



## Food Technology: Edible enterprise!

Students learn about:	Students learn to:	Teaching and learning strategies	Evidence of learning
<p><b>Week 1</b></p> <ul style="list-style-type: none"> <li>• nutritional components of food — food nutrients group:               <ul style="list-style-type: none"> <li>– proteins</li> <li>– carbohydrates</li> <li>– lipids</li> <li>– vitamins</li> <li>– minerals</li> <li>– water</li> </ul> </li> <li>• the role of fibre in the diet</li> </ul>	<ul style="list-style-type: none"> <li>• explain the role of the nutritional components of food in the body</li> <li>• describe the significant role of fibre in the diet</li> <li>• discuss the role of nutritionally modified foods in the diet</li> </ul>	<p>General class discussion on nutrients:            What are they?            Where do we find them?            Why do we need them?            Students to make notes in a table format on each nutrient (name of nutrient, function and food source).</p> <p>Teacher led discussion on what fibre is and its role in the diet.            Brainstorm examples of foods containing fibre.</p>	<p><b>Activity:</b> teacher displays a variety of foods. Students identify the major nutrients of these items.</p> <p><b>Activity:</b> students evaluate their diet from the past week in terms of dietary fibre and food nutrients.</p> <p><b>Practical experience:</b> students design, plan and prepare a meal which incorporates all food nutrients. (Week 2)</p>
<p><b>Weeks 2 and 3</b></p> <ul style="list-style-type: none"> <li>• foods which are developed to enhance health including:               <ul style="list-style-type: none"> <li>– probiotics</li> <li>– functional foods</li> </ul> </li> <li>• implications of under and over nutrition and diet related disorders such as:               <ul style="list-style-type: none"> <li>– diabetes type 2</li> <li>– coeliac disease</li> <li>– obesity</li> <li>– anaemia</li> <li>– osteoporosis</li> <li>– coronary heart disease</li> <li>– hypertension</li> <li>– colon cancer</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• discuss current developments in the nutritional modification of food</li> <li>• outline conditions of over and under nutrition with reference to at least two diet related disorders</li> <li>• explore the incidence of and reasons for eating disorders in women and men</li> </ul>	<p>Definitions of probiotics and functional foods.            Discussion on the role of these modified foods and developments.            Note taking.</p> <p>Class discussion on the characteristics of under and over nutrition and its implications. Note taking.            Group research on various diet related disorders and report back to class. Share notes.            Using the Internet students investigate the incidence of and reasons for eating disorders in women and men in Australia. <b>(ICT)</b></p>	<p><b>Homework:</b> students identify five functional foods in the supermarket or home. Report back to class the identified items and why they would be purchased.</p> <p><b>Practical experience:</b> in pairs, students prepare a meal for someone suffering a disorder. Teacher/student negotiation.</p> <p><b>Activity:</b> students to write in a report format their findings.</p>

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<p><b>Week 4</b></p> <ul style="list-style-type: none"> <li>• anorexia and restrained eating</li> <li>• food consumption in Australia and the impact this has on nutrient intake and health</li> </ul>	<ul style="list-style-type: none"> <li>• describe the nature of anorexia and how it compares with other forms of disordered eating</li> <li>• relate the impact of changes in food consumption patterns to health</li> </ul>	<p>Discussion and note taking on anorexia and restrained eating.</p> <p>Brainstorm what foods Australians are eating in greater amounts. What impact does this have on our health and why?</p>	<p><b>Homework:</b> “What would you do if you thought one of your friends was anorexic?” Write a one-page report.</p> <p><b>Activity:</b> students view commercial television and identify which foods are heavily advertised. Fresh vs. processed/convenience foods.</p>
<p><b>Week 5</b></p> <ul style="list-style-type: none"> <li>• influences on food selection and the subsequent effects on health</li> <li>• national guidelines for healthy eating including the National Dietary Guidelines for children and adolescents</li> </ul>	<ul style="list-style-type: none"> <li>• outline how diet can assist in preventing and managing dietary disorders</li> <li>• identify broad guidelines for healthy eating to promote optimal health and prevent disease</li> </ul>	<p>Students are asked what factors influence their food choices. Discussion.</p> <p>Teacher led discussion on healthy eating and the government’s role. Note taking on Dietary Guidelines and Guide for Healthy Eating.</p>	<p><b>Homework:</b> students outline how a healthy diet can assist in preventing and managing dietary disorders.</p> <p><b>Activity:</b> students investigate a food company on the Internet to determine whether they have a nutrition/health policy. Report back to class members.</p>
<p><b>Week 6</b></p> <ul style="list-style-type: none"> <li>• nutrition labelling:                             <ul style="list-style-type: none"> <li>– health claims</li> <li>– legal requirements</li> <li>– labelling symbols such as: Glycaemic index and Healthy Heart Tick</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• analyse the nutritive content of food using electronic databases either online or by using a CD-ROM</li> <li>• discuss the value to the consumer of endorsed labelling symbols</li> </ul>	<p>Discussion and note taking on nutrition labelling. Students examine a variety of packages in terms of nutrition labelling.</p>	<p><b>Homework:</b> students examine the labels of foods in their pantry at home. Select two items and compare the nutritional information on the package.</p> <p><b>Activity:</b> analyse content of foods by use of Internet. Food items can be selected by the teacher or student.</p>

