

Unit Cover Page

School: Trinity Catholic College	Year Level: Stage 5 - Year 9
Course: Food Technology Elective	Teaching Period: Term 3, Week 2-5
Subject Area: Food For Special Occasions	Unit Length: 8 weeks (total)
Unit Overview <p>Food plays an important role in a wide variety of special occasions. Students will explore a range of cultural, social, religious, historical and family occasions and the contribution of food to these occasions. Through a combination of theory lessons and practical experiences, students will enhance their skills in planning, preparing and presenting foods for various occasions through demonstrating their knowledge of safe, appropriate food handling and presentation skills.</p>	
Rationale <p>The study of Food Technology allows students to gain an understanding of food properties, processing, preparation, nutrition and consumption patterns. Students are able to explore the value of a variety of foods and its significance in different aspects of life. It emphasises the importance of safe and hygienic work practices as well as legislation in food production. Students are given the chance to develop their practical skills through preparing and presenting food, allowing them to select appropriate ingredients, methods and equipment. Through the study of this syllabus, students develop and strengthen their ability to design, produce and evaluate solutions to food related situations.</p>	
Learning Outcomes: <ul style="list-style-type: none">- 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	

Prior learning experience:

Students have prior established knowledge with regard to nutrition and nutritional requirements for specific groups (age, culture, lifestyle, health status etc.) through their study in the previous unit 'Food for Special Needs'. This knowledge will be useful for students throughout this unit when they are required to plan and prepare food for specific occasions. All students completed their WHS modules on Ongaard at the beginning of Term 1, demonstrating their knowledge on how to safely use kitchen equipment and utensils as well as the safe storage, handling and preparation of food to ensure food is safe for consumption. Students have also completed a number of practical lessons in the kitchen over the year and have become familiar with the location of equipment.

Assessment tasks:

The assessments within this unit have been designed to assess both the students' theoretical knowledge of the contribution of food to special occasions as well as their practical ability to plan, prepare and present a food solution for a specific occasion.

Formative assessment:

- check students' understanding at the end of each lesson - review content
- monitoring students' progress in their portfolio for their assessment

Outcomes: FT5-1, FT5-2, FT5-5, FT5-7, FT5-8, FT5-9, FT5-10, FT5-13

Summative assessment:

- final food design and portfolio: website of event planned by student (total weighting 30% - practical = 10%, folio = 20%)

outcomes: FT5-1, FT5-2, FT5-5, FT5-8, FT5-9, FT5-10, FT5-11, FT5-12, FT5-13

Resources

- ICT → Google slides, google classroom, Pinterest
- teacher laptop and projector
- student laptops
- recipe booklets
- student workbooks
- whiteboard/markers
- recipe ingredients

Diverse and Inclusive Teaching and Learning Requirements

This unit is quite flexible in its ability to be taught in a variety of ways, allowing all students of all abilities to learn in a way that suits them best. Students receive printed worksheets/booklets as well as use ICT resources throughout the unit to help develop their knowledge in addition to practical lessons. There is an SLSO in most if not all lessons for this class to assist Peter. The 8 Ways framework is utilised to assist Maddie with her learning and can also be used within the entire class.


Work Health and Safety Considerations


- ensure students are wearing enclosed leather shoes at all times
- students to tie their hair back and wear a hair net when cooking
- students remove any rings and loose bracelets when cooking


Weekly Content Organisation


Week	Learning Outcomes	Topic Focus & Brief Description
2	FT5-7 FT5-8 FT5-9	Introduction to food for special occasions: <ul style="list-style-type: none"> - Significance of food throughout history - Explore reasons for celebrating with food - social, religious, historical
3	FT5-1 FT5-2 FT5-5 FT5-11 FT5-12	Food around the world: <ul style="list-style-type: none"> - investigate and explore the significance of food in various cultures - Theory and practical lesson - explanation of assessment task provided to students and show a past students' example
4	FT5-1 FT5-2 FT5-5 FT5-8 FT5-11 FT5-12	Styling and decorating techniques: <ul style="list-style-type: none"> - Students will have an incursion where a baker/cake decorator will come and demonstrate a range of techniques that students can use when planning and preparing their cake for their assignment - Another prac lesson decorating Halloween cupcakes
5	FT5-1 FT5-2 FT5-5 FT5-6 FT5-8 FT5-11 FT5-12	<ul style="list-style-type: none"> - Practical lesson decorating Christmas cookies - Assessment lesson

