

# Stage 5 Food technology – food trends

## Summary

Food trends influence food selection, food service and food presentation. Students examine historical and current food trends and explore factors that influence their appeal and acceptability. Students plan, prepare and present safe, appealing food that reflects contemporary food trends.

## Duration

10 Weeks

## Outcomes

A student:

- **FT5-1** demonstrates hygienic handling of food to ensure a safe and appealing product
- **FT5-2** identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food
- **FT5-3** describes the physical and chemical properties of a variety of foods
- **FT5-4** accounts for changes to the properties of food which occur during food processing, preparation and storage
- **FT5-5** applies appropriate methods of food processing, preparation and storage

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- **FT5-6** describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities
  - **FT5-7** justifies food choices by analysing the factors that influence eating habits
  - **FT5-8** collects, evaluates and applies information from a variety of sources
  - **FT5-9** communicates ideas and information using a range of media and appropriate terminology
  - **FT5-10** selects and employs appropriate techniques and equipment for a variety of food-specific purposes
  - **FT5-11** plans, prepares, presents and evaluates food solutions for specific purposes
  - **FT5-12** examines the relationship between food, technology and society

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## Unit overview

Students examine current trends in food and will explore factors that contribute to the acceptance of food trends. Students will investigate trends in food presentation and styling whilst demonstrating safe and hygienic work practices. Students will examine the trend of pop up food stalls and design and produce a menu and food items suitable for serving at such an event. Students will also develop skills in plating and presenting food in a contemporary manner.

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# Resources overview

The resources and links listed below are referenced within the program but is not an exhaustive list of resources available. Teachers can add to these resources as needed.

## Physical resources

- computer, printer, digital camera
- practical equipment
- practical room: kitchen (domestic or commercial)
- student, teacher and recipe booklets

## Websites

- Kahoot Quizzes
  - [Safety, hygiene and you](#)
  - [Hygiene and kitchen safety](#)
  - [Food safety and hygiene](#)
- [McCormick flavor forecast](#)
- [The contribution of insects to food security, livelihoods and the environment](#) (Food and Agriculture Organisation of the United Nations Fact sheet)
- [Food styling presentation](#) (Sway presentation)
- [Mr Yum wants to cure your food envy](#) (Broadsheet Sydney article)
- [All about pop-up restaurants](#) (blog by the web restaurant store)

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- YouTube clips:
    - [2019 food trends'](#) (duration 1:02)
    - [Essential elements of plating](#) (duration 6:50)
    - [Food plating techniques](#) (duration 2:38)
    - [Food and the impact of social media](#) (duration 4:49)
    - [A real history of Aboriginal Australians: The First Agriculturalists](#) (duration 12:33)
    - [Food wastage footprint](#) (duration 3:15)
    - [Food wastage footprint 2](#) (duration 3:38)
    - [Future foods – the menu of 2030](#) (duration 3:33)

Content	Teaching and learning	Evidence of learning	Adjustments and registration
<b>Weeks 1 – 2</b> <ul style="list-style-type: none"> <li>Discuss current trends in food</li> </ul>	<p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>Introduce unit. Foods trends influence food selection, food service and food presentation.</li> </ul> <p><b>As a class:</b></p> <ul style="list-style-type: none"> <li>Discuss the current trends in food: <ul style="list-style-type: none"> <li>nutrition: food as medicine</li> <li>ethics: root to shoot/ nose to tail</li> <li>sustainability: zero waste</li> <li>local produce</li> <li>mindful eating</li> <li>genetically modified/ value added</li> <li>paleo diet</li> </ul> </li> </ul> <p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>Leads discussion on the difference between a trend and a fad, and what that means for the food industry. For example, a food fad is a unicorn cheese toasted sandwich; food trend is gut-healthy kombucha.</li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>Make notes and complete brainstorm activity in student booklet – ‘current food trends’.</li> <li>Brainstorm current trends in food in the booklet – ‘what are the current trends in food?’.</li> </ul>	<ul style="list-style-type: none"> <li>Students demonstrate prior knowledge by participating in class discussion.</li> <li>Students are able to articulate the difference between a food fad and a food trend.</li> <li>Students’ responses demonstrate an understanding of current trends in food production, sourcing preparation, presentation and eating.</li> </ul>	

