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| eElle Diakovasilis Unit Outline | Food Technology Stage 6: Contemporary Nutrition Issues |

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| Unit Background Information |  | Duration |
| In 2020-21, only 8.5% of children aged 2-17 years met both the fruit and vegetable recommendations (Australian Bureau of Statistics, 2020-21); Thus, emphasising the impact poor nutritional choices will have the individuals of modern society. Whilst external influences, such as economic, social, and environmental may be present, investigating, debating, and understanding the significant amount of contemporary nutritional issues present in society, will empower young individuals to make informed choices to minimise impact. |  | 10 weeks (3 x 1 hour lessons/ week)  2 theory + 1 practical /week |

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| Rationale |  |
| This unit of work ‘Contemporary Nutrition Issues’ been carefully constructed to ensure that all students despite their different learning abilities, cultural backgrounds and learning styles are all attended to when completing this course. Students will utilise their developed knowledge from the preliminary course to make an informed evaluation on the relationship between food and health, as well as develop food solutions to rectify these circumstances and aid in the development of better health. Students are invited to think critically in individuals’ tasks whilst also working collaborative in group settlings. Further, they are encouraged to investigate, listen, share, and understand personal health situations of all class members to aid in relating and comprehending the unit content. Throughout practical lessons, students will be given the opportunity to prepare, cook and present foods solutions relating to the topic focus of that week, as well as safely planning and presenting food solutions to investigated nutritional issues. Students will be provided with the opportunity to further develop their ICT, literacy, numeracy, and communication skills throughout the duration of this unit as each topic has been uniquely designed to deliver content in a variety of ways. Tasks have been modified to ensure that all students with additional learning needs are considered, as well as a provision of additional resources to assist in comprehending the content. For gifted and talented students, extension activities and classroom involvement has been considered to ensure that these students remain intellectually challenged throughout the ‘Contemporary Nutritional Issues’ unit and are best prepared for HSC. These considerations are to ensure that each student is provided with the opportunity to relate, connect, and excel within this unit. Further, content will be delivered in a direct way to encourage students to personally consider the impact that poor nutritional choices will have on their life and thus, develop a desire to make change and make better nutritional choices. |  |
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| Outcomes |  | Challenge & Modification for Specific Learners Summary |
| * **H2.1** evaluates the relationship between food, its production, consumption, promotion and health * **H3.2** independently investigates contemporary nutrition issues * **H5.1** develops, realises and evaluates solutions for a range of food situations. |  | **Rachel (Gifted & Talented)**   |  | | --- | | **During Practical Lessons**   * Specific learners will be paired up with students who are confident in the kitchen to support, encourage and teach them. Teacher is also to be readily available to assist |  * Give access to unit ‘Contemporary Nutrition Issues’ extension questions * Encourage to complete past HSC Questions which have been organised into different topics * Encourage student to assist other classmates in re-explaining a concept or completing work   **James (EAL/D) & Jennifer (Learning difficulty)**   * Provide a ‘Glossary of Key Terms’ for the unit * Always deliver content in multiple modes (i.e. verbal & visual) * Teacher is to communicate slow & clearly and be patient when asking student to respond * Teacher is to regularly link content to cultural or real-life situations to aid in relation of content * Regularly ask questions to monitor understanding and encourage thinking |

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| WEEKLY CONTENT ORGANISATION |  |  |

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| **WEEK** | **LEARNING OUTCOME** | **TOPIC FOCUS** |
| **1** | * H2.1 * H3.2 | **Diet And Health in Australia** |
| **2** | * H2.1 * H3.2 * H5.1 | **Health Of Aboriginal and Torres Strait Islander People (ATSI)** |
| **3** | * H2.1 | **The Shared Role Of Society In Promoting Good Health** |
| **4** | * H2.1 * H3.2 * H5.1 | **Modified & Functional Foods** |
| **5** | * H2.1 * H3.2 * H5.1 | **Active Non-Nutrients** |
| **6** | * H2.1 * H5.1 | **Vitamin & Mineral Supplements** |
| **7** | * H2.1 * H3.2 * H5.1 | **Nutritious Choices and Dietary Disorders** |
| **8** | * H2.1 * H3.2 * H5.1 | **Role Of Media In The Promotion Of Different Foods** |
| **9** |  | **Unit Recap** |
| **10** |  | **Unit Recap, HSC Questions & Past Papers** |

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| Teacher Resources Student Resources |
| |  |  | | --- | --- | | * White board & White board Markers * <https://www.canva.com/en_au/> * Printed textbook Booklet Questions * Topic Presentations * [**https://kahoot.com/**](https://kahoot.com/) | * BYOD devices * Student Workbooks & Pen   PPE Equipment   * School apron * Tea towel * Fully enclosed leather shoes * Hair tie for those who need it | |