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<p><b>Week 7</b></p> <ul style="list-style-type: none"> <li>• nutritional requirements of different stages of the lifecycle                             <ul style="list-style-type: none"> <li>– pregnancy</li> <li>– lactation</li> <li>– infancy</li> <li>– childhood</li> <li>– adolescence</li> <li>– adulthood</li> <li>– aged</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• outline the special nutritional requirements at different stages of the lifecycle for both females and males</li> </ul>	Students are organised into groups. Each group is issued with a picture or poster representing the specific stage of the lifecycle. Groups brainstorm the characteristics of the specific stage and the nutritional requirements (use of texts may assist students). Students are also to recommend a daily diet for their group. Posters are then discussed and notes are made.	<p><b>Activity:</b> females outline the nutritional requirements for males and vice versa.</p>
<p><b>Weeks 8 and 9</b></p> <ul style="list-style-type: none"> <li>• selection of nutritious foods</li> </ul>	<ul style="list-style-type: none"> <li>• design, plan and prepare balanced diets for various stages of the lifecycle</li> </ul>	Students negotiate/consult with each other about meals to prepare for the various stages or the meals can be planned by the teacher.	<p><b>Practical experience:</b> students prepare a dish for a pregnant woman, a child and an adult.</p>
<p><b>Weeks 10 and 11</b></p> <ul style="list-style-type: none"> <li>• changes in consumption patterns in relation to processed and unprocessed food</li> </ul>	<ul style="list-style-type: none"> <li>• conduct an advanced web search using appropriate search engines to identify trends in food consumption</li> <li>• tabulate data using a spreadsheet and generate graphs for analysis</li> </ul>	Class discussion on the meaning of processed and unprocessed food.  Time may be needed to be spent with students on how to generate graphs and spreadsheets.	<p><b>Practical experience:</b> students prepare a dish for a pregnant woman, a child and an adult.</p> <p><b>Web search</b> to identify trends in food consumption. Students tabulate data using a spreadsheet and generate graphs for analysis. <b>(ICT)</b></p>

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<p><b>Week 12</b></p> <ul style="list-style-type: none"> <li>• food service and catering ventures including:               <ul style="list-style-type: none"> <li>– profit, e.g. restaurants</li> <li>– non-profit, e.g. hospitals</li> </ul> </li> <li>• the economic and social value of the food service and catering industry</li> </ul>	<ul style="list-style-type: none"> <li>• examine a variety of food service and catering operations</li> <li>• discuss the contribution of the food service and catering industry to society</li> </ul>	<p><i>Teachers may want to revise this briefly as it was covered in Food Trends.</i></p> <p>Brainstorm examples of profit and non-profit establishments.</p> <p>Teacher defines <i>economic</i> and <i>social</i>. Class discussion on the importance of the food service and catering industry in terms of economic and social.</p>	<p><b>Assessment task:</b> students investigate a food service and catering organisation in terms of their level of operation and its functioning in the food service industry.</p>
<p><b>Weeks 13 and 14</b></p> <ul style="list-style-type: none"> <li>• employment opportunities including:               <ul style="list-style-type: none"> <li>– back of house, e.g. chef, kitchen hand</li> <li>– front of house, e.g. waiter, supervisor</li> <li>– management</li> <li>– delivery</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• conduct an advanced web search using appropriate search engines to investigate employment opportunities in the hospitality industry including remuneration and full-time, part-time and casual work opportunities.</li> </ul>	<p>Students brainstorm various work opportunities in the areas of back and front of house, management and delivery.</p> <p>Class discussion on the importance of these duties.</p> <p>Guest speaker: Careers advisor to discuss employment in the industry.</p>	<p><b>Activity:</b> web search to investigate remuneration opportunities for employment. <b>(ICT)</b></p>



