



Food Technology: Trendy looking foods

Students learn about:	Students learn to:	Teaching and learning strategies	Evidence of learning
<p>Week 1</p> <ul style="list-style-type: none"> • food safety and hygiene practices including: <ul style="list-style-type: none"> – personal hygiene – food hygiene – safe work practices. 	<ul style="list-style-type: none"> • demonstrate safe, cooperative and hygienic work practices • assess food handling requirements for a variety of situations • describe legislation specifically linked to food safety 	<p>Introduction to unit: course outcomes, unit fee and expectations. Class brainstorming on what constitutes personal and food hygiene and safe work practices. Note taking. Note taking and discussion on OH&S and the Food Act.</p>	<p>Students demonstrating safe, cooperative and hygienic work practices during practical experiences. Students will be continually assessed throughout the unit.</p>
<p>Weeks 2, 3 and 4</p> <ul style="list-style-type: none"> • basic ingredients used in food preparation including: <ul style="list-style-type: none"> – protein rich foods – carbohydrate rich food – fruit and vegetables – fats and oils – herbs and spices. • reasons for cooking foods <ul style="list-style-type: none"> – sensory properties including colour, odour, texture and flavour. 	<ul style="list-style-type: none"> • create food items using combinations of basic ingredients • explain how different cuisines are created by varying basic ingredients and techniques • generate procedural text to outline the steps in processing and preparing food products using a word processing package • discuss the reasons why basic ingredients need to be cooked for consumption • appreciate the role food components play on the sensory qualities of foods 	<p>Teacher led discussion on the basic ingredients used in food preparation. Class brainstorming on cuisines using or varying the basic ingredients. Design brief: students create and prepare a food item/meal using a combination of all of the basic ingredients with teacher guidance.</p> <p>Class brainstorm and discussion on why basic ingredients need to be cooked, e.g. palatability, enhance flavour, kills bacteria, colour. Define sensory assessment and the importance of colour, odour, texture and flavour, food preparation and presentation.</p>	<p>Case study: assess food handling requirements in a school canteen, fast food outlet and at home.</p> <p>Students using a word-processing package generate a recipe for their chosen food item/meal. (ICT)</p> <p>Practical experience; design task and preparation of food item.</p> <p>Students demonstrate their understanding during practical experiences by verbal questioning by teacher.</p>

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<p>Weeks 5 and 6</p> <ul style="list-style-type: none"> • properties of food <ul style="list-style-type: none"> – functional properties of carbohydrates, proteins and lipids 	<ul style="list-style-type: none"> • examine the functional properties of a variety of foods • prepare food products that demonstrate the functional properties of ingredients (eg starch as a thickener, egg yolk as an emulsifier) • identify the properties of foods that make them suitable for particular preparation techniques/cooking methods 	Define the functional properties of food. Discussion and simple note taking on: <ul style="list-style-type: none"> – properties of carbohydrates (dextrinisation, gelatinisation, caramelisation, crystallisation) – properties of proteins (denaturation, coagulation, aeration) – properties of lipids (emulsification, foaming). 	<p>Practical experience: Custard tart, Lasagne, Mayonnaise etc.</p> <p>Experimental work; fondant making, forming emulsions etc.</p>
<p>Weeks 7 and 8</p> <ul style="list-style-type: none"> • methods and equipment used in the preparation and processing of food 	<ul style="list-style-type: none"> • demonstrate appropriate selection of techniques and equipment in food preparation 	Teacher displays various equipment for students to view and identify. Methods of cookery: boiling, grilling, baking, shallow frying, stir-frying and microwaving etc. Worksheet activity.	Students select appropriate equipment and demonstrate correct techniques in food preparation. Practical experience: students select a method of cookery and an appropriate recipe.
<p>Week 9</p> <ul style="list-style-type: none"> • causes of food deterioration and spoilage <ul style="list-style-type: none"> – microbial activity – enzymatic changes – physical and chemical reactions – environment factors. 	<ul style="list-style-type: none"> • outline the causes of food deterioration and spoilage • identify ingredients that pose a high risk for food deterioration and spoilage • describe techniques and methods that make food products less prone to deterioration and spoilage 	Students outline their understanding of food deterioration and spoilage. Teacher led discussion. Note taking/worksheet on causes of food spoilage and deterioration and methods to make food products less prone to spoilage and deterioration.	<p>Homework: students view their pantry/fridge at home and identify foods that are at a high risk for spoilage and deterioration. Outline techniques to make particular food products less prone to spoilage and deterioration.</p>
<p>Weeks 10 and 11</p> <ul style="list-style-type: none"> • principles of food preservation and storage: <ul style="list-style-type: none"> – moisture levels – addition of chemicals – temperature – pH level – oxygen. 	<ul style="list-style-type: none"> • explain the principles of food preservation • describe a range of methods used to preserve and store foods safely • apply the principles of food preservation and storage when producing food products 	Class discussion on why foods are preserved. Note taking. Students research methods of preservation, e.g. canning, freezing etc.	Students apply the principles of food preservation and storage during practical experiences. Practical experience: this could include freezing a meal, jam making etc.