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<ul style="list-style-type: none"> <li>Discuss current trends in food</li> </ul>	<p><b>As a class:</b></p> <ul style="list-style-type: none"> <li>Watch the YouTube clip '<a href="#">2019 food trends</a>' (duration 1:02) 'and make notes in booklet – 'what are the current trends in food?'.</li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>Individually or in pairs, research a food trend, and create a multimedia presentation. Present to class.</li> <li>Research <a href="#">McCormick flavour forecast</a> and write a short paragraph explain what flavours are currently trending.</li> </ul>	<ul style="list-style-type: none"> <li>Students' responses demonstrate an understanding of food trends, including (but not limited to) regional flavours, cut healthy alternatives, zero waste, convenience.</li> </ul>	
<ul style="list-style-type: none"> <li>Demonstrate safe and hygienic work practices</li> </ul>	<p><b>As a class</b></p> <ul style="list-style-type: none"> <li>Revise food safety and hygiene.</li> <li>Complete food safety Kahoot Quizzes <ul style="list-style-type: none"> <li><a href="#">Safety, hygiene and you</a></li> <li><a href="#">Hygiene and kitchen safety</a></li> <li><a href="#">Food safety and hygiene</a></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Students' responses demonstrate an understanding of safe and hygienic work practices .</li> </ul>	
<ul style="list-style-type: none"> <li>Discuss current trends in food</li> </ul>	<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>Read the fact sheet '<a href="#">The contribution of insects to food security, livelihoods and the environment</a>' and answer questions (in booklet).</li> </ul> <p><b>As a class</b></p> <ul style="list-style-type: none"> <li>Sample insects (sourced from local providers) and complete the 'insect cuisine sampling' table (in booklet).</li> </ul>	<ul style="list-style-type: none"> <li>Students identify how bugs and insects can contribute to food security.</li> <li>Students identify the environmental and health benefits of consuming insects.</li> </ul>	

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<ul style="list-style-type: none"> <li>Demonstrate safe and hygienic work practices</li> <li>Demonstrate appropriate selection of equipment and techniques used in food preparation</li> </ul>	<p><b>Demonstration/ practical:</b></p> <ul style="list-style-type: none"> <li>Zoodles with Garlic and Chilli Butter (with optional insects) – from the recipe booklet.</li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>Identify and explain how the content for Food Trends fits with the recipe.</li> </ul> <p><b>Demonstration/ practical:</b></p> <ul style="list-style-type: none"> <li>Sushi platter/ sushi burger.</li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>Identify and explain where the recipe fits within food trends.</li> <li>Work in groups to create different varieties of sushi from a surprise box of ingredients and recipe.</li> <li>Plate sushi to share and sample with each group.</li> <li>Evaluate all varieties of sushi plated.</li> </ul>	<ul style="list-style-type: none"> <li>Students are observed during practical lessons wearing appropriate footwear and apron.</li> <li>Students demonstrate the safe and hygienic use and food and equipment in the kitchen.</li> </ul>	
<b>Week 3 – 4</b>	<p><b>As a class</b></p> <ul style="list-style-type: none"> <li>Brainstorm and discuss other current food trends.</li> </ul>		
	<p><b>As a class</b></p> <ul style="list-style-type: none"> <li>Brainstorm and discuss factors that influence the acceptance of food trends.</li> <li>Responses should include individual preferences, cultural, economic, environmental, social, religious and</li> </ul>	<ul style="list-style-type: none"> <li>Students' responses demonstrate an understanding of factors that influence the acceptance of food trends.</li> </ul>	