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| Assessment overview |
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| Syllabus Content |  | Teaching, Learning and Assessment |  | Resources |
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| |  |  | | --- | --- | | **STUDENTS LEARN ABOUT**   * Physical effects and economic costs of malnutrition (under and over nutrition) and diet related disorders * Health and the role of diet in the development of conditions, including obesity, diabetes, cardiovascular disease, food sensitivity/intolerance/allergies | **STUDENTS LEARN TO**   * Explain the consequences of malnutrition | |  |  |  | | --- | | **ADJUSTMENTS FOR STUDENT DIVERSITY:**  **James (EAL/D) & Jennifer (Learning difficulty):**   * Provide with glossary of key terms with definitions for unit * Students will be encouraged but not forced to share answer with the class * Teacher will further assist students in understanding and navigating research task * Scaffold for research task 2 will be provided   **Rachel (Gifted & Talented):**   * Encourage student to share prior knowledge and understanding in discussion * Encourage student to find 5 facts for research tasks * Encourage student to assist other students who are struggling once student has completed own work | |  | Week 1: DIET AND HEALTH IN AUSTRALIA **Summary**  Students will be introduced to new topic & discuss syllabus dot points they will be analysing. Students will explore both the physical effects and economic cost of malnutrition. They will investigate diet related diseases associated with malnutrition. Students will test their prior knowledge, work individually, work as a team, as well as use technology to research allocated disorders  **Teaching and Learning activities:** \*Students are to record notes, discussions, and brainstorm activities in their working booklet\*  OWN DEFINITION  Students are to write their own definition for the following: ‘Good Health’ & ‘Malnutrition’. Teacher will discuss findings with class  BRAINSTORM- PRIOR KNOWLEDGE  ‘Physical Effects’ & ‘Economic Cost’ will be written on the white board. Students are to work as a class to develop an extensive list of what is associated with both factors in relation to malnutrition.  RESEARCH TASK  Students will work independently to find 3 interesting facts from 2020-21 ABS ‘Dietary Behaviour for Children & Adults’. Students are to Identify if those habits will lead to ‘over’ or ‘under’ nutrition: <https://www.abs.gov.au/statistics/health/health-conditions-and-risks/dietary-behaviour/latest-release>  **\*DISCUSS INFLUENCE OF SOCIAL MEDIA ON GIRLS 🡪 development of anorexia & ask if students are aware\***  DIET RELATED DISORDER RESEARCH TASK  Each student will be allocated a diet related disorder and are required to conduct research on the disorder. They are to determine whether it falls under ‘over’ or ‘under’ nutrition, what CAUSES the disorder, INCIDENCE in Australia, GROUPS MOST AT RISK in Australia, PHYSICAL EFFECTS to individuals, and how to ASSESS the disorder in others. Once each student has gathered required information, the class is to unite and share their findings with the class. Students are to record findings for each disorder in their notes. The disorders to investigate are:   |  |  |  |  | | --- | --- | --- | --- | | * Anorexia * Bulimia * Inadequate Fe | * Inadequate ca & fibre * Cardiovascular disease * Dental caries | * Type 2 diabetes * Obesity * Hypertension |  | |  | * BYOD devices * White board & White board Markers * Student Workbooks & Pen * <https://www.abs.gov.au/statistics/health/health-conditions-and-risks/dietary-behaviour/latest-release> |
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| |  |  | | --- | --- | | **STUDENTS LEARN ABOUT**   * Nutritional considerations for specific groups | **STUDENTS LEARN TO**   * Independently investigate and report on the health of a group in Australia and develop a strategy to promote optimum health through good nutrition for this group |  |  | | --- | | **ADJUSTMENTS FOR STUDENT DIVERSITY:**  **\*during practical: bays will consist of differing abilities\***  **James (EAL/D) & Jennifer (Learning difficulty):**   * Aid student response for weekly recap or allow to write answer in their booklet if they prefer * Teacher will guide students to the website and directly show students where to put information * Pair students up to help each other & share ideas   **Rachel (Gifted & Talented):**   * Encourage student to share prior knowledge and understanding in discussion * Encourage student to find 5 facts for research tasks * Encourage student to assist other students who are struggling once student has completed own work * EXTENSION: Students can select another specific group to generate infographic, once completed ATSI | |  | Week 2: HEALTH OF ABORIGINAL AND TORRES STRAIT ISLANDER PEOPLE (ATSI) **Summary**  Students will explore the health of Australia’s ATSI population. They will consider the life expectancy of both ATSI men & women, leading cause of death within ATSI population, as well as incidence cause of key Diet Related Disorders (CVD & Type 2 Diabetes). Students will explore and develop a strategy to enhance and promote good nutrition for ATSI communities and Individuals.  **Teaching and Learning activities:** \*Students are to record notes, discussions, and brainstorm activities in their working booklet\*  PREVIOUS WEEK RECAP  Teacher is to ask class what 3 physical effects & 3 economic costs of malnutrition are  CALCULATE DAILY NUTRITIONAL REQUIREMENTS  Students are to work independently to determine how much of each nutrient they require each day based off their gender and age to maintain good health and wellbeing.; using <https://www.eatforhealth.gov.au/eat-health-calculators>  CREATIVE TASK  Students are to work independently to generate an infographic on the health of Aboriginal and Torres Strait Islander People. Using CANVA, students are to explore the following areas:   * General Info: what % live in Rural and Remote areas & what % represent AUS population * Life expectancy of ATSI population: men & women * Leading cause of death * Prevalence of obesity in ATSI adults and its influence on the health of ATSI children * Cause of higher rates of CVD and type 2 Diabetes rates in ATSI population * 1 strategy to promote good nutrition and optimum health for ATSI communities and individuals   **\*Students are to upload their completed infographic to google classroom for teacher to provide feedback\***  *\*Student practical: Brown rice and Vegetable bowl (affordable & suitable for Diabetes) \** |  | * BYOD devices * White board & White board Markers * Student Workbooks & Pen * <https://www.canva.com/en_au/> * <https://www.eatforhealth.gov.au/eat-health-calculators>   **Student Practical Recipe**  <https://www.veggieinspired.com/roasted-veggie-brown-rice-bowl/#recipe>  (USE FROZEN VEGGIES)  PPE Equipment   * School apron * Tea towel * Fully enclosed leather shoes * Hair tie for those who need it |
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| |  |  | | --- | --- | | **STUDENTS LEARN ABOUT**   * The role of the individual, community groups, the food industry, government organisation and private agencies in promoting health | **STUDENTS LEARN TO**   * Plan diets and prepare foods/meals to address dietary requirements of specific groups | |  |  |  |  | | --- | | **ADJUSTMENTS FOR STUDENT DIVERSITY:**  **\*during practical: bays will consist of differing abilities\***  **James (EAL/D) & Jennifer (Learning difficulty):**   * Aid student response for weekly recap or allow to write answer in their booklet if they prefer * Information from the presentation will be presented in writing, include images and will be spoken aloud by teacher * Scaffold for meal plan & assignment will be provided   **Rachel (Gifted & Talented):**   * Encourage student to share prior knowledge and understanding in discussion * EXTENSION: Students can select another specific group to generate a meal plan for, preferably the additional group they generated infographic for | |  | Week 3: THE SHARED ROLE OF SOCIETY IN PROMOTING GOOD HEALTH **Summary**  Students will explore the role of Individuals, community groups, the food industry, government organisations and private agencies in promoting good health in Australia. They will also develop a daily meal plan for a specific group of their choosing and physically prepare on their selected meals in the following practical lesson  **Teaching and Learning activities:** \*Students are to record notes, discussions, and brainstorm activities in their working booklet\*  PREVIOUS WEEK RECAP  Teacher is to ask class what the 3 leading causes of death are in ATSI population & 1 strategies to promote good health in communities  READ, DISCUSS and WRITE  Teacher will present students with a presentation which discusses the role of Individuals, community groups, the food industry, government organisations and private agencies. For each section, students will read aloud the information, discuss new findings, suggest examples of these groups (e.g different community groups; National Heart Foundation) and take notes in their work booklets. \*when presenting government organisations- open the following links for government strategy examples\*   * Healthy Eating Pyramid: <https://nutritionaustralia.org/fact-sheets/healthy-eating-pyramid/> * Australian Dietary Guidelines: <https://www.eatforhealth.gov.au/sites/default/files/2022-09/n55a_australian_dietary_guidelines_summary_131014_1.pdf> * NSW Healthy School Canteen and analyse food & drink criteria: <https://healthy-kids.com.au/school-canteens/canteen-guidelines/nsw-healthy-school-canteen-strategy/>   MEAL DESIGN  Students are to work in pairs and plan an ideal ‘What I eat in a day’ meal plan for a specific group of their choosing which addresses their nutritious needs (e.g., ATSI: highly nutritious yet affordable). Breakfast, lunch, dinner, and snacks are to be considered. The pair will select 1 meal out of their daily plan to cook and prepare in the next practical lesson  DISCUSS & EXPLAIN ASSIGNMENT REQUIREMENTS  *\*Student practical: Selected meal from students planned diet) \** |  | * BYOD devices * White board & White board Markers * Student Workbooks & Pen * Presentation   PPE Equipment   * School apron * Tea towel * Fully enclosed leather shoes * Hair tie for those who need it |
