



## Stage 5 Food Technology: Year 10

### Focus area: Food service and catering

Food service and catering are important areas of the food industry. They provide people with both food and employment. Students will examine food service and catering ventures and their operations across a variety of settings and investigate employment opportunities. Students will plan and prepare safe and appealing foods appropriate for catering for small or large scale functions.

#### Focus outcomes

A student:

- 5.3.2 justifies food choices by analyzing the factors that influence eating habits
- 5.5.1 selects and employs appropriate techniques and equipment for a variety of food-specific purposes
- 5.5.2 plans, prepares, presents and evaluates food solutions for specific purposes
- 5.6.1 examines the relationship between food, technology and society.

#### Core (C) outcomes

A student:

- 5.1.1 demonstrates hygienic handling of food to ensure a safe and appealing product
- 5.1.2 identifies, assesses and manages the risks of injury and OHS issues associated with the handling of food
- 5.2.1 describes the physical and chemical properties of a variety of foods
- 5.2.2 accounts for changes to the properties of food which occur during food processing, preparation and storage
- 5.2.3 applies appropriate methods of food processing, preparation and storage
- 5.3.1 describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities
- 5.4.1 collects, evaluates and applies information from a variety of sources
- 5.4.2 communicates ideas and information using a range of media and appropriate terminology
- 5.6.2 evaluates the impact of activities related to food on the individual, society and the environment.

**Time allocation:** 11 weeks (Term 1 and start of Term 2) 2 blocks (at 75 minutes)

Outcomes	Students learn about:	Students learn to:	Teaching and learning strategies	Register
<p><b>The following elements of quality teaching will be addressed:</b> background knowledge, cultural knowledge, substantive communication, student direction.</p> <p>Students have the opportunity to reveal their background and cultural knowledge of the food service industry. Thorough substantive communication will describe experiences some have through casual employment positions.</p>				
<p>3 weeks</p> <p>5.3.2 5.5.1 5.5.2 5.6.1</p> <p>5.1.1 5.1.2 5.2.3 5.6.2</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> <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> <p>Core:</p> <ul style="list-style-type: none"> <li>food safety and hygiene practices including               <ul style="list-style-type: none"> <li>personal hygiene</li> <li>food hygiene</li> </ul> </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> <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>Core:</p> <ul style="list-style-type: none"> <li>demonstrate safe, cooperative and hygienic work practices</li> <li>assess food handling requirements for a variety of situations</li> <li>describe legislation specifically linked to food safety</li> </ul>	<ul style="list-style-type: none"> <li>Brainstorm profit and non-profit food service and catering ventures.</li> <li>Discussion on contribution of food service and catering industry (economic and social) to society – note making to follow.</li> <li>Take class to computer room and do an advanced web search to look at employment opportunities in the hospitality industry (including pay and full and part time work opportunities).</li> <li>Use Department of Education, Training and Youth Affairs CD: <i>Welcome to Hospitality</i></li> <li>Read <i>Food Safety Procedures</i>, Chapter 1.</li> <li>Compile notes on employment openings.</li> <li>Revision of food safety and hygienic work practices, look at different food handling requirements, legislation linked to food safety.</li> <li>Conduct online general search on <i>Google</i>, then specific sites, <a href="http://www.foodstandards.gov.au">www.foodstandards.gov.au</a> <a href="http://www.govet.nsw.edu.au">www.govet.nsw.edu.au</a></li> <li>Class to watch 15 minute segment on video <i>Food For Thought, At Your Service Food Catering</i>.</li> <li><i>Practicals:</i> <ol style="list-style-type: none"> <li>1 block to watch <i>Food For Thought</i> segment 15 minutes, then go to computer room and use <i>Welcome to Hospitality</i> CD</li> <li>Practical food service using convenience</li> </ol> </li> </ul>	

