FT5-7 › collects, evaluates and applies information from a variety of sources FT5-8 › communicates ideas and information using a range of media and appropriate terminology FT5-9 › selects and employs appropriate techniques and equipment for a variety of food-specific purposes FT5-10 › plans, prepares, presents and evaluates food solutions for specific purposes FT5-11 › examines the relationship between food, technology and society FT5-12 › evaluates the impact of activities related to food on the individual, society and the environment FT5-13	Life skills outcomes: › demonstrates hygienic and safe practices in the selection, handling and storage of food FTLS-1 › recognises the relationship between food properties, preparation and processing FTLS-2 › recognises the nutritional value of food items FTLS-3 › recognises the impact of food habits and choices on health FTLS-4 › gathers and uses information from a variety of sources FTLS-5 › uses a variety of communication techniques FTLS-6 › participates in making food items FTLS-7 › uses appropriate equipment and techniques in making a variety of food items FTLS-8 › demonstrates safe practices in the making of food items FTLS-9 › cares for equipment FTLS-10 › explores the impact of innovation and emerging technologies on food FTLS-11 › recognises the significant role of food in society FTLS-12
Prior learning experiences During this unit, students will draw on knowledge from other content areas within this KLA. Students will also build knowledge that will be further developed in this course.	
Student learning strengths There are a couple of students within this class who are excelling in the unit, during this unit these students will be encouraged to continue their work in class but also engage in the extension activities offered.	Student learning needs- There are a few students in the class who are low. They will be encouraged to keep completing the work and will be assisted so that they understand the content. There is a student in the class who is EALD and is on the life skills outcomes. this student will be encouraged and supported to ensure that they complete the work to the best of their ability. There is also a student in the class who has a physical disability (hearing loss). They will be encouraged and supported in the class to ensure that they can complete the work to the best of their ability.
Assessment tasks This unit will require students to complete a summative assessment in week 4. This assessment will contain a practical and hand in component. This assessment is a PBL assessment. Students will be given the problem of you need to design a cake for an event of your choice. They will also have to design the event invitation, a mood board of the event, an appropriate three course menu for the event and a workflow plan for the production of their cake. Ss will also be expected to describe the decoration features of their cake and also explain the relevance of their cake to the event planned.	Resources Kitchen & kitchen appliances, food/ingredients, recipes, google classroom, google docs, YouTube videos, google slides, textbook, BYOD devices, internet, textas, butchers' paper