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| |  |  | | --- | --- | | **STUDENTS LEARN ABOUT**   * The production/ manufacture of nutritionally modified foods to meet consumer demand including a range of functional foods such as fortified foods | **STUDENTS LEARN TO**   * Discuss the relationship between nutritionally modified foods and health |  |  | | --- | | **ADJUSTMENTS FOR STUDENT DIVERSITY:**  **\*during practical: bays will consist of differing abilities\***  **James (EAL/D) & Jennifer (Learning difficulty):**   * Aid student response for weekly recap or allow to write answer in their booklet if they prefer * Teacher will write instructions on board as well as speak * Teacher will walk around room and offer assistance * Student will be encouraged but does not have to read aloud   **Rachel (Gifted & Talented):**   * Encourage student to share prior knowledge and understanding in discussion * EXTENSION: Student will be provided with past HSC questions which relate to ‘modified foods’ | |  | Week 4: MODIFIED & FUNCTIONAL FOODS **Summary**  Students will look at why and how food manufactures modify foods to meet consumer demands as well as its health benefits. They will work as a class to brainstorm different modifications that are made and the laws around modifying food. Students will also gain an understanding on the role of functional foods for healthy bodily function, the different types, and their food sources.  **Teaching and Learning activities:** \*Students are to record notes, discussions, and brainstorm activities in their working booklet\*  PREVIOUS WEEK RECAP  Teacher will ask each student to provide 1 example of a community group, government organisation or private agency and outline what they do (e.g Australian Guide to healthy Eating- run health campaigns)  BRAINSTORM & DISCUSSION  Define what ‘modified foods’ and identify why manufactures would want to modify foods (e.g decrease saturated fat content to meet consumer health concerns). Get students to brainstorm independently in their workbooks for 5 minutes then get everyone to discuss and brainstorm together.  FILL IN THE BLANKS  Students are to fill in the blanks from a printed chapter in the textbook on ‘Fortified foods. Students are to fill in the blanks and highlight key areas such as, definition, the reason manufactures fortify food and its link to consumer demand, examples (e.g Vitamin B added in Beer), as well as Law regulation for voluntary and mandatory fortification. Once completed, go through answers as a class. Students are to submit completed work for teacher to provide feedback  READ & HIGHLIGHT   |  |  | | --- | --- | | * Antioxidants * Dietary Fibre * Omega-3 Fatty Acid | * Probiotics * Phyto-Oestrogen | |  |  |   Each student is to read aloud the printed chapter from the textbook on Functional Foods. As a class read aloud the content & encourage students to highlight along the way. Definition, benefits, different types of functional foods and their roles for bodily function are to be focused upon. Active non- nutrients to be focused on:  *\*Student practical: taste experiment of a variety of fortified foods to observe changes (e.g milk with vit D)\** |  | * BYOD devices * White board & White board Markers * Student Workbooks & Pen * Printed textbook booklet with fill in the blank’s worksheet   PPE Equipment   * School apron * Tea towel * Fully enclosed leather shoes * Hair tie for those who need it |
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| |  |  | | --- | --- | | **STUDENTS LEARN ABOUT**   * The role of ‘active non-nutrients’ in the diet, e.g., phytochemicals, probiotics, and fibre | **STUDENTS LEARN TO**   * Discuss the role of ‘active non-nutrients’ in the diet |  |  | | --- | | **ADJUSTMENTS FOR STUDENT DIVERSITY:**  **\*during practical: bays will consist of differing abilities\***  **James (EAL/D) & Jennifer (Learning difficulty):**   * Aid student response for weekly recap or allow to write answer in their booklet if they prefer * Teacher will write instructions on board as well as speak * Teacher will walk around room and offer assistance * Student will be given additional time to complete quiz if needed   **Rachel (Gifted & Talented):**   * Encourage student to share prior knowledge and understanding in discussion * Student will be encouraged to assist students who are struggling with card game * EXTENSION: Student will be provided with past HSC questions which relate to ‘active non nutrients’ | |  | Week 5: ACTIVE NON-NUTRIENTS **Summary**  Students will explore how active non- nutrients may not be essential but how they enhance bodily functioning and aid in good health. Students will work both individually and as a team to deepen their understanding of the role they play in everyday diets with their food source.  **Teaching and Learning activities:** \*Students are to record notes, discussions, and brainstorm activities in their working booklet\*  PREVIOUS WEEK RECAP  Each student is to define what modified foods and identify 1 modification that can be made (e.g reduce salt)  RE-TOUCH WITH CONTENT & DISCUSSION  Students are to get out the work completed from the previous weeks ‘read and highlight activity’ in which the class should discuss on the role of active non-nutrients from the functional food section. This is to re-spark their memory, emphasise a focus on the role of non-active nutrients, as well as clarify difficult concepts.  MIX & MATCH CARDS  Each student will be given a set of cards which contains 5 active non- nutrients with their NATURAL FOOD SOURCE, a food which it is normally an ADDITIVE IN as well as the HEALTH BENEFIT that the active non-nutrient provides. Students are to work individually to match the active non-nutrient to all its related foods & benefits. If students are struggling to match the cards up correctly, encourage students to help one another & work as a team  WORK ON ASSIGNMENT IN CLASS  Students will be given any additional time to complete assignment in class.  MID-TERM QUIZ  Students are to complete a mid-term quiz based on what they have learnt so far. Students are to submit completed paper to teacher for feedback and guidance on areas which require improvement.  *\*Student practical: Blueberry & yoghurt cake (Antioxidants and probiotics as active-non nutrient) \** |  | * BYOD devices * Student Workbooks & Pen * Mix & match card set   **Student Practical Recipe**  <https://www.taste.com.au/recipes/blueberry-yoghurt-cake/b975d5ef-9db3-402e-89be-5801502a2f35>  PPE Equipment   * School apron * Tea towel * Fully enclosed leather shoes * Hair tie for those who need it |