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	<p>political influences.</p> <p><b>Students</b></p> <ul style="list-style-type: none"> <li>Outline how each factor can influence the acceptance of food trends (in booklet).</li> </ul>		
<ul style="list-style-type: none"> <li>Investigate trends in food presentation and styling</li> </ul>	<p><b>As a class</b></p> <ul style="list-style-type: none"> <li>View the <a href="#">food styling presentation</a> and discuss current trends in the styling and presentation of food.</li> </ul> <p><b>Students</b></p> <ul style="list-style-type: none"> <li>Answer questions– ‘food styling trends’ (in booklet).</li> <li>Conduct research on food styling. Complete the table ‘food styling images’ (in booklet), by finding images of food, describing it and identifying the garnish and plating technique used.</li> </ul>	<ul style="list-style-type: none"> <li>Students’ responses demonstrate an understanding of the process of food styling and presentation as well as current food styling trends.</li> </ul>	
<ul style="list-style-type: none"> <li>Demonstrate safe and hygienic work practices</li> <li>Demonstrate appropriate selection of equipment and techniques used in food preparation</li> </ul>	<p><b>Demonstration/practical</b></p> <ul style="list-style-type: none"> <li>Plating techniques.</li> <li>Creating and using garnishes.</li> <li>Teacher demonstrates trends in food presentation and food styling including garnishing, decorating and plating styles. Students have an opportunity to participate and try a range of techniques.</li> </ul>	<ul style="list-style-type: none"> <li>Students are observed during practical lessons wearing appropriate footwear and apron.</li> <li>Students demonstrate the safe and hygienic use and food and equipment in the kitchen.</li> </ul>	
	<p><b>Optional extension</b></p> <ul style="list-style-type: none"> <li>Watch the YouTube clips <a href="#">essential elements of plating</a> (duration 6:50) and</li> </ul>		



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	<a href="#">food plating techniques</a> (duration 2:38). Students may attempt some of these plating and presenting techniques in a practical environment.		
<ul style="list-style-type: none"> <li>Investigate trends in food presentation and styling</li> </ul>	<p><b>As a class</b></p> <ul style="list-style-type: none"> <li>Discuss the role of a food stylist. Explore how images of food are a persuasive marketing tool and identify how these portrayed images often differ from the reality of food when ordered.</li> </ul> <p><b>Students</b></p> <ul style="list-style-type: none"> <li>Conduct research and create a presentation that outlines different ‘tricks’ and techniques used by food stylists.</li> <li>Use a lightbox to photograph their plated foods at the end of practical lessons. Students compare photos take that use and don’t use a lightbox.</li> <li>Students create a portfolio of images of the food that they have prepared and styled during class for this unit (ongoing throughout the term).</li> <li>Research and prepare and style a food item that is then to be photographed for the school’s newsletter/social media.</li> </ul>	<ul style="list-style-type: none"> <li>Students’ responses demonstrate an understanding of the role of a food stylist and how images of food are manipulated as a form of marketing.</li> <li>Students are able to identify current trends in food styling.</li> <li>Students successfully use a lightbox to photograph foods they have made and can compare the difference of image portrayed with and without the lightbox.</li> </ul>	
<ul style="list-style-type: none"> <li>Assess the role of the media in promoting food styling and photography</li> </ul>	<p><b>As a class</b></p> <ul style="list-style-type: none"> <li>Discuss the role of media in promoting food styling and photography including:</li> </ul>	<ul style="list-style-type: none"> <li>Students’ responses demonstrate an understanding of how TV cooking shows, celebrity</li> </ul>	