Weekly Breakdown

1	<p>Students learn about (NESA,2019):</p> <ul style="list-style-type: none"> • explore reasons for celebrating with food, for example: <ul style="list-style-type: none"> – social – religious – historical 	<p>Students learn to:</p> <p>Identify and explain different reasons that individuals use food to celebrate. This includes but is not limited to social, religious and historical reasons.</p>	<p>Integrated Teaching and Learning Activities</p> <p>Students complete a Kahoot to show their knowledge on social, religious and historical reasons for celebrating with food.</p> <p>Jigsaw puzzle project</p> <p>Students pick a case study presented – either a social, religious or historical celebration with food. Students will then swap tables and present knowledge they have found to their group – the students take turns in the group presenting their findings. The students will be given access to a google doc with subheadings to help guide their research. They will also be given access to a google slides deck with information on some historical, religious and historical reasons. Students</p> <p>Assessment Task notification</p> <p>Teacher will go through and break down the assessment task notification with the students. Students will be given the opportunity to ask questions and clarify what to do. Teacher will also show some of the previous years' projects. Students will also be notified that they need to have their cake idea ready to show the teacher in week 3 for approval.</p>	<p>Assessment</p> <p>Kahoot- used to measure pre-knowledge before starting this dot point. These scores can be compared with the end scores to see how the students went.</p>
	<ul style="list-style-type: none"> □ 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, e.g. the food danger zone, cross-contamination – safe work practices – use of PPE 	<p>Identify what the right equipment or process to select to be able to complete a specific process. For example, whipping cream with a mix master instead of hand beaters</p>	<p>DEMO LESSON</p> <p>The teacher will demonstrate how to make a cake and a basic buttercream. The recipe that the teacher will follow for both the cake and the buttercream are the recipes that the students will be given for their assessment task. During this demonstration students will be encouraged to participate by helping with certain steps during this demonstration. While the cake is in the oven, the teacher will demonstrate some basic icing decorating techniques. The teacher will have extra piping bags filled with buttercream so that students can try some of these techniques. During the lesson, the teacher will show students some of the decorating equipment and how to use it properly. The teacher will also have a discussion about safe practices and how to properly clean up throughout the lesson.</p>	
	<ul style="list-style-type: none"> □ design, plan and prepare food items for special occasions, for example: (ACTDEK045, ACTDEP048) <ul style="list-style-type: none"> – a child's birthday party – NAIDOC celebrations 	<p>Identify the different types of party food. They will also learn how to design, plan and prepare food for events</p>	<p>BRAINSTORM ACTIVITY</p> <p>'What type of food would you find at a child's birthday party? Provide some examples of food found at a child's birthday party'.</p> <p>Teacher will engage the class in a discussion about some of the answers provided. Teacher may ask some follow up question which require students to elaborate and a make a judgement on some foods that have a class discussion with the students regarding some answers.</p> <p>PBL learning activity</p> <p>Students will be split up into pairs for this activity, if there are an odd number of students or students really want to work in a group of three then students can do so. This activity will require them to design and plan food for either a child's birthday party or a NAIDOC celebration lunch. Students will be encouraged to be creative and invent new dishes or put a spin on classic celebration food. They will also be encouraged to plan food that is relevant to their occasion, not just typical party food. Students will be able to present their ideas any way they want. There will be options for them to be able to draw their ideas on butchers' paper, they will be able to do it</p>	<p>Teacher will use answers from the brainstorm activity and create a discussion to get students to further explain their answers.</p>

			electronically through adding slides to the class google slides. The teacher will relate this activity to their assessment task by reminding them, this is something that they have to do for their assessment task.	
	Differentiation (Focus Students and Class group)	<p>The high achieving students will be given extension activities if they complete the work early. These activities will allow them to further strengthen their knowledge that they are building.</p> <p>For the students who are struggling with the activities there will be guide sheets on the google classroom which provide students with dot points for research or planning to guide their activity. The teacher will also come around and chat to these groups more to ensure that they are staying on track and are understanding the activity.</p> <p>Johnny will have access to documents that have written instructions on them to ensure that he hasn't missed any explicit instructions for the activity. The teacher will also check in with Johnny during group work as they know that he can sometime get frustrated or upset because he may miss things that his group is saying.</p> <p>George will have a differentiate sheet from the rest of the class due to him being on life skills outcomes. He will still participate in the class activities with the help of his SLSO officer. The teacher will encourage George to participate in the group activities with his peers</p>		
2	Students learn about (NESA,2019): <input type="checkbox"/> design, plan and prepare food items for special occasions, for example: (ACTDEK045, ACTDEP048) – a child's birthday party – NAIDOC celebrations	Students learn to: Prepare foods that are associated with special occasions. This double focuses on some aussie Christmas desserts.	Integrated Teaching and Learning Activities DOUBLE LESSON PRAC Students will be making food that is typically associated with an Australian Christmas. Students will work in bays to complete one dish each. Students will make one of the following dishes: - Mini pavlovas - Mini cheesecakes During the practical lessons' students will be reminded of the proper cleaning up routine as they will be marked on their ability to clean up during their assessment practical lesson. Once all the food has been made then students will share the food, while there is a class discussion on other types of food that are associated with celebrations. During this time the teacher will also have a discussion around the assessment task and see if there are any questions that the students have around it.	Assessment Class discussion – teacher is able to see how much the students have taken in during the last couple of lessons.
	<input type="checkbox"/> devise a workflow plan to be used when conducting a practical activity	Be able to effectively design a workflow plan so that their production of their product will be time efficient.	Workflow plan Teacher will go through a google slides deck regarding workflow plans and what is required in a workflow plan. The teacher will also provide some relevance as to why a workflow is need and how they are useful in the planning of a catering event. Students will create a mock workflow plan in their groups based off the dish that they made during the practical lesson last lesson. The teacher will provide guidance and assist any students who are struggling. Teacher will also provide relevance for the students with connection to their assessment task as they have to create one as part of their assessment task.	
	Differentiation (Focus Students and Class group)	<p>For the students who are excelling in the subject, there will be extension activities provided when they have finished their work. All students will be encouraged to attempt these activities once they have also completed their work.</p> <p>Instructions will be written up on the board for the practical lesson. Students will also receive a recipe with the instructions written on it. This will help Johnny and any other students that may have missed explicit instructions.</p> <p>George will have an SLSO with him in the kitchen which will assist him and his cooking buddy during practical. With the workflow plan, George will participate in the workflow plan activity, even though he will not require to hand one in for his assessment task. He will have his SLSO to help him complete the sheet and the teacher will also check in with him to ensure that he is on the right track.</p>		