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| |  |  | | --- | --- | | **STUDENTS LEARN ABOUT**   * The role of supplements in the diet | **STUDENTS LEARN TO**   * Debate the role of dietary supplements in a balanced diet |  |  | | --- | | **ADJUSTMENTS FOR STUDENT DIVERSITY:**  **\*during practical: bays will consist of differing abilities\***  **James (EAL/D) & Jennifer (Learning difficulty):**   * Aid student response for weekly recap or allow to write answer in their booklet if they prefer * Teacher will write instructions on board as well as speak * Teacher will put subtitles on during video * Students will be encouraged and supported but not forced during debate   **Rachel (Gifted & Talented):**   * Encourage student to share prior knowledge and understanding in discussion | |  | Week 6: VITAMIN & MINERAL SUPPLEMENTS **Summary**  Vitamin and mineral supplements are increasingly being consumed by society. Students will explore their role in diets, understand the risks associating with consuming too high levels of minerals and vitamins, as well as explore why certain groups in society use supplements. Students will be able to determine ways to substitute the use of supplements with a nutritious meal  **Teaching and Learning activities:** \*Students are to record notes, discussions, and brainstorm activities in their working booklet\*  PREVIOUS WEEK RECAP  Each student is to identify 1 active non-nutrient & its natural food source  READ, DISCUSS and WRITE  Students will read the information on vitamin supplements and mineral supplements presented on the slideshow. Students will read about the role of supplements, the effect of having an excessive intake of specific vitamins (fat soluble vitamins = toxic), the advantages and disadvantages of supplement intake, as well as different types of people who take or need to take specific supplements (e.g teenage girls & women or athletes taking iron supplement). Students are to record safe intake of different vitamins.  WATCH VIDEO: <https://youtu.be/wFTe-5oViaI> ( 2 min)  Video discuses where supplementation is beneficial and required (Crohn’s disease)  SUPPLEMENT DEBATE  The class is to be divided into 2 teams (Pro-use of supplements vs Anti-use of supplements). Students are to conduct a debate on the use of supplements. Students are to consider the effect of health, cost and accessibility of supplements. The two teams are to work towards in convincing the teacher whether supplements should or shouldn’t be taken  *\*Student practical: Beef Stir-fry (iron rich meal to substitute for iron supplement) \** |  | * BYOD devices * White board & White board Markers * Student Workbooks & Pen * Presentation * <https://youtu.be/wFTe-5oViaI>   **Student Practical Recipe**  <https://www.recipetineats.com/easy-classic-chinese-beef-stir-fry/>  (replace peanut oil with olive)  PPE Equipment   * School apron * Tea towel * Fully enclosed leather shoes * Hair tie for those who need it |
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| |  |  | | --- | --- | | **STUDENTS LEARN ABOUT**   * Health and the role of diet in the development of conditions, including obesity, diabetes, cardiovascular disease, food sensitivity/intolerance/allergies | **STUDENTS LEARN TO**   * Describe the relationship   between nutrient intake  and dietary disorders | | * Lifestyle and the effect of cultural and social practices on nutritional status |  |  | | --- | | **ADJUSTMENTS FOR STUDENT DIVERSITY:**  **\*during practical: bays will consist of differing abilities\***  **James (EAL/D) & Jennifer (Learning difficulty):**   * Aid student response for weekly recap or allow to write answer in their booklet if they prefer * Teacher will write instructions on board as well as speak * Teacher will walk around room and offer assistance * Student can pair up during research activity * Template will be provided for completing table activity   **Rachel (Gifted & Talented):**   * Encourage student to share prior knowledge and understanding in discussion * EXTENSION: Student will be provided with past HSC questions which relate to ‘food sensitivity/ intolerance’ | |  | Week 7: NUTRITIOUS CHOICES AND DIETARY DISORDERS **Summary**  Students will explore health and the role of diet in relation to the develop of food sensitivities, intolerances, and allergies. Students are encouraged to work individually as well as in pairs to describe the relationship between nutrient intake and dietary disorders.  **Teaching and Learning activities:** \*Students are to record notes, discussions, and brainstorm activities in their working booklet\*  DEFINE & DISCUSS  Students are to write a definition in their own words for ‘Food allergy’ and ‘Food intolerance’. Class will discuss different answers and teacher will provide a clear definition for both for student to either write or amend their own. Ask students if they have or know anyone with intolerances/allergy  READ AND RECORD  Students are to read Food Standards Code and labelling requirements from Food Technology Stage 6 textbook in which students are to read, write answers and provide examples (e.g. may contain traces of egg)  COMPLETE THE TABLE- FOOD SENSITIVITES: FOOD ALLERGIES AND INTOLERANCES  In pairs, students are to work together to complete the table template they are provided with- content to fill it out is from the food sensitivities topic in the textbook. The table explores:   * different types of allergies/intolerance (with a focus on Celiac Disease) * Why/ How we get allergies/intolerances * testing methods * symptoms * Methods to determine a food allergies/intolerance   BRAINSTORM  Explore’ what influences us to eat certain foods’ as a class (e.g disposable income or historical influences)  QUICK RESEARCH & SHARE  Allocate 10 minutes for students to research different food beliefs taboos or taboos from around the world (e.g. avoidance of pork amongst jews). Encourage students to share findings with the class to record in their books.  