Weekly Breakdown


1				
	<p>Students learn about:</p> <p>Lesson 1: The significance of food throughout history</p>	<p>Students learn to:</p> <p>Understand the role of food and its significance in the world throughout history</p> 	<p>Integrated Teaching and Learning Activities</p> <p>Remember: Teacher stands at the front of the room at the whiteboard and draws a brainstorm. Teacher to ask students for any ideas/thoughts they have on the significance of food throughout history and write them down. Students to draw the brainstorm into their books as the class discusses.</p> <p>Understand: Teacher presents a visual slideshow of the significance of food throughout history and students are writing down notes whilst the teacher is reading out the slides.</p> <p>Analyse: Students will receive a printed handout of a case study from the Food in Focus Stage 5 textbook 'Bread all over the world'. Students will take turns reading out each period on the timeline. Students will highlight any information/points they find important throughout. Students complete the activity questions at the end of the lesson to recap their knowledge and understanding of the case study.</p>	<p>Assessment</p> <p>Use strategic questioning when adding students' ideas to the brainstorm.</p>
	<p>Outcomes:</p> <ul style="list-style-type: none"> - describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities FT5-6 - examines the relationship between food, technology and society FT5-12 			



	<p>Lesson 2: Reasons for celebrating with food</p> 	<p>Explore reasons for celebrating with food eg:</p> <ul style="list-style-type: none"> - social - religious - historical 	<p>Understand:</p> <p>Students access google slides presentation from google classroom. Slides have been partially completed by the teacher. There is a brief description of each of the reasons for celebration (social, cultural, religious, historical and family) and the teacher will read it out to the class.</p> <p>Apply:</p> <p>Students will work in groups of 4-5 people and will be allocated one of the reasons for celebration. Students are required to use online sources and can also use the textbook to research specific examples for each reason and create their own slide within the presentation.</p>	<p>Observe participation throughout group work to ensure all students are contributing</p>
	<p>Differentiation (TWO Focus Students and Class group)</p>	<p>Maddie:</p> <p>Maddie can be placed in the group that is researching cultural examples of food. She can research some Indigenous dishes/events that are common when celebrating, allowing her to share personal experience and apply her cultural knowledge. She will use photos to support her research and can also find a video that may help explain it to her.</p> <p>Peter:</p> <p>Peter will be placed in a group of students who he works well with. He will have an SLSO with him to work through the task with him and assist if required. If he is not working well in the group and is getting distracted easily, he will sit separately with the SLSO to ensure he stays on track and focuses.</p>		
	<p>Outcomes:</p> <ul style="list-style-type: none"> - 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 - 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 			
<p>2</p>				

<p>Students learn about:</p> <p>Lesson 3:</p> <p>Food in a variety of cultures and its significance to the culture</p> 	<p>Students learn to:</p> <p>investigate and explore the significance of food in various cultures</p>	<p>Integrated Teaching and Learning Activities</p> <p>Remember:</p> <p>Teacher to review content from previous lesson about cultural reasons for celebration.</p> <p>Apply and analyse:</p> <p>Students work in pairs and pick a culture/cultural celebration they are interested in and research its traditional foods. Students are to create a poster on Canva about the history of the dish, the ingredients used to make it, the significance of the ingredients and how the dish is shared within the culture. Teacher pick some groups to present their findings. Students plan and create a recipe for a dish they will prepare in the next lesson based on the culture they have researched.</p>	<p>Assessment</p> <p>Evaluate student's understanding through their presentations</p>
<p>Outcomes:</p> <ul style="list-style-type: none"> - 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 - 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 			

<p>Lesson 4:</p> <p>Food in a variety of cultures and its significance to the culture</p> 	<p>demonstrate appropriate selection of equipment and techniques used in food preparation</p> <p>demonstrate safe and hygienic work practices</p>	<p>Create:</p> <p>Students follow their recipes and prepare a quick simple dish based on the culture they researched in the previous lesson. Once each pair has cooked/prepared their dish, they will pair up with another group who researched a different culture and sit together. Students will present their findings to the other group using their poster that they made and explain their dish to them. They will try each other's meals to explore different cultures. Students are to reflect and have a class discussion on what they found interesting about the other cultures' food traditions and dishes and how it compares to their own.</p>	<p>Continue asking questions throughout reflection to engage critical thinking.</p>
<p>Outcomes:</p> <ul style="list-style-type: none"> - 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 - 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 			
<p>Differentiation (TWO Focus Students and Class group)</p>	<p>Maddie:</p> <p>Maddie can watch a video on her own about cultural reasons for celebration rather than listening to the information on the slides again. The visual aid will assist her to remember the concepts from the previous lesson as she finds it easier to obtain and retain information visually.</p> <p>Peter:</p> <p>Peter can be provided a scaffolded template for the research task with clear instructions on what he is required to do.</p>		