3	<p>Students learn about (NESA, 2019):</p> <ul style="list-style-type: none"> □ investigate factors to consider when menu-planning for special occasions, for example: (ACTDEK045) <ul style="list-style-type: none"> – nutritional value of food – occasion and setting – characteristics of diners, e.g. age, health, culture – resources, e.g. ingredients, equipment, skills, finance, time 	<p>Students learn to:</p> <p>Students will learn about the factors that need to be considered when planning for a special occasion. They will learn about considerations such as money, time, occasion, age and how these factors can contribute to planning an event</p>	<p>Integrated Teaching and Learning Activities</p> <p>Revision Lesson</p> <p>Mind Map</p> <p>Students will revise of the factors that should be considered when menu-planning. Teacher will create a big mind map on the board, which is built by the students. If students are stuck, then the teacher will be able to provide prompts to help the students remember the knowledge. While the completing the mind map, there will be a class discussion around the factors that the students are contributing to the mind map. Students will be asked to elaborate on why they are important and should be consider when planning a menu. Teacher will explain that the activity that was just completed was relevant to their assessment task because they are factors that need to be considered when planning their event.</p> <p>Kahoot</p> <p>Students will complete the same Kahoot that was run before they looked at the factors that need to be considered when planning for a special occasion.</p> <p>Assessment work</p> <p>Students will be given the rest of the lesson to work on their assessment task. This will also give the teacher a chance to check that the students are on track with their assessment task. Students will also be able to run their cake design idea by the students. The teacher will also be checking the students cake design ideas.</p> <p>Homework</p> <p>Students undertake brief research on some on the elements on food presentation and the importance of food presentation, this knowledge will be helpful for students in the next lesson.</p>	<p>Assessment</p> <p>Teacher will use the class discussion and the mind map to see how much the students understand about the factors that need to be considered when planning foods for special occasions</p> <p>Teacher will be able to compare their Kahoot results to the pre-test that they completed to measure student's growth.</p>
	<p>investigate the importance of food presentation and service for special occasions, for example: (ACTDEK045)</p> <ul style="list-style-type: none"> – garnishing and decorating techniques 	<p>Be able to identify elements of food presentation and what makes a dish enticing to the consumer.</p> <p>Students will also learn to use basic decorating and garnishing techniques.</p>	<p>CLASS discussion – What makes plated food look good.</p> <p>The teacher will go through a google slides presentation on food presentation and engage the class in a discussion around certain parts of the presentation. One of the discussions will be 'what makes food look good'. There will be photos of well-presented and badly presented food on the board. Students will be asked whether they would eat the food and to justify their answer as to why they would/wouldn't eat the food. This will turn into a discussion of the elements of food presentation and decoration techniques.</p> <p>Expert Learning Activity</p> <p>Students will participate in a learning activity where they are split into groups and they become experts on a food presentation or decoration technique. They will conduct research, watch videos and take notes to become experts. They will then teach the class about their food presentation or decoration technique to the class next lesson, including giving a demonstration for students on how to complete the technique, which their peers will attempt too.</p> <p>PRAC LESSON – Look at garnishing techniques</p> <p>During this lesson students will take turns in teaching the class about their technique including teaching the students how to do the technique. If students get stuck the teacher will give them prompts to talk about their technique. The teacher will also be able to participate in the demonstration of the techniques.</p>	<p>Class discussion will show what students completed the homework that was set. It will also allow the teacher the gain an understanding of the knowledge that students have of food presentation techniques. Teacher will observe the group activity to ensure that they are on track. The teacher will also engage in conversation with the students about their technique that they have chosen.</p>