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<p><b>Week 15</b></p> <ul style="list-style-type: none"><li>• employer and employee rights and responsibilities with regard to food establishments such as:<ul style="list-style-type: none"><li>– OHS Act</li><li>– industrial legislation such as industry awards, enterprise agreements</li><li>– anti-discrimination legislation</li><li>– EEO principles</li></ul></li></ul>	<ul style="list-style-type: none"><li>• outline the responsibilities of the employer and employee under various Acts and legislation with regard to a food establishment.</li><li>• assess and manage risks when preparing and managing foods</li><li>• demonstrate safe work practices when preparing and serving food</li></ul>	<p>Students brainstorm the rights and responsibilities of employers and employees. Teacher led discussion and note taking.</p> <p>Students, in pairs, briefly research the OHS Act, anti-discrimination, EEO, industry awards and enterprise agreement.</p>	<p>Students to report back to class on the area that they have researched.</p>
<p><b>Week 16</b></p> <ul style="list-style-type: none"><li>• consumer rights and responsibilities in relation to food including:<ul style="list-style-type: none"><li>– safety and hygiene</li><li>– value for money</li><li>– accurate information with regard to food labelling and marketing</li></ul></li></ul>	<ul style="list-style-type: none"><li>• outline the rights and responsibilities of consumers with regard to food</li></ul>	<p>Students brainstorm the rights and responsibilities of employers and employees. Teacher led discussion and note taking.</p>	<p>Use of case studies may assist in the reinforcement of these concepts.</p>

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<p><b>Week 17</b></p> <ul style="list-style-type: none"> <li>• menu planning considerations such as:               <ul style="list-style-type: none"> <li>– scale of function</li> <li>– types of menus, for example cyclic and a la carte</li> <li>– facilities, staff, time, money</li> <li>– time of year, time of day, occasion</li> <li>– health, occupation, gender, age, preferences and number of people</li> </ul> </li> <li>• recipe development including:               <ul style="list-style-type: none"> <li>– ingredients to be used</li> <li>– method of preparation</li> <li>– quantity required for various portions</li> <li>– cost per person</li> <li>– measuring</li> <li>– recipe writing</li> </ul> </li> <li>• purchasing systems: ordering, receiving, controlling, issuing</li> </ul>	<ul style="list-style-type: none"> <li>• compare and contrast a variety of menus from a range of catering and service operations.</li> <li>• identify the elements of a recipe</li> <li>• compare a recipe for a small scale production with a recipe for use in large scale catering</li> <li>• develop/modify a recipe for use in large scale catering</li> <li>• examine organisational systems used in a service or catering operation</li> </ul> <p><i>As this was covered in Food Trends, teachers may want to revise the content briefly.</i></p>	<p>Discussion / note taking on menu planning considerations.</p> <p>Students issued with a variety of recipes where they are to identify the elements. Teacher led discussion / note taking on recipe development. Students issued with a small-scale recipe and a large-scale recipe and compare. As a class activity, before homework is issued, a small-scale recipe is converted into a large-scale recipe.</p> <p>Students demonstrate their understanding of the terms ordering, receiving, controlling and issuing. Note taking.</p>	<p><b>Activity:</b> students view a collection of menus from a variety of establishments and compare similarities and differences in terms of cost, format, variety etc.</p> <p><b>Homework:</b> students design a menu using wordprocessing, graphics etc.</p> <p><b>Homework:</b> students modify a small-scale recipe for use in a large-scale environment and vice versa.</p> <p><b>Activity:</b> students examine the kitchen assistant's system in this area compared to the school canteen.</p>
<p><b>Week 18: Yearly exams</b></p>			



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<b>Weeks 19 and 20</b> <ul style="list-style-type: none"><li>• food service and catering considerations such as:<ul style="list-style-type: none"><li>– plating food</li><li>– style of meal</li><li>– number of courses</li><li>– customer requirements</li><li>– cost</li><li>– time available</li></ul></li></ul>	<ul style="list-style-type: none"><li>• design, plan and prepare safe and appealing food items appropriate for catering for small or large scale functions</li><li>• determine an appropriate table layout or setting for a specific style of meal</li></ul>		<b>Practical experience:</b> students prepare food items as a class for themselves as a trial run before proceeding to cater as a large-scale luncheon for teaching staff.
<b>Additional content</b> <ul style="list-style-type: none"><li>• aspects of operating a small food business venture including<ul style="list-style-type: none"><li>– economic</li><li>– legal</li><li>– environmental</li><li>– commercial</li></ul></li></ul>	<ul style="list-style-type: none"><li>• create a proposal for a small food business venture using a design brief approach</li></ul>	Define terms: economic, legal, environmental and commercial.  Discussion / note taking on setting up/operating a small food business venture.  Design briefs: how to write one.  Web search on how to set up a small business.	<b>Assessment:</b> students create a proposal for a small food business venture that they will operate.