



Stage 5 Food Technology: Year 10

Focus area: Food trends

Food trends influence food selection, food service and food presentation. Students will examine historical and current food trends and explore factors that influence their appeal and acceptability. Students will plan, prepare and present safe, appealing food that reflects contemporary food trends.

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: 8 weeks (Term 3) 2 blocks (at 75 minutes)

| Outcomes | Students learn about: | Students learn to: | Teaching and learning strategies | Register |
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| <p>The following elements of quality teaching will be addressed: engagement, student direction.</p> <p>Student involvement in discussing changes in food presentation and service in an enjoyable environment. Students determine menus and investigation of food changes.</p> | | | | |
| <p>3 weeks</p> <p>5.3.2 5.5.1 5.5.2 5.6.1</p> <p>5.2.2</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 identify current trends in food, food service and food presentation <p><i>Core:</i></p> <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 <p><i>Core:</i></p> <ul style="list-style-type: none"> create food items using combinations of | <ul style="list-style-type: none"> Students read about food magazines predicting food trends in "The Food We Eat" series from <i>The Australian</i>, August 2003, pages 4 and 5. Viewing of magazines (from local library) showing increased use of organic products, increased use of herbs and spices, use of products like electrolyte drinks. Discuss food presentation and service from the past (using bone handled cutlery to serve) and contrast with finger TV meals today. Link qualities of food that make them suitable for particular purposes, e.g. muesli bar as a carbohydrate energy rich snack that is easily packaged and used "on the run". Class to do a research task on pre-prepared fresh food products (observation of frozen pre-cut vegetables, value added meat products like chicken kebabs, fresh fruit salad, etc). To be set as a homework assignment requiring them to visit local shops. <i>Practical:</i> <ol style="list-style-type: none"> Herbed lamb Caesar salad Salmon Chowder (C & M Salmon) Tomato Bake (C & M Tomatoes) with crusty herb topping Comparison between packaged pasta and fresh pasta. | |

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| 5.4.2 5.2.1 5.2.3 | <p><i>Core:</i></p> <ul style="list-style-type: none"> properties of food <ul style="list-style-type: none"> functional properties of carbohydrates, proteins and lipids <p><i>Core:</i></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 spices | <p>basic ingredients</p> <ul style="list-style-type: none"> 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 | | |
| <p>The following elements of quality teaching will be addressed: metalanguage, background knowledge, narrative.</p> <p>Variety of dining establishments will involve background knowledge. Metalanguage in specialist dining facilities and how each operate. Narrative used in revision as well as experiences of food service.</p> | | | | |
| 3 weeks 5.3.2 5.5.1 | <ul style="list-style-type: none"> trends in dining and food service such | <ul style="list-style-type: none"> identify examples of service offered by a range of hospitality establishments | <ul style="list-style-type: none"> Use of hospitality trade magazine <i>Open House</i> to look at food presentation, service and food | |

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| 5.5.2 5.6.1 5.3.1 5.4.1 | 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, linen <p><i>Core:</i></p> <ul style="list-style-type: none"> • nutritional requirements of different stages of the lifecycle <ul style="list-style-type: none"> – pregnancy – lactation – infancy – childhood – adolescence – adulthood – aged • trends in food presentation and food styling including <ul style="list-style-type: none"> – garnishing and decorating – plating styles • food styling and photography | <p><i>Core:</i></p> <ul style="list-style-type: none"> • outline the special nutritional requirements at different stages of the life cycle for both females and males <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 <ul style="list-style-type: none"> • identify examples of food styling and photography • explain the influence of food styling and photography in promoting trends • style food of photography <p><i>Core:</i></p> <ul style="list-style-type: none"> • identify broad guidelines for healthy eating to promote optimal health and prevent disease | <p>types. Contrast with old style CWA, Red Cross recipe books.</p> <ul style="list-style-type: none"> • Brainstorm different styles of dining establishments ranging from take away to silver service style. Refer to varying nutritional needs of individuals (at different stages of the life span). Revision work related to styles of service favoured with young children (take away), teenage (chain style quick service establishments), young adults (different cultural styles), adults (a la carte restaurants), aged (institution style food). • Note making using hospitality texts on trends in plating and service of food. • Using school digital camera practice principles involved in styling food. Incorporate need for National Dietary Guidelines to promote health balanced meals in addition to aesthetically pleasing foods. • <i>Practicals:</i> <ol style="list-style-type: none"> 1) Lamb with Mixed Mushrooms, <i>The Backyard Barbecue Cookbook</i>, p. 62. 2) Students design and plan to prepare food showing latest trends. 3) Preparation, service of planned menu. | |
| 5.3.1 | | | | |

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| | <p><i>Core:</i></p> <ul style="list-style-type: none"> National guidelines for healthy eating including the National Dietary Guidelines for children and adolescents (Revision) | | | |
| <p>The following elements of quality teaching will be addressed: deep knowledge, background knowledge, deep understanding, inclusivity.</p> <p>Existing knowledge and sensory abilities will be developed. Student involvement with practical knowledge of food marketing.</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"> 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 | <ul style="list-style-type: none"> relate the factors that influence the acceptance of new food trends to examples of recent trends discuss the role of the media in | <ul style="list-style-type: none"> Taste testing experiment for students – teacher to supply a range of different tastes to educate about <i>new</i> tastes, e.g. grapefruit, lime, pistachio nuts, baked sago, blueberries. Those with limited experience are often unwilling to accept strange flavours. Brainstorm reasons for changing food tastes, e.g. peer acceptance of a product like <i>Nudies</i>. Discuss tradition and cultural influences on food served, e.g. Australian barbecue. Note making on Ramadan, Hannukah, Chinese New Year and weddings to illustrate variety of food consumed. Study article on <i>Nudies</i> juice sales pitch (<i>The Food We Eat</i>, p. 3). Also <i>Medialand</i> article on McDonalds (<i>The Food We Eat</i>, p. 2). Discuss how marketing affects food trends. <i>Practical:</i> <ol style="list-style-type: none"> Lemon Sago Pudding, cream Students prepare traditional foods for | |



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| | <p>occasions such as Easter, Ramadan, Hannukah, Chinese New Year, weddings)</p> <ul style="list-style-type: none">the relationship between marketing and food trends <p>Additional content</p> <ul style="list-style-type: none">marketing of current food trendsfood styling and photography for marketing through print or electronic media | <p>promoting food trends</p> <ul style="list-style-type: none">create an innovative marketing concept for a current food trendproduce a visual image of styled food using computer technology | <p>Easter</p> | |