	Differentiation (Focus Students and Class group)	<p>There will be extension activities for the students who complete their work. The students who are going well in the subject will also be encouraged to try the extension tasks so that they can tests and further their knowledge.</p> <p>During the time set to work on the assessment the teacher will go around and check in with all students to ensure that they are on track. The teacher will have a conversation with the students at the bottom of the class to ensure that they are having no trouble with the assessment. The teacher will also check in with George to see how he is going with his differentiated task.</p> <p>During the expert learning activity, the teacher will see if Johnny can pair up with another student, so he doesn't have to work in a group. This will benefit him immensely and reduce the stress of the group activity. The teacher will also see if George can pair up with someone so that they can work with the SLSO to get the work done. As the teacher monitors the whole class and checking in with different groups during the class, the teacher should check in with Johnny's and George's group a couple times during the lesson.</p>		
4	Students learn about: <ul style="list-style-type: none"> □ 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, e.g. the food danger zone, cross-contamination – safe work practices – use of PPE 	Students learn to: Be able to prepare food using the correct equipment	Integrated Teaching and Learning Activities PRACTICAL ASSESSMENT TASK During this double period students will complete their practical assessment. Students will have 1hr 20 mins to complete this practical assessment. Once they have completed their cake, they will bring it up the front for the teacher to take a photo and mark. The teacher will also ask some questions that have been set about the cake. Students will also be required to hand in their written component of the assessment task including their workflow plan that was developed for the production of their cake. Once students have completed the task and cleaned up their respective mess then they will be able to sit down and fill out their reflection on their assessment today.	Assessment Summative assessment task. Students will be marked on both the practical component and the hand in component. The reflection task is not a marked component of the assessment but will be useful for the teacher to see how the students thought that they went
			Kahoot – Review lesson Students will complete a the same Kahoot that they completed at the commencement of this unit. This Kahoot will be a mix of questions that relate to content that the students have covered across the whole unit. Class discussion – Debrief The teacher will lead a class discussion which will cover a range of topics and allow students to be able to give feedback on these topics such as the assessment tasks, the practical that were conducted during this unit, the way the information was presented and the activities that the class completed during this unit. They will be encouraged to participate in this discussion and provide their opinion as it is important for next year. The students will also be provided with a final question which will be would there be anything that you would change about this unit. Introduction to the next unit The teacher will let the students know what unit they will be studying next and will hand out the syllabus for the unit.	The students' results from the Kahoot will be compared to their pre-test Kahoot that they completed which contained the same questions. The teacher can use the data to see how the students went during this unit.
	Differentiation (Focus Students and Class group)	Once all the instructions have been given and the students have begun to set up, the teacher will check in with Johnny to see if he had any questions or missed any of the instructions. The teacher will also check in with George and his SLSO to ensure that they know what they are doing. The teacher will also give the SLSO explicit instructions about what they are allowed to help George with during this practical assessment. George will also hand in a differentiated assessment task. During the class discussion the teacher will engage all students in the discussion. Asking students different questions to ensure that they feel comfortable to participate during this discussion.		