	Lesson 5: Food items for special occasions	design, plan and prepare food items for special occasions	<p>Students will receive a hardcopy notification of their assessment task and can also access it on google classroom. The teacher will read through the assessment task with the class and explain what they are required to do. Students will need to create a website for this assessment task.</p> <p>Each student is required to design and plan for a special occasion. The website is another form of portfolio and will consist of the theme for the occasion, including decorations and snacks that will be at the event (these do not need to actually be made - photos and a description only) and an invitation. The practical component of this task involves students making and decorating a cake for the special occasion (can be a birthday party, Christmas, Halloween etc.). Students will need to take photos of each step of their practical to create a process journal for their website.</p> <p>The teacher will go through a past example of a students' assessment to show the class what they are required to do and can answer questions students may have.</p>	
3				
	Students learn about: lesson 6: Food presentation and service for special occasions	Students learn to: garnish and decorate food to present for special occasions	Integrated Teaching and Learning Activities The class will have an incursion where an experienced baker/cake decorator will come in and demonstrate their skills to the class. Students will learn valuable techniques from this incursion and will be able to utilise them in their assessment tasks. The decorator will show a range of icing techniques using different piping tips, showing how to hold the piping bag and different movements required to make different shapes. Students will be given a sheet to keep, with visual demonstrations on different piping techniques. They will be shown how to coat a cake in icing smoothly and be given a basic demonstration on how to work with fondant.	Assessment Exit slip - Question students on different techniques they learnt before exiting the lesson
	Lesson 7:	garnish and decorate food to	Students will complete a practical lesson on decorating Halloween themed cupcakes. The teacher will have some pinterest ideas/photos up on the projector for students to seek inspiration from; however, students are encouraged to come	Provide verbal feedback if required on how to improve their

	<p>Food presentation and service for special occasions:</p> <p>- Halloween cupcakes</p> 	<p>present for special occasions</p>	<p>up with their own designs and experiment with different techniques and decorations.</p>	<p>technique and make suggestions for areas of improvement</p>
<p>Outcomes:</p> <ul style="list-style-type: none">- 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- 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				
<p>Differentiation (TWO Focus Students and Class group)</p>		<p>Maddie and Peter can both sit at the front of the room, closer to where the decorator is with the SLSO. The SLSO can sit between them and follow along the worksheet with them, reminding them of which technique they are up to and ensuring they are paying attention. Being at the front of the room will help them concentrate and focus more on what they are being shown.</p>		
<p>4</p>				
<p>Students learn about:</p> <p>Lesson 8:</p> <p>Food items for special occasions</p>	<p>Students learn to:</p> <p>design, plan and prepare food items for special occasions</p>	<p>Integrated Teaching and Learning Activities</p> <p>Students will have a lesson to work on their assessment tasks. Now that they have practiced some decorating techniques, they can start to think about a theme for the occasion that they are planning. Students can research different themes on pinterest and begin developing ideas for their assessment task. Students may</p>		<p>Assessment</p> <p>Observe student work and participation throughout to ensure progress has been made.</p>

		begin their work in a book or on a doc if they are not certain of their idea and do not wish to start their website right away.	
Lesson 9: Food presentation and service for special occasions: - Christmas cookies 	garnish and decorate food to present for special occasions	Students will complete a practical lesson on decorating Christmas themed sugar cookies. The teacher will have some pinterest ideas/photos up on the projector for students to seek inspiration from; however, students are encouraged to come up with their own designs and experiment with different techniques and decorations. Students can dye the fondant in different colours to suit their design and can create intricate shapes that will form their overall cookie design. This practical will further enhance their decorating skills and can be implemented if some students wish to add fondant designs to their cake for their assessment task.	Provide verbal feedback if required on how to improve their technique and make suggestions for areas of improvement
Outcomes: <ul style="list-style-type: none"> - 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 - 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 			
Differentiation (TWO Students and Class group)	Maddie and Peter often thrive in practical lessons as they can explore their creativity and show their understanding in a visual manner. When working on their assessment task, they will be given a template with simplified instructions. This step by step process is an easier way of understanding the assessment task, rather than reading from the assessment notification.		

Weekly Resource List

Week	Workbook/Templates and Teaching Resources	Software	Online Media (Videos)	Text	Excursion
2	<ul style="list-style-type: none"> - whiteboard - student workbooks - google slides/classroom 	<ul style="list-style-type: none"> - google slides - google classroom 		Stage 5 Food Tech Focus textbook	
3	<ul style="list-style-type: none"> - projector - student laptops - sample assessment task 	<ul style="list-style-type: none"> - google slides - canva - google classroom 			
4	<ul style="list-style-type: none"> - decorating worksheet - projector 				Incursion
5	<ul style="list-style-type: none"> - assessment notification - student laptops - projector - workbooks optional 	<ul style="list-style-type: none"> - google sites - google classroom 			