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<p>Week 12</p> <ul style="list-style-type: none"> • the role of technology in the preparation of food domestically and the social implications • physical and nutritive effects of preparation and processing in domestic and industrial setting 	<ul style="list-style-type: none"> • discuss social implications of technological developments in domestic food preparation equipment • explain how various methods of food processing and preparation affect the physical characteristics of food • outline ways in which nutritive loss can be minimized during preparation and processing 	<p>Students brainstorm types of technology in the domestic kitchen. Discussion on the role of these items at home and the implications socially.</p> <p>Define food processing. Class discussion about changes that have occurred in food processing techniques. Students list the purpose of processing foods and suggest one example of each. Note taking on physical and nutrient changes to foods during preparation and processing.</p> <p>Activity: compare a fresh tomato with a canned tomato. Describe the difference in texture, flavour and shape.</p>	<p>Homework – students outline ways in which nutritive loss can be minimised during preparation/processing by observing the preparation of the family meal.</p>
<p>Week 13</p> <ul style="list-style-type: none"> • industrial food preparation <ul style="list-style-type: none"> – levels of processing – additives – environmental, social, health and economic effects. 	<ul style="list-style-type: none"> • identify the varying levels of processing and the accompanying changes that occur to food • identify the role of additives in food processing • discuss the environmental, social, health and economic implications of food processing 	<p>Levels of processing: household, small business and large companies. Students brainstorm the characteristics of each. Notes on the role of additives.</p> <p>Students research in groups the environmental, social, health and economic effects of food processing. (Environment)</p>	<p>Activity: students identify from a variety of packages on display, additives on the ingredient list. Report back to the class.</p>



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<p>Week 14</p> <ul style="list-style-type: none"> • trends in food such as: <ul style="list-style-type: none"> – organic ingredients and produce – genetically modified foods – pre-prepared fresh food products, e.g. pre-cut vegetables, fruit, meat – increased use of fresh herbs and spices – heat and serve meals – meal replacements, e.g. breakfast beverages and bars – snack bars – electrolyte replacement drinks – use of functional foods and ingredients 	<ul style="list-style-type: none"> • compare past and present food trends 	<p>Definition of food trends. Students brainstorm current food trends. Teacher led discussion of food trends. Students compare past and present trends. Discussion and note taking on various food trends. Students use current food magazine and recipe books to identify and list examples of current food trends.</p>	<p>Homework: students identify the current food trends in the supermarket and give a relevant example.</p>
<p>Weeks 15 and 16</p> <ul style="list-style-type: none"> • trends in dining and food service such as: <ul style="list-style-type: none"> – types of establishments and levels of service including take-away, dining out, formal and buffet service – table setting, crockery, cutlery, glassware and linen • presentation and service of food <ul style="list-style-type: none"> – visual appeal – garnishes – styles of service such as buffet, a la carte and silver service 	<ul style="list-style-type: none"> • identify current trends in food, food service and food presentation • identify examples of services offered by a range of hospitality establishments • select and apply appropriate presentation techniques and styles of service for various occasions 	<p>Class discussion on where they eat out. Teacher led discussion on commercial and non-commercial establishments. Note taking/worksheet. Students brainstorm establishments that fit into each category. Worksheet on visual appeal, garnishing and decorating. Excursion: to reinforce learning from above the class may visit a restaurant where visual appeal, styles of service and garnishing could be demonstrated. Guest speaker: invite a food stylist to demonstrate techniques and styles.</p>	<p>Practical experience: students set a table according to the style of service or occasion. Practical experience: students practice various garnishing techniques. Practical experience: students prepare and present a meal which incorporates visual appeal, a style of service, appropriate garnishing and table setting for an invited staff member.</p>