TEACHER GUIDED DISCUSSION  Teacher will discuss the influence of social practices such as ‘different foods which apply to certain gathers’ (e.g. party pies & sausage roll at children’s party) and ‘societal trends’ (e.g. adoption of Mediterranean diet as it heightens fish and vegetable consumption)  *\*Student practical: Gluten free chicken boscaiola (celiac disease)\** |  | **Student Practical Recipe**  <https://www.afamilyfeast.com/chicken-alla-boscaiola/>  (use gluten-free pasta)  PPE Equipment   * School apron * Tea towel * Fully enclosed leather shoes * Hair tie for those who need it |
| |  |  |  | | --- | --- | --- | | **STUDENTS LEARN ABOUT**   * Media and ethical issues related to advertising practices on food consumption such as the promotion of ‘health’ foods and ‘fast’ foods | **STUDENTS LEARN TO**   * Discuss ethical issues   related to the  responsible advertising  of food products | | |  | |  |  | | --- | | **ADJUSTMENTS FOR STUDENT DIVERSITY:**  **\*during practical: bays will consist of differing abilities\***  **James (EAL/D) & Jennifer (Learning difficulty):**   * Aid student response during discussions * Teacher will write instructions on board as well as speak * Teacher will walk around room and offer assistance * Subtitles will be on during Ad video * Images of different ads will be provided for visual learners   **Rachel (Gifted & Talented):**   * Encourage student to share prior knowledge and understanding in discussion * EXTENSION: student can work on assignment or completed past HSC questions | |  | |  | | --- | | Week 8: ROLE OF MEDIA IN THE PROMOTION OF DIFFERENT FOODS **Summary**  **Teaching and Learning activities:** \*Students are to record notes, discussions, and brainstorm activities in their  working booklet\*  COMPLETE ANY UNFINISHED WORK or CONTENT FROM PREVIOUS WEEK  READ PRESENTATION, RECORD, DISCUSS  Teacher is to present students with the slideshow presentation for ‘Media and ethical issues’ for students to read.  Students to take notes from each slide for the following subheadings:   * What the media is used for in the food industry * Junk-food advertising * Advertising Standards Board (ABS) * Junk- food companies New Tactics * Responsibility of Advertises * Promotion of Health Foods * Promotion of Junk- Foods   DISCUSSION  Discuss as a class certain tactics which are used to persuade parents for poor food choices ‘high in calcium’ ads for  ice-cream and ask students to share where they have seen certain advertisements that use this method. Ask students  if they consider this to be ethical and support their answer with ‘why’ or ‘why not’  WATCH AD: GET SOME PORK ON YOUR FORK (https://www.youtube.com/watch?v=dj3U5GwFqLg)  *\*Student practical: Pork San Choy Bow (pork ad campaign)* |  ASSIGNMENT DUE @ end of week |  | **Student Practical Recipe**  [**https://www.recipetineats.com/san-choy-bow-chinese-lettuce-wraps/**](https://www.recipetineats.com/san-choy-bow-chinese-lettuce-wraps/)  PPE Equipment   * School apron * Tea towel * Fully enclosed leather shoes * Hair tie for those who need it |
| |  |  | | --- | --- | | **STUDENTS LEARN ABOUT** | **STUDENTS LEARN TO** | |  | |  | |  | | --- | | Week 9: UNIT RECAP **Summary**  Students will be given time to work independently to finish uncompleted tasks. The teacher will also assist students in  further explaining concepts that they are struggling with. Students who have completed all tasks, will work  through past HSC questions individually to gain confidence in writing responses.  **Teaching and Learning activities:** \*Students are to record notes, discussions, and brainstorm activities in their working  booklet\*  END OF TOPIC KAHOOT  Teacher will test student comprehension of completed topic through class Kahoot.  CONTEMPORARY NUTRITION ISSUES HSC QUESTIONS  Teacher will compile all past HSC questions relating to ‘Contemporary nutrition issues’ unit for students to work through  and complete. This is to assess student comprehension, practice writing skills and provide teacher with an idea of areas  which need to be re-explained Week 10: UNIT RECAP **Summary**  Students will be given time to work independently to finish uncompleted tasks. The teacher will also assist students in  further explaining concepts that they are struggling with. Students who have completed all tasks, will work through past  HSC questions individually to gain confidence in writing responses.  **Teaching and Learning activities:** \*Students are to record notes, discussions, and brainstorm activities in their working  booklet\*  TRICKY LONG RESPONSE  As a class, students will select 1 past HSC long response questions, which they consider to be most difficult. The  teacher will write the question on the SMART Board and as a class, the students will work together in picking apart the  question, discussing what the question is asking for and as a class, writing an ideal response. Teacher will put  emphasis of importance of stating, explaining and then supporting with examples. | |  | * [**https://kahoot.com/**](https://kahoot.com/) |

