



Stage 5 Food Technology: Year 9

Focus area: Food for special needs

Special food needs arise for a variety of reasons including age, health, lifestyle choices, cultural influences or logistical circumstances. Students will explore a range of special food needs and the means to satisfy these. Students will plan and prepare safe and nutritious foods to meet specific food needs in various circumstances.

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:

- 5.3.1 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

Time allocation: 8 weeks (Term 3) 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: background knowledge, connectedness, engagement, deep knowledge, metalanguage</p> <p>The significance of the material comes from student background knowledge of food for infants/connectedness with food for the elderly, etc. Engagement occurs with students' recount of connection between diet and performance with other athletes. Deep knowledge will be fostered through health status items like recovery from illness/injury. Metalanguage used with introduction on probiotics and functional foods.</p>				
2 weeks				
5.3.2	<ul style="list-style-type: none"> circumstances which lead to special food needs including 	<ul style="list-style-type: none"> identify the circumstances that may lead an individual to have special needs 	<p>Circumstances leading to special food needs</p> <ul style="list-style-type: none"> Revise life cycle stages. Brainstorm ideas. Discussion followed by note making on allergies, intolerances, recovery from illness/injury, diet related disorders. 	

Outcomes	Students learn about:	Students learn to:	Teaching and learning strategies	Register
5.6.1	<ul style="list-style-type: none"> – stages of the life cycle – health status such as allergies and intolerances – recovery from illness/injury – diet-related disorders – lifestyle choices such as athletes – vegetarians – cultural influences and religious beliefs – logistical considerations such as bush walking, camping, hospitals, canteens, nursing homes and plane travel 	<ul style="list-style-type: none"> • outline the special requirements for each stage of the life cycle • explore the impact of a variety of health needs on the food requirements of the individual • investigate the effects of lifestyle on food needs • examine cultural influences and religious beliefs which may impact upon food needs • identify the logistical impacts on food needs and suggest suitable methods of meeting these logistical needs 	<ul style="list-style-type: none"> • View video on vegetarians – relate to food needs. • Library research on cultural/religious beliefs and impact on food needs, e.g. Chinese Ying and Yang ideal. • Brainstorm logistics of food, e.g. suitable type for plane travel foods. • Show and tell session on nutritionally modified foods, e.g. advertising for acidophilus, <i>Nutrigrain</i> and iron, milk with added calcium. Note making to follow. • <i>Practicals:</i> <ol style="list-style-type: none"> 1) Vegetarian meal: <ul style="list-style-type: none"> Lentil burgers Mashed potatoes Green peas Pumpkin 2) Chinese birthday party menu <ul style="list-style-type: none"> Birthday noodles with peanut sauce Spiced chicken 	
5.3.1	<p><i>Core</i></p> <ul style="list-style-type: none"> • foods which are developed to enhance health including <ul style="list-style-type: none"> – probiotics – functional foods 	<p><i>Core</i></p> <ul style="list-style-type: none"> • discuss the role of nutritionally modified foods in the diet • discuss current developments in the nutritional modification of food 		

Outcomes	Students learn about:	Students learn to:	Teaching and learning strategies	Register
<p>The following elements of quality teaching will be addressed: substantive communication, problematic knowledge development, explicit quality criteria, engagement, social support, background knowledge, connectedness, narrative, knowledge integration, inclusivity.</p> <p>Substantive communication with student knowledge of support networks like Meals On Wheels for the elderly. Problematic knowledge development with exploration of processing and preparing meals in the home.</p>				
3 weeks 5.5.2 5.4.1	<ul style="list-style-type: none"> support networks for individuals with special needs preparation and processing of foods for special needs such as low kilojoule, low salt, high fibre, high protein, low fat <p><i>Core</i></p> <ul style="list-style-type: none"> selection of nutritious foods 	<ul style="list-style-type: none"> examine a range of support networks available for individuals with special needs identify examples of foods that are processed/prepared to suit individuals with special needs assess the suitability of a range of processed/prepared foods for dietary disorders explore methods of processing/preparing foods in the home to suit a specific need design, plan and prepare balanced diets for various stages of the lifecycle 	<p>Support networks for those with special needs</p> <ul style="list-style-type: none"> Students view items like <i>Tick for heart</i> on fat reduced foods like margarine. Brainstorm others available. Tabulate (on board) information for preparation and processing of foods to suit individual needs, e.g. low salt for hypertension sufferers, includes use of other seasonings (like pepper), removal of salt from cooking process, avoidance of products like tomato sauce and <i>Vegemite</i>, purchase of <i>no salt</i> products. Taste test with class suitability of processed/prepared foods, discussion of success of diet modifications in control of diabetes, substitute marmalade with no sugar, removal of fat from diet, ultimate test with blood sample and reading of machine. Discussion on home modifications to meet the needs of individuals – issues like grilling instead of frying, removal of visible fat from meat. Note making on balanced diets for various stages of the life cycle. <i>Practicals:</i> <ol style="list-style-type: none"> Food for health (high fibre diet): Bran muffins Food for a diabetic: Grilled shortloin chop Potato wedges (oven baked), asparagus spears, baby squash High protein for adolescent: Cheese omelette 	

Outcomes	Students learn about:	Students learn to:	Teaching and learning strategies	Register
<p>The following elements of quality teaching will be addressed: explicit quality criteria, high expectations, deep knowledge, background knowledge, knowledge integration, inclusivity, connectedness, narrative, higher order thinking, metalanguage, substantive communication</p> <p>Explicit quality criteria when planning for safe nutritious foods for special needs. High expectations will result from students' analysis of foods.</p>				
3 weeks				
5.5.2	<ul style="list-style-type: none"> planning considerations for safe and nutritious foods for special needs <ul style="list-style-type: none"> menus for special needs number of courses customer cost time available 	<ul style="list-style-type: none"> analyse the nutritive value of a dish identify foods that are suitable for a number of special needs design, plan and prepare a menu/meal/dish suitable for a particular special need 	<p>Planning considerations for safe/nutritious foods for special needs</p> <ul style="list-style-type: none"> Analysis of nutritional value of a special meal for a teenage party – on board. Note making on planning for safe and nutritious foods for special needs (legislation). Students to study menus for weddings and analyse implications (special occasion, courses, cost, time available). Presentation and service of food – notes on visual appeal, garnishes, styles of service. <i>Practicals:</i> <ol style="list-style-type: none"> Teenage party <ul style="list-style-type: none"> Sausage rolls Pin wheel sandwiches Fruit platter Prepare and freeze special dish for buffet: <ul style="list-style-type: none"> Chicken and Almonds. Set tables for buffet <ul style="list-style-type: none"> Chicken and Almonds Grilled vegetables Buttered baguette Berry compote and yoghurt 	
5.5.1	<p><i>Core</i></p> <ul style="list-style-type: none"> 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 	<p><i>Core</i></p> <ul style="list-style-type: none"> select and apply appropriate presentation techniques and styles of service for various occasions 		
5.1.2				
	<p>Additional content</p> <ul style="list-style-type: none"> specific circumstances which lead to special nutritional needs 	<ul style="list-style-type: none"> research the circumstances of a particular group organise a dietary plan produce a multimedia presentation to educate members of the community 		