Outcomes	Students learn about:	Students learn to:	Teaching and learning strategies	Register
	<ul style="list-style-type: none"> <li>safe work practices</li> </ul> <p><i>Core:</i></p> <ul style="list-style-type: none"> <li>reasons for cooking foods</li> <li>sensory properties including colour, odour, texture, flavour</li> </ul>	<p><i>Core:</i></p> <ul style="list-style-type: none"> <li>discuss the reasons why basic ingredients need to be cooked for consumption</li> <li>appreciate the role food components play on the sensory qualities of foods</li> </ul>	<p>foods – sausage rolls and party pies – heat and test temperature using food thermometer (from school canteen). Class to be instructed in sanitizing process.</p> <p>3) Computer room: online general search on <i>Google</i> then specific sites as listed above.</p>	
<p><b>The following elements of quality teaching will be addressed:</b> narrative, social support, explicit quality criteria.</p> <p>Students come to appreciate the regulations (explicit quality criteria) of the Food Standards of 2002. Through narrative further practical examples of OH&amp;S issues are explored. Social support developed by allowing students to contribute their ideas on safety and hygiene (as observed) in industry.</p>				
<p>2 weeks</p> <p>5.6.1</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>OH &amp; S Act</li> <li>industrial legislation such as industry awards, enterprise agreements</li> <li>anti-discrimination legislation</li> <li>EEO principles</li> </ul> </li> <li>consumer rights and responsibilities in relation to food</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 food establishments</li> <li>assess and manage risks when preparing and managing foods</li> <li>demonstrate safe work practices when preparing and serving food</li> <li>outline the rights and responsibilities of consumers with regard to food</li> </ul>	<ul style="list-style-type: none"> <li>Display <i>Food Standards of 2002</i> to class, showing them size of the Act.</li> <li>Issue class with <i>Hospitality Core Units</i> by Jennifer Chiplin and refer to OH&amp;S Act, responsibilities of employer and employee (industry awards, EEO principles). Read relevant articles and summarise in note form on board (class to copy).</li> <li>Refer to Hospitality texts 1 and 2 on risk management when preparing and managing foods, safe work practices, rights and responsibilities with food. Summarise in point form, students copy into books.</li> <li>Revise causes of food deterioration and spoilage.</li> <li><i>Practicals:</i> <ol style="list-style-type: none"> <li>Safety of food considering risk management for life cycle of an egg –</li> </ol> </li> </ul>	



Outcomes	Students learn about:	Students learn to:	Teaching and learning strategies	Register
5.1.1 5.1.2 5.2.1 5.2.3 5.6.2	including: <ul style="list-style-type: none"> <li>– safety and hygiene</li> <li>– value for money</li> <li>– accurate information with regard to food labeling and marketing</li> </ul> <i>Core:</i> <ul style="list-style-type: none"> <li>• causes of food deterioration and spoilage</li> <li>– microbial activity</li> <li>– enzymatic changes</li> <li>– physical and chemical reactions</li> <li>– environmental factors</li> </ul>	<i>Core:</i> <ul style="list-style-type: none"> <li>• outline the causes of food deterioration and spoilage</li> <li>• identify ingredients that pose a high risk for food deterioration and spoilage</li> <li>• describe techniques and methods that make food products less prone to deterioration and spoilage</li> </ul>	class to prepare flow chart and then food. Egg and Bacon Pie. Discussion about risks of food safety at all stages. 2) Preparation of fresh kebab contrasting with the cost, safety and hygiene, accurate information of frozen prepared kebabs.	
<p><b>The following elements of quality teaching will be addressed:</b> problematic knowledge, higher order thinking.</p> <p>Students to consider menu planning in relation to locality and availability of foods locally. Students develop higher order thinking to solve problems of lack of supply, extremes of climate, costs of materials.</p>				
2 weeks  5.6.1	<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, a la carte</li> <li>– facilities, staff, time, money</li> </ul> </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> </ul>	<ul style="list-style-type: none"> <li>• Class to examine menus from a variety of sources.</li> <li>• Brainstorm different menu styles: note making on menu styles.</li> <li>• Discussion on considerations when menu planning.</li> <li>• Revise methods and equipment used in preparation and processing of food.</li> </ul>	

Outcomes	Students learn about:	Students learn to:	Teaching and learning strategies	Register
5.6.2	<ul style="list-style-type: none"> <li>– time of year, time of day, occasion</li> <li>– health, occupation, gender, age, preferences, number of people</li> </ul> <p><i>Core:</i></p> <ul style="list-style-type: none"> <li>• methods and equipment used in the preparation and processing of food</li> <li>• the role of technology in the preparation of food domestically and the social implications</li> </ul>	<p><i>Core:</i></p> <ul style="list-style-type: none"> <li>• demonstrate appropriate selection of techniques and equipment in food preparation</li> <li>• discuss social implications of technological developments in domestic food preparation equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Design with class a suitable diet for a pregnant mother/contrast with diet for an elderly person. Record in note book.</li> <li>• Computer room and search for trends in food consumption. Tabulate data using a spreadsheet and generate graphs</li> <li>• <i>Practicals:</i> <ol style="list-style-type: none"> <li>1) Meal for pregnant woman: <ul style="list-style-type: none"> <li>chicken stir fry</li> <li>noodles</li> <li>glass of milk</li> </ul> </li> <li>2) Computer room: web search and tabulation of results in graphs.</li> </ol> </li> </ul>	
5.3.1	<p><i>Core:</i></p> <ul style="list-style-type: none"> <li>• selection of nutritious foods</li> </ul>	<p><i>Core:</i></p> <ul style="list-style-type: none"> <li>• design, plan and prepare balanced diets for various stages of the lifecycle</li> </ul>		
5.3.2	<p><i>Core</i></p> <ul style="list-style-type: none"> <li>• changes in consumption patterns in relation to processed and unprocessed food</li> </ul>	<p><i>Core</i></p> <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>		
5.6.1				