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| Unit Evaluation |

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| |  |  | | --- | --- | | **TEACHER EVALUATION**  RATE THE FOLLOWING AREAS OF THIS UNIT WITH A SCALE OF SATISFACTION  \*tick the most suitable box\* | **TEACHER REFLECITON**  FOLLOWING THE COMPLETION OF THIS UNIT, REFLECT ON THE FLOW AND SUCCESS OF THE UNIT AND SUGGEST WAYS IN WHICH THIS UNIT COULD BE IMPROVED TO EHNANCE THE QUALITY OF TEACHING AND LEARNING | | |  |  |  |  | | --- | --- | --- | --- | | **UNIT AREAS** | **NOT SATISFIED** | **NEUTRAL** | **SATISFIED** | | TIME ALLOCATION FOR EACH TOPIC |  |  |  | | DELIVERY OF CONTENT |  |  |  | | VARIETY OF RESOURCES |  |  |  | | INCORPORATION OF DIFFERENT TEACHING STRATEGIES |  |  |  | | INTEGRATION OF ICTS |  |  |  | | STUDENT COMPREHENSION OF TASKS |  |  |  | |  | |

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| **COMMENCEMENT DATE:** | **COMPLETION DATE:** |
| **TEACHER SIGNATURE:** | **HEAD TEACHER SIGNATURE:** |

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**EXPLANATION**

1

This unit of work has been carefully constructed to respond to the requirements of the NSW Food Technology Stage 6 Syllabus. With a focus on the HSC course, students diverse learning needs will be considered and attended throughout the ‘Contemporary Nutrition Issues’ unit, with student comprehension being displayed throughout a broad range of diagnostic and formative assessments. This is exemplified through the numerous pre-knowledge brainstorms conducted at the start of each new topic for the teacher to gather an understanding of what students already know and compare it to what they need to know so that the teacher can place the required stepping stones for students to achieve. The planning of class topics and activities has been purposefully implemented to aid students in completing their formative assessment by understanding the requirements of a similar task as seen in weeks 2 and 3. Students will then utilise the same scaffold for their formative task. The topics throughout this unit have been strategically spaced out to ensure that each syllabus dot point is adequately attended to for each outcome to be achieved. A diverse range of activities such as, brainstorms, debates, research tasks and quizzes has been implemented in each week to aid in delivery of content and to promote effective learning. Thus, demonstrating a diverse yet well-structured coarse.

2 & 3

Whilst the organisation and sequencing of teaching the ‘Contemporary Nutritional Issues’ unit was influences by the Curriculum framework, the delivery and construction of activities and selected resources was influenced by a contemporary and Australian context perspective. This can be appreciated through students investigating the prevalence of health conditions within the Australian population, as well as the influence of local food campaigns from TV and social media. Thus, emphasising that with contemporary nutrition being the underpinning importance of this unit, students can directly relate and consider their personal and surrounding habits in relation to food health and patterns. The health of young Australians is of immense concern for the development of diet related diseases in the future. As students explore the static from The Australian Bureau of Statistics and observe eating patterns of student their age in Australia, they will be able to recognise the issue with contemporary nutrition, research the implications of these poor habits and be able to explore and develop their own approaches to minimise impact and make a change.

4

As differentiated learners are recognised and valued within this unit, a broad range of activities have been incorporated to ensure that each students diverse learning styles are recognised to ensure that each student has the potential to excel within this unit. This is emphasised with Read & Write activities for wrote learners, presentations with pictures and videos for audio and visual learners. Each week contains cognitive and physical adjustments for specific activities to ensure constant modifications are made to allow all students to be catered for. Resources that are utilised are free and planned incursion has no cost to ensure that all students, regardless of their socio-economic status, are catered for. Cultural & religious diversity is considered and appreciated within this unit as students can gain a greater understanding of religious taboos and cultural celebrations from their peers as they study ‘effect of cultural and social practices on nutritional status’ in week 7.