Lesson Plan Format

Class/Grade/Stage: Stage 5 (Year 10)	Date: Wednesday 6th September	Time: Start: 2:06pm Finish: 2:58pm (52 mins total)
Key Learning Area(s): Food Technology	Lesson Topic: Garnishing and decorating techniques pt1	
NESA Australian Professional Standards for Teachers	1.1.2 Understand how students learn. Demonstrate knowledge and understanding of research into how students learn and the implications for teaching. 3.3.1 Establish challenging learning goals. Set learning goals that provide achievable challenges for students of varying abilities and characteristics. 4. 4.1 Support student participation. Identify strategies to support inclusive student participation and engagement in classroom activities.	
Recent Prior Experience: Some Ss may have some experience with food presentation or decorating techniques through activities at home. Other students may have some basic ideas and experience of food presentation from this course.		
Syllabus/Syllabi Outcome(s) (NESA,2019) - collects, evaluates and applies information using a range of media and appropriate terminology FT5-9 -selects and employs appropriate techniques and equipment for a variety of food-specific purposes FT5-10	Indicators of Learning for this lesson- learning intentions and success criteria: <u>Learning intention(s):</u> We are learning to be able to identify elements of food presentation and food decorating techniques. <u>Success criteria</u> We can identify elements involved in food presentation We can identify and explain a food presentation or decoration techniques.	Assessment: Formative through observation and conversation. Teacher will roam around the classroom and observe how the students are progressing with the activity. They will also take note of how the students are collaborating together to make progress. The teacher will also engage in conversation with the groups to gage how the students are progressing. Exit slip – getting students to tell the teacher one fact that they learnt about their chosen food presentation or decoration technique. Teacher will also ask students about the elements of food presentation or to identify a food decoration technique
Any safety issues to be considered (APST 4.4.1): Students will be using the internet and YouTube to get information to complete this task. It is important that students are monitored to ensure that they are engaging in safe and appropriate behavior in the classroom.	Resources: Google docs, google slides, electronic role, Pinterest, Canva, internet, textbook, YouTube	

LESSON SEQUENCE

Lesson Content / Indicators of Learning/ Teaching Strategies (<i>What is Taught</i>):	Timing (mins)	Learning Experiences: (<i>How it is taught</i>)	Resources and Organisation:
INTRODUCTION			
Introduction to topic and the activity – related to the learning intentions, success criteria and the syllabus dot point that this lesson will be covering.	(2 mins) (5 mins)	T will greet Ss and mark the role. T will introduce the topic and create a class discussion on ‘what makes plated food look good’. T will have some reference photos of plated food on the board for students to compare to. T will direct this discussion to start to cover the elements of food presentation and the importance. – T will relate this to real life relevance through asking the question ‘would you eat this dish?’.	Electronic role Mood board of plated food- some good examples and bad examples.
DEVELOPMENT			
Link this explanation with the learning intentions and success criteria. Students collaborating and guiding their group through the task and the teacher offering assistance to groups who need it.	10 mins 30 mins	T will explain the activity and what students are required to complete during today’s lesson. T will get students to split up into groups of 4. T will give the groups a choice to pick a food presentation or decoration technique to study and become ‘experts’ in this technique. T will also remind Ss that they will present and teach their peers this technique next lesson. T will let Ss know that there is a sheet on google classroom to help Ss work through this task. <i>Diff - T will follow up with the groups with George and Johnny to make sure that they understood the instructions and the activity that they have to complete. T will also let certain groups know that there is an extra sheet on google classroom if they are really stuck. This will indiscreetly be aimed at the Ss who are identified as low or George and Johnny.</i> Ss will work through this task with the T roaming the room and offering assistance where needed. <i>Diff- T will spend more time checking in with the groups who have George and Johnny or students who are struggling. T will engage in conversation asking meaningful questions about their technique and what they have found.</i>	Google slides Google docs – guidance sheet Google docs- extra guidance sheet. Internet YouTube *ASSESS* - T will assess Ss learning by engaging in conversation with groups to gauge where their learning is at. T will also observe how they work together in a group to complete this task.
CLOSURE			
	5 mins	T will let Ss know that there is 5 minutes to the bell and ask Ss to pack up. T will remind Ss that they are in the kitchen next lesson to present and teach their class their technique. T will remind Ss to make sure that they are in the correct clothing and footwear. While Ss and T are waiting for the bell, T will go around the classroom and ask Ss to share one thing they have learnt today.	Exit slip T is able to use final discussion to grasp how much the Ss have learnt from this lesson.