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<ul style="list-style-type: none"> • trends in food presentation and food styling including: <ul style="list-style-type: none"> – garnishing and decorating – plating styles • food styling and photography 	<ul style="list-style-type: none"> • plate food for service • design, plan, prepare and present safe, appealing contemporary food that reflects the latest food trends • identify examples of food styling and photography • explain the influence of food styling and photography in promoting trends • style food for photography 	<p>Students collect three pictures from current food magazines that illustrate various food styling trends and explain their selection.</p> <p>Discussion and note taking on food styling and food photography.</p>	<p>Assessment task: students design, plan, prepare and present a contemporary food item and style for photography.</p>
<p>Week 17</p> <ul style="list-style-type: none"> • factors influencing acceptance of food trends including <ul style="list-style-type: none"> – personal experiences, e.g. development of food habits restricting experimentation with food – cultural taboos and beliefs, e.g. acceptance of non-traditional food sources and delicacies – tradition, e.g. foods traditionally served at occasions such as Easter, Ramadan, Hannukah, Chinese New Year, weddings 	<ul style="list-style-type: none"> • relate the factors that influence the acceptance of new food trends to examples of recent trends 	<p>Teacher led discussion on what personal experiences, cultural taboos and traditions are. Worksheet.</p> <p>Class discussion on their personal experiences, cultural taboos, beliefs and traditions which influence their acceptance of food trends.</p>	
<p>Week 18: Half Yearly Exams</p> <p>Week 19</p> <ul style="list-style-type: none"> • the relationship between marketing and food trends 	<ul style="list-style-type: none"> • discuss the role of the media in promoting food trends 	<p>Define media and marketing strategies.</p> <p>Marketing strategies – class brainstorming.</p>	<p>Assessment task: Media. Students identify aspects of the media and explain what the role of the media is in relation to food.</p>



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<p>Week 20</p> <ul style="list-style-type: none"> • food packaging <ul style="list-style-type: none"> – forms/materials – functions – technological developments such as barrier, active, vacuum and gas – environmental impact – labelling/legal requirements 	<ul style="list-style-type: none"> • outline the function of packaging, including the persuasive purpose of food packaging • suggest suitable packaging for a variety of food types in different circumstances • identify food labelling requirements • ethical considerations in declaration of ingredients 	<p>Students view various packages that are on display and identify the various materials/types of packaging.</p> <p>Students make a list of labelling requirements from the package.</p> <p>Note making on forms/materials/functions of packaging, technological developments and legal requirements.</p> <p>(Environment)</p>	<p>Homework: students seek examples of various technological developments of packaging in the supermarket.</p>
<p>Additional content</p> <ul style="list-style-type: none"> • marketing of current food trends • food styling and photography for marketing through print or electronic media 	<ul style="list-style-type: none"> • create an innovative marketing concept for a current food trend • produce a visual image of styled food using computer technology 	<p>Discussion on marketing. Students view current food magazines, e.g. <i>Vogue</i>, <i>Gourmet Traveller</i> and identify and discuss particular strategies used to enhance the food item being advertised.</p> <p>Teacher and students compile a list of marketing strategies.</p> <p>Students research how to food style and prepare food for photography.</p> <p>Discussion and note taking on print and electronic media and examples of these.</p> <p>Guest speaker: from a marketing firm or a current food magazine to discuss marketing ideas, trends, consumer appeal and photography.</p>	<p>Assessment: A new food company has developed an innovative food item. Your brief is to: Design a print marketing concept for this food item.</p> <p>This company has also requested you to style this food for photography for a current food magazine. Present this as a finished visual image using digital technologies. (ICT)</p>