5

Throughout the construction of this unit of work, the importance of both literacy and numeracy was acknowledged and valued, thus implementing a broad range of strategies to ensure all diverse learners are supported. Literacy strategies are exemplified through the provision of a glossary of key terms for specific learners which allows the students to have further guidance and assistance when understanding key concepts, which they can regularly refer to throughout the course. Instructions are often spoken and written on the board as a second form of communication to ensure concepts are well introduced and understood. Scaffolds for assessment tasks as well scaffolds during class activities provides a framework for students plan their work and deliver their knowledge. When discovering new concepts, students are encouraged to brainstorm prior knowledge on the board, write ideas in their books as they develop new knowledge, followed by reading about new topics and then applying new knowledge in related activities. This process enables topics to be adequate introduced, knowledge to be developed and scaffold to be provided. Numeracy has been incorporated throughout practical lessons where students are encouraged to measure and weigh their required quantities of ingredients. Guidance of both measuring and weighing be provided by the teacher during their demonstration of each practical. Throughout theorical lessons, numerical values are also explored throughout nutritional requirements of each stage group, in which values will be explained and demonstrated, through the link of examples

6

All learning activities have been influenced by the learning outcomes to ensure that each student is provided with the knowledge, skills and ability to achieve. Each week has been organised and sequenced to achieve every syllabus dot points for ‘Contemporary Nutrition Issue’ to ensure that by the end of the unit, each dot point has been thoroughly investigated and explored; thus allowing for each outcome to be achieved. The adjustments made each week is to cater for all diverse learners and to maintain that challenge yet to still be achievable by each student. The teacher will understand student comprehension by listening to their answers during class discussions, reading student responses from wrote activities, as well as reading submitted tasks and comparing their answers to the pre-knowledge brainstorm to serve as indicators of learning. Student engagement is another key indicator of learning as the teacher observes and interacts with the class. Further Students are to complete mid- term quiz as a formative approach to measure student comprehension.

7

Student comprehension and achievement is of significant value and importance. Thus, multiple measures have been put in place to ensure that the teacher can monitor learning through assessment and teaching tasks. Pre assessments are conducted most weeks through brainstorm activities at the beginning of a new topic. This allows for students to activate their prior knowledge and verbally share with the teacher and class what they already know. Performance based assessment is displayed throughout practical lessons in which the teacher can observe student ability and progression as they demonstrate their knowledge and skills. A mid-term quiz is to be conducted in week 5 for the teacher to gain greater understanding of student comprehension and identify areas which need improvement. These approaches will allowed the teacher to receive learning feedback to alter activities or learning resources to best prepare students for their summative assessment task.

8

Many strategies have been implemented to encourage and support higher order thinking within the classroom. Class discussions are planned regularly throughout the unit allow proactive questions to be asked and engage learners to think more critically and expand on their knowledge. As students investigate nutritional issues, they are encouraged to think creatively develop solutions and strategies to minimise impact. Students are often working collaboratively and paired up with students of different abilities to enhance oral communication skills and engage individuals. All of these activities have been influenced by the framework of Blooms Taxonomy to determine what and how the students will learn in order to achieve the desired outcome. Particularly for assessment, the mid-term quiz will allow the teacher to understand students’ strengths and weaknesses to readjust the course in accordance to the results. Further, brainstorming and discussions for new topics are implemented to explain and understand key concepts, which students can then apply their developed knowledge in answering questions. Students can then compare the information about nutritional issues in Australia to issues which they personally aware of, followed by justifying and evaluating their strategy improve contemporary nutritional issues. This framework encourages and allows for higher order thinking in the classroom.

9

Safe and ethical use of ICT is integrated regularly throughout this unit as students are encouraged to use contemporary and accessible learning resources (e.g CANVA), as well as the internet to aid in researching the latest statistics. The incorporation of ICT is valued within this unit to encourage students to further develop and enhance their skills, as well as be creative in their presentation of content (i.e. Infographic). Its transforming ability to connect learners with the content is exacerbated using the SMART board to brainstorm prior knowledge, use of BYOD technology to generate creative tasks and personalise their work; further the teacher utilising PowerPoint presentations to deliver content. Utilising another accessibly ICT resources such as Kahoot, has also been incorporated in this unit as a interactive and engaging way to assess student comprehension. Students will be provided with the opportunity to have an Incursion to the school canteen as they can apply their knowledge of government strategies through the assessment of the health of the school canteen. This will encourage students to directly relate as they assess their own surroundings be immersed in real world examples.

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