



Stage 5 Food Technology: Year 10

Focus area: Food for special occasions

Food is an important component of many special occasions. Students will explore a range of special occasions including social, cultural, religious, historical and family, and examine the elements of small and large scale catering. Students will plan and prepare safe food, demonstrating appropriate food handling and presentation skills.

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
- 5.6.2 evaluates the impact of activities related to food on the individual, society and the environment.

Time allocation: 6 weeks (Term 2) 2 blocks (at 75 minutes)

Outcomes	Students learn about:	Students learn to:	Teaching and learning strategies	Register
<p>The following elements of quality teaching will be addressed: deep knowledge, background knowledge, deep understanding, narrative, cultural knowledge.</p> <p>Development of student's background knowledge of smoking and drying carried out by many older people in this community. Narrative used to further deep knowledge, understanding and cultural differences.</p>				
3 weeks 5.3.2 5.6.1 5.5.1 5.5.2 5.1.1 5.2.1 5.2.2 5.2.3	<ul style="list-style-type: none"> role and significance of food around the world throughout history reasons for celebration including <ul style="list-style-type: none"> social cultural religious historical family production and preparation of foods for special occasions including <ul style="list-style-type: none"> foods, techniques and equipment for special occasions small and large scale catering for special occasions <p>Core:</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"> outline the significance of food throughout history explore the special occasions celebrated by various groups design, plan and prepare food items for special occasions <p>Core:</p> <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 	<ul style="list-style-type: none"> Brainstorm importance of food, consider historical aspects of no storage facilities, lack of packaging, basic food preservation technology (smoking, salting). Discuss special functions held by different groups, e.g. hot Christmas dinners from the English influence. Note making on reasons for celebrations. Design food items suitable for a special occasion: Year 10 farewell. Follow design process and use peer assessment to decide on the most suitable foods, to be prepared in practical classes. Revision of previous notes on catering for small and large groups. Test to revise principles of food preservation (after a brief revision period). Practicals: <ol style="list-style-type: none"> Design and make some food suitable for farewell, e.g. mini quiches, savoury meatballs, apricot balls. Curried lamb, cassata ice cream. Cook rice, reheat curry and savouries, fruit punch – serve and eat the prepared menu. 	

Outcomes	Students learn about:	Students learn to:	Teaching and learning strategies	Register
<p>The following elements of quality teaching will be addressed: problematic knowledge, higher order thinking, explicit quality criteria, inclusivity.</p> <p>Planning for special occasions involves all of these elements and gives an opportunity for all class members to contribute their knowledge of special occasion catering.</p>				
<p>2 weeks</p> <p>5.3.2 5.5.1 5.5.2 5.6.1</p>	<ul style="list-style-type: none"> menu planning considerations for special occasions including <ul style="list-style-type: none"> nutritional value of food appeal of the food such as colour, aroma, flavour, texture occasion and setting characteristics of diners including age, health, energy levels, culture, tastes, number resources such as ingredients, equipment, skills, money, time work flow plan including sequencing tasks and allocating time importance of presentation and service for special occasions including garnishing and decorating techniques 	<ul style="list-style-type: none"> plan a menu for a special occasion using products in the marketplace devise a work flow plan to be used when conducting a practical activity demonstrate appropriate food handling and presentation skills for a special occasion 	<ul style="list-style-type: none"> Discussion of products available to plan meals for special occasions, e.g. frozen filo pastry to make cheese and spinach triangles. Emphasise resources like time, ingredients, etc. Class to devise own menu for a cultural occasion, e.g. Easter celebrations. Brainstorm a suitable work flow plan to cover tasks associated with yeast cookery – class to copy from board. Class to plan suitable table setting, invitations and decorations for an Easter party. Emphasis on garnishing and decorating techniques. <i>Practicals:</i> <ol style="list-style-type: none"> Hot Cross Buns. Bread making to include a variety of rolls and techniques. 	

Outcomes	Students learn about:	Students learn to:	Teaching and learning strategies	Register
<p>The following elements of quality teaching will be addressed: knowledge integration, connectedness.</p> <p>The revision of nutrients and their impact on the body is a summary of nutrition and the importance of food. This gives students the chance to connect knowledge to state of health.</p>				
<p>1 week</p> <p>5.3.1</p> <p>5.4.1</p> <p>5.4.2</p> <p>5.6.2</p>	<p>Core:</p> <ul style="list-style-type: none"> nutritional components of food – food nutrient groups <ul style="list-style-type: none"> proteins carbohydrates lipids vitamins minerals water the role of fibre in the diet <p>Core:</p> <ul style="list-style-type: none"> physical and nutritive effects of preparation and processing in domestic and industrial setting <p>Additional content</p> <ul style="list-style-type: none"> use of pre-prepared and partly prepared convenience foods for presenting food on a special occasion 	<p>Core:</p> <ul style="list-style-type: none"> explain the role of the nutritional components of food in the body <ul style="list-style-type: none"> describe the significant role of fibre in the diet <p>Core:</p> <ul style="list-style-type: none"> explain how various methods of food processing and preparation affect the physical characteristics of food outline ways in which nutritive loss can be minimised during preparation and processing <ul style="list-style-type: none"> plan, prepare and host a function to celebrate a special occasion that incorporates the use of convenience foods 	<ul style="list-style-type: none"> Watch a video on food nutrients as a revision exercise. Using chapter 13 on <i>Food Processing of Nutrition – the Inside Story</i> examine effects of nutrient loss during preparation and processing – material to be presented on overhead and class will summarise page 173. Class do a topic test on the role of nutritional components of food in the body. 	