Content	Teaching and learning	Evidence of learning	Adjustments and registration
	<ul style="list-style-type: none"> <li>○ celebrity chefs</li> <li>○ social media</li> <li>○ TV cooking shows/ reality cooking shows such as Masterchef, My Kitchen Rules</li> </ul> <p><b>Students</b></p> <ul style="list-style-type: none"> <li>• Complete ‘ media and food trends’ activity in booklet.</li> <li>• Conduct research on a celebrity chef and prepare a short biography and explain their impact on the food industry at home cooks. Students are to share their findings with the class.</li> </ul>	chefs and social media have impacted on food styling and plating techniques as well as trends in flavours and ingredients.	
	<p><b>As a class</b></p> <ul style="list-style-type: none"> <li>• Watch the Youtube clip <a href="#">food and the impact of social media</a> (duration 4:49) and complete the questions in booklet on ‘social media and food trends’.</li> </ul>	<ul style="list-style-type: none"> <li>• Students’ responses demonstrate an understanding of the impact of social media on food trends.</li> </ul>	
<ul style="list-style-type: none"> <li>• Style food for photography using electronic media</li> </ul>	<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• Use cameras and lightboxes to photograph foods prepared during practical lessons, and edit images using software or an app on a smartphone.</li> <li>• Outline the relevance and evaluate the use of electronic media to manipulate images of food.</li> </ul>	<ul style="list-style-type: none"> <li>• Students effectively style food for photography.</li> <li>• Students manipulate images of food using electronic media.</li> <li>• Students’ responses demonstrate an understanding of why images of food are styled and manipulated.</li> </ul>	

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	<b>Optional Extension</b> <ul style="list-style-type: none"> <li>Students read the Broadsheet Sydney article <a href="#">Mr Yum wants to cure your food envy</a> and outline how technology is changing how customers view menus and order food.</li> </ul>		
<ul style="list-style-type: none"> <li>Demonstrate safe and hygienic work practices</li> <li>Demonstrate appropriate selection of equipment and techniques used in food preparation</li> </ul>	<b>Demonstration/practical:</b> <ul style="list-style-type: none"> <li>Freakshakes (students own design or recipe).</li> </ul>	<ul style="list-style-type: none"> <li>Students are observed during practical lessons wearing appropriate footwear and apron.</li> <li>Students demonstrate the safe and hygienic use and food and equipment in the kitchen.</li> </ul>	
<b>Week 5 – 6</b> <ul style="list-style-type: none"> <li>Discuss issues surrounding food sustainability</li> </ul>	<b>As a class</b> <ul style="list-style-type: none"> <li>Define sustainability – how it focuses on meeting the needs of the present without compromising the ability of future generations to meet their needs.</li> <li>Watch the Youtube clip <a href="#">A real history of Aboriginal Australians: The First Agriculturalists</a> (duration 12:33).</li> </ul> <b>Students</b> <ul style="list-style-type: none"> <li>Research and outline traditional indigenous agricultural practices and draw comparisons to today's agricultural practices.</li> </ul>	<ul style="list-style-type: none"> <li>Students' responses demonstrate an understanding of the term sustainability</li> <li>Students' responses demonstrate an understanding of traditional indigenous agriculture practices.</li> </ul>	
	<b>As a class</b>	<ul style="list-style-type: none"> <li>Students' responses</li> </ul>	

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	<ul style="list-style-type: none"> <li>Discuss food sustainability – food that is healthy for consumers and produced in a humane, ecologically safe, socially responsible and economically fair way. Identify ways in which consumers can contribute to sustainability, such as:               <ul style="list-style-type: none"> <li>○ purchasing in-season and local produce</li> <li>○ growing their own</li> <li>○ composting</li> <li>○ purchasing fair trade options</li> <li>○ sourcing organic produce</li> <li>○ purchasing sustainable fish and meat products</li> <li>○ reducing waste</li> </ul> </li> <li>Watch the Youtube clip <a href="#">Food wastage footprint</a> (duration 3:15) and complete activities in booklet on food wastage.</li> </ul> <p><b>Students</b></p> <ul style="list-style-type: none"> <li>Create an infographic promoting sustainable grocery shopping.</li> </ul>	<p>demonstrate an understanding of:</p> <ul style="list-style-type: none"> <li>○ sustainable foods and how consumers can implement their own sustainable practices</li> <li>○ how consumers can minimise food wastage</li> </ul>	
	<p><b>Optional extension</b></p> <ul style="list-style-type: none"> <li>Students analyse the social aspects of food wastage (watch YouTube clip '<a href="#">food wastage footprint 2</a>' – duration 3:38 – as a starting point).</li> </ul>		
	<p><b>Demonstration/ Practical:</b></p> <ul style="list-style-type: none"> <li>Caulizza: Cauliflower Crust Pizza – from</li> </ul>	<ul style="list-style-type: none"> <li>Students are observed during practical lessons</li> </ul>	