Lesson Plan Format

Class/Grade/Stage: Stage 5 (Year 10)	Date: Friday 8th September	Time: Start: 9:38 am Finish: 10:30am (52 mins)
Key Learning Area(s): Food Technology	Lesson Topic: Garnishing and decorating techniques pt2	
NESA Australian Professional Standards for Teachers	2.2.1 Content and teaching strategies of the teaching area. Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area. 3. 3.3 Use teaching strategies. Include a range of teaching strategies. 3. 3.4 Select and use resources. Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.	
Recent Prior Experience: <i>Some Ss may have some experience with food presentation or decorating techniques through activities at home. Other students may have some basic ideas and experience of food presentation from this course.</i>		
Syllabus/Syllabi Outcome(s) (NESA,2019): -selects and employs appropriate techniques and equipment for a variety of food-specific purposes FT5-10	Indicators of Learning for this lesson- learning intentions and success criteria: <u>Learning intention(s):</u> We are learning to be able to use food presentation and decoration techniques in our plating We are learning to identify food presentation techniques used when plating a dish. <u>Success criteria:</u> I can use basic food presentation and food decoration techniques confidently. I can list some food presentation techniques that are used during plating.	Assessment: Formative assessment (observation) The teacher will watch how the students are teaching their peers about their technique. The teacher will ask questions to see if students are able to elaborate on their explanation which will show further knowledge. Exit slip- get students to answer some questions based off the content learnt today
Any safety issues to be considered (APST 4.4.1): Students will be in the kitchen. It is important to ensure that they have all the correct PPE on to complete this assessment. Students may need to handle equipment such as knives during this activity.	Resources: Google docs, google classroom (for students to submit their photos), pre-prepared buttercream kitchen equipment that is used for decorating and garnishing including but not limited to spoons, spatulas piping bags,	

LESSON SEQUENCE

Lesson Content / Indicators of Learning/ Teaching Strategies (<i>What is Taught</i>):	Timing (mins)	Learning Experiences: (<i>How it is taught</i>) <i>Write detailed steps showing what the teacher (T) will do and what students (Ss) will do. Include differentiation if applicable.</i> - <i>teaching strategies</i>	Resources and Organisation:
INTRODUCTION			
Introduce topic for today including success criteria and learning intentions	5 mins	T will greet Ss and mark the role While T is setting up the classroom, Ss will get into their groups ready to teach the class.	Electronic role
DEVELOPMENT			
Students 'teaching' their peers on their expert topic.	40 mins	Ss groups take in turn presenting and teaching their peers how to do their food presentation/ decorating technique. Ss will have around 5 minutes each. Diff- George will not have to present but will still participate in the class, learning from the other students. For groups that have high achieving Ss then T will direct further questions at them to see how much knowledge they have on the technique. For Ss who are struggling during their presentation then T will provide them with helpful hints and may help with the demonstration of the skill if needed.	Various kitchen appliances jam, honey, sauce, buttercream Piping bags Plates Baking paper *ASSESS* T will observe and assess students based on their presentation and their ability to answer the questions directed at them.
CLOSURE			
Clean up	5 mins	Ss will assist T with packing up the lesson.	*ASSESS* T will be able to gain an idea on how much students learnt from that lesson based off the answers given.
Reminder	1 min	T will remind Ss about their assessment being due next lesson and that they will be cooking their cakes.	
Exit slip	6 mins	T will ask Ss questions about different food presentation and decoration techniques.	