Outcomes	Students learn about:	Students learn to:	Teaching and learning strategies	Register
<p><b>The following elements of quality teaching will be addressed:</b> metalanguage, knowledge integration, narrative.</p> <p>Procedures used in recipe compilation allows metalanguage to be incorporated. Student's own knowledge integrated into lessons.</p>				
<p>1 week</p> <p>5.5.2</p> <p>5.5.1</p>	<ul style="list-style-type: none"> <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 portion</li> <li>measuring</li> <li>recipe writing</li> </ul> </li> <li>purchasing systems <ul style="list-style-type: none"> <li>ordering, receiving, controlling, issuing</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <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>	<ul style="list-style-type: none"> <li>Brainstorm elements of a recipe.</li> <li>Calculate the amount of ingredients required for large scale catering using a basic lasagna recipe. Record on the board.</li> <li>Illustrate organisational system used in the school for ordering, receiving, controlling and issuing food. SASS identity to be used as a resource. Contrast this system with butcher shop visit where agent purchases stock and butcher orders meat according to client needs.</li> <li><i>Practical:</i> <ol style="list-style-type: none"> <li>Modification of a large scale catering recipe: Beef in Red Wine, Pilaf Rice, Mixed Vegetables</li> </ol> </li> </ul>	
<p><b>The following elements of quality teaching will be addressed:</b> inclusivity, background knowledge, engagement, higher order thinking.</p> <p>Class to be involved in decision making on food service incorporating their ideas. The background and experiences of the group will be varied, so it is important to include all ideas.</p>				
<p>3 weeks</p> <p>5.3.2</p> <p>5.5.1</p> <p>5.5.2</p>	<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> </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</li> </ul>	<ul style="list-style-type: none"> <li>Teacher demonstrates table setting for a four course formal menu and for a casual teenage buffet.</li> <li>Brainstorm suitable foods for each occasion.</li> <li>Discussions on plating food style of meal, courses, customer needs, cost and time</li> </ul>	

<b>Outcomes</b>	<b>Students learn about:</b>	<b>Students learn to:</b>	<b>Teaching and learning strategies</b>	<b>Register</b>
5.3.1 5.4.1 5.6.2	<ul style="list-style-type: none"> <li>- number of courses</li> <li>- customer requirements</li> <li>- cost</li> <li>- time available</li> </ul> <p><i>Core:</i></p> <ul style="list-style-type: none"> <li>food consumption in Australia and the impact this has on nutrient intake and health</li> <li>influences on food selection and the subsequent effects on health</li> </ul>	setting for a specific style of meal  <p><i>Core:</i></p> <ul style="list-style-type: none"> <li>relate the impact of changes in good consumption patterns to health</li> <li>outline how diet can assist in preventing and managing dietary disorders</li> </ul>	available. Compile notes on board, class copy. <ul style="list-style-type: none"> <li>Revise food consumption in Australia and impact on health. Issue students with latest newspaper article related to same (to be glued into book and read and discussed by class).</li> <li>Watch video on diet for people with diabetes.</li> <li>Class to learn about the importance of different styles of service relevant to the occasion: silver service, buffet, à la carte. Compile notes and record.</li> <li>Students to collect magazine illustrations and glue in books to cover visually appealing meals and the impact of garnishes on appearance.</li> <li><i>Practicals:</i> <ol style="list-style-type: none"> <li>Formal meal: Tomato soup, Mini Spring Rolls Flanagan's Chicken and Rice Fresh Fruit Salad</li> <li>Teenage buffet: Vegetable Samosas and Dip, Cocktail Frankfurts, Fresh Tomato Sauce</li> <li>Blackboard menu: Steak and Kidney Pie Vegetables Ice cream Sundae</li> </ol> </li> </ul>	
5.1.1 5.2.2 5.2.3	<p><i>Core:</i></p> <ul style="list-style-type: none"> <li>presentation and service of food               <ul style="list-style-type: none"> <li>- visual appeal</li> <li>- garnishes</li> <li>- styles of service such as buffet, à la carte and silver service</li> </ul> </li> </ul> <p><b>Additional content:</b></p> <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>	<p><i>Core:</i></p> <ul style="list-style-type: none"> <li>select and apply appropriate presentation techniques and styles of service for various occasions</li> </ul>		
		create a proposal for a small food business venture using a design brief approach		