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	recipe booklet.	wearing appropriate footwear and apron. <ul style="list-style-type: none"> <li>Students demonstrate the safe and hygienic use and food and equipment in the kitchen.</li> </ul>	
	<b>As a class</b> <ul style="list-style-type: none"> <li>Discuss the management of resources (such as land use, energy and water) in regards to food production and sustainability.</li> </ul> <b>Students</b> <ul style="list-style-type: none"> <li>Makes notes in booklet and outline how the management of each resource affects the other.</li> </ul>	<ul style="list-style-type: none"> <li>Students' responses demonstrate an understanding of:               <ul style="list-style-type: none"> <li>the management of resources required when producing food</li> <li>how the management of different resources impact on the other</li> </ul> </li> </ul>	
<ul style="list-style-type: none"> <li>Investigate emerging technologies in the food industry</li> </ul>	<b>As a class</b> <ul style="list-style-type: none"> <li>Identify and discuss technology used in the food industry, such as               <ul style="list-style-type: none"> <li>Packaging innovations</li> <li>Robotics in manufacturing</li> <li>Manufacturing processes</li> <li>3D food printing</li> <li>Point of sale ordering systems</li> </ul> </li> <li>Watch the Youtube clip <a href="#">Future foods – the menu of 2030</a> (duration 3:33).</li> </ul> <b>Students</b>	<ul style="list-style-type: none"> <li>Students' responses demonstrate knowledge of technology used in the production, creation and service of food.</li> </ul>	

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	<ul style="list-style-type: none"> <li>Outline foods we could be eating in the future</li> <li>Conduct research on emerging technology in the food industry and complete table (in booklet).</li> </ul>		
<ul style="list-style-type: none"> <li>Demonstrate safe and hygienic work practices</li> <li>Demonstrate appropriate selection of equipment and techniques used in food preparation</li> </ul>	<b>Demonstration/ Practical:</b> <ul style="list-style-type: none"> <li>Fully loaded fries: Caramelised onion and chorizo chips.</li> </ul>	<ul style="list-style-type: none"> <li>Students are observed during practical lessons wearing appropriate footwear and apron.</li> <li>Students demonstrate the safe and hygienic use and food and equipment in the kitchen.</li> </ul>	
<b>Week 7 – 10</b>	<b>Students</b> <ul style="list-style-type: none"> <li>Read the article <a href="#">all about pop up restaurants</a> and explore the food trend by answering questions (in booklet) .</li> </ul>	<ul style="list-style-type: none"> <li>Students' responses demonstrate an understanding of the current trend of pop-up restaurants</li> </ul>	
<ul style="list-style-type: none"> <li>Design, plan, prepare and present appealing contemporary foods that reflect food trends</li> <li>Demonstrate safe and hygienic work practices</li> <li>Demonstrate appropriate selection of equipment and techniques used in food preparation</li> </ul>	<b>As a class and in groups</b> <ul style="list-style-type: none"> <li>Pop up restaurant and packaging. <ul style="list-style-type: none"> <li>This activity requires students to design menu items based on current food trends. Planning and preparation for this activity is to be documented (in booklet).</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Students design and produce food items in relation to an identified current trend.</li> </ul>	



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# Evaluation

Evaluation of learning activities should be an ongoing process that happens throughout the delivery of this unit. Teachers should document their evaluation of learning activities throughout the program. The space provided below is to evaluate the overall unit of work.