Lesson Plan Format

Class/Grade/Stage: Stage 5 (Year 10)	Date: Tuesday 12th September	Time: Start: 11:52am Finish: 1:36pm (double period, total of 104 mins)
Key Learning Area(s): Food Technology	Lesson Topic: Assessment Practical – students in the kitchen cooking	
NESA Australian Professional Standards for Teachers <i>Identify the standard(s) and focus areas that align with this lesson:</i>	1.1.5 1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities. Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities. 4.4 Maintain student safety. Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements	
Recent Prior Experience: There is an assumption that students will have knowledge on how to operate in the kitchen safely. There may also be prior experience from some students with the content being learnt. This could include knowledge on certain foods for celebrations.		
Syllabus/Syllabi Outcome(s) (NESA,2019): - demonstrates hygienic handling of food to ensure a safe and appealing product FT5-1 - identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food FT5-2 - plans, prepares, presents and evaluates food solutions for specific purposes FT5-11	Indicators of Learning for this lesson- learning intentions and success criteria: Learning intention(s): I am learning to bake a cake using the correct and safe procedures I am learning to use decoration techniques for aesthetic purposes Success criteria: I can safely produce a cake that meets the assessment criteria. I can use basic decorating techniques for aesthetic purposes	Assessment: This lesson is a summative practical assessment task. Ss will present their cake to the teacher upon completion. Ss are also required to hand in their assessment task along with it, which includes: <ul style="list-style-type: none"> - event invitation - planned 3 course menus for the event - workflow plan - mood board/collection of ideas for cake This collection of tasks will be submitted as a mini portfolio. Ss are also required to answer some questions and describe their process of production to the T. Ss will also be assessed on their ability to produce a quality product in the kitchen, while making sure they are using safe practices.
Any safety issues to be considered (APST 4.4.1): This lesson involves students cooking in the kitchen, all students and any support staff should have the correct PPE and other equipment with them including an apron and container. Ss will be using the ovens and other kitchen appliances that have a risk of injury if used incorrectly.	Resources: Kitchen, kitchen appliances, various ingredients for decoration and for the cake, plating equipment, recipes, decorating equipment, marking rubric & questionnaire sheet.	

LESSON SEQUENCE

Lesson Content / Indicators of Learning/ Teaching Strategies (<i>What is Taught</i>):	Timing (mins)	Learning Experiences: (<i>How it is taught</i>)	Resources and Organisation:
INTRODUCTION			
Lesson Introduction	10 mins	<p>T will greet Ss and mark the role.</p> <p>T reminds students that this is an assessment lesson and make sure that all the students have their equipment, workflow plan and the cake recipe.</p> <p>T will also instruct Ss to bring their product up the front when completed to be marked.</p> <p>Diff – Johnny will have a sheet with the instructions on it, so they can read the instructions as T is giving them. George will have an SLSO present, T will give explicit instructions to both George and their SLSO to make sure that they know what to do and what the SLSO can help with during the assessment</p>	<p>Electronic role</p> <p>White board</p> <p>Cake recipe</p> <p>Cake decorating tools to be put out</p> <p>Instruction sheet</p>
DEVELOPMENT			
PRACTICAL ASSESSMENT – students cooking	1hr 20mins	PRACTICAL ASSESSMENT –	<p>Kitchen and Kitchen utensils, cake decorating tools, extra accessories brought in by students</p> <p>*ASSESS* T to assess students on their actions in the kitchen. T will also watch and mark down how Ss</p>
CLOSURE			
Presentation and Clean up	10 mins	<p>Ss present cake to T for them to mark. T will ask Ss set questions about their cake and their decorating process. Once T has asked all the questions, Ss will put their cake on the middle table and go and clean up their work bench. Diff- George & Johnny will have a different set of questions that they have to answer. Johnny will also be given a sheet with the questions on it.</p> <p>Ss will hand in their portfolio.</p> <p>T will congratulate Ss on completing their assessment task.</p>	<p>Question sheet</p> <p>Marking rubric</p>

Reflection

Overall, this unit has been planned efficiently and the flexibility within the content delivery allows students to play an active role within their own learning.

The sequencing of this unit follows along with the syllabus. I decided to do this as it makes sense to use the syllabus in a chronological order and so the students can easily follow along and monitor their own learning. The content covered during this unit of work covers a lot of the NESA (DATE) general capabilities such as critical and creative thinking as well as information and communication technology capability. These general capabilities are covered through the content presented to the students. A lot of my activities involve students thinking critically and creatively and their ability to be able to present that information through their literacy skills. A lot of my activities also involve students using technology such as computers and BYOD devices. I believe that it is important that students use technology within a classroom, as we live in a technological society and it is only growing and becoming more prominent within our lives. The cross-curriculum priorities are also touched on during this unit of work through designing and planning a menu for a NAIDOC celebration. It is important to ensure that these general capabilities and cross-curriculum priorities are addressed not only because it is in the syllabus but because I believe that they have real life implications.

There have been a range of teaching and learning strategies that have been implemented throughout this unit. The most prevalent teaching strategy that I implemented is using a range of media and methods to present content with. This is the most simple and effective way to get all students engaged with the lesson. Another teaching strategy that I have used a lot throughout this unit is student centred learning. Student centred learning is where the learning responsibility is placed on the students and the teacher is there to guide them through their experience. I believe that this is a much more effective technique than the “traditional” idea of students getting spoken at for a whole lesson. Student centred learning is something that I believe is very effective in a classroom and maximises student learning. I have included PBL learning tasks and an expert learning task, which are both strategies that are student centred.

Throughout the unit, there have been many assessment strategies used. Kahoot is an assessment tool that I use throughout the unit as a diagnostic tool as well as a summative tool. It is a very handy assessment tool because students enjoy playing Kahoot quizzes and I can also gather data from their answers through Kahoot. Class discussions are another assessment tool that I have used to conduct formative assessments throughout this unit. Class discussions are an effective assessment tool as there is no pressure put on the students to do well, I just want them to offer what they know to the discussion. This can help me as a teacher figure out where they are and whether they understand the content. When students are completing group work, it can sometimes be hard to see whether they are understanding the content that they are completing, so by interacting with the students while they are working in groups, I am able to see and make a judgement about how the students are going with the content. I also have a summative assessment towards the end of the unit with both a practical component and a written component. This allows me to be able to mark on more outcomes and it also allows the students to be able to show me the skills that they have been learning in the kitchen.

This unit has been designed so that adjustments can be made for every activity to cater for all students. For the high achieving students all activities have an extension activity planned so that they can further build upon their knowledge. There have also been guidance sheets designed for the students who are at the lower end of the class or for the students that are stuck, these have been designed to give students pointers and ideas as to what they can do next for the activity.

There are also adjustments that have been made for Johnny and George. Johnny has access to a google doc which has the instructions for the activity that he is going to complete, this is designed so that he can read over the instructions if he felt like he missed some that the teacher gave. Group activities have also been adjusted for Johnny so that he works with a buddy. This makes group activities easier for Johnny as it is a lot easier for him to participate in a paired activity rather than a group activity. George has a few adjustments made for him as he is on life skills outcomes. His worksheets are the same as the class, however George doesn't always have to complete all of the questions given as they don't meet his outcomes. George also has an adjusted assessment to

ensure that he meets his outcomes. It is important to be able to make adjustments for students in the classroom as you are enabling them to be able to enter the class at their level of knowledge.

All resources that are used in the classroom are current and correct. Students will also be required to access the internet, google and YouTube throughout the unit. It is important that the class is actively supervised while the lessons are occurring to ensure that the students are being safe on the internet and are staying on task.

References

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