Sample Unit – Food Technology Life Skills

Sample for implementation from 2019

Technology context	Project	Length of unit
Food Technology	Foods for all	10 weeks

Overview

This unit explores the dietary requirements of people who have food intolerances, allergies or who have specific food requirements based on their age or lifestyle choice. Students will plan and prepare meals for groups with specific dietary requirements, paying attention to safe and hygienic food preparation and storage practices. Where possible students will have opportunities to purchase food items for their meals.

Assessment	Key skills
Evidence of student learning may be gathered through: ▪ observing students demonstrating a skill, eg safe practices when handling and storing utensils and food ▪ following a recipe to prepare a meal ▪ responding to and asking questions ▪ selecting nutritious food for appropriate purposes ▪ annotations of personal observations and/or descriptions of selected images	▪ following a procedure ▪ strategies to communicate ideas ▪ use safe and hygienic practices in a kitchen

Outcomes

A student:

FTLS-1 demonstrates hygienic and safe practices in the selection, handling and storage of food

FTLS-3 recognises the nutritional value of food items

FTLS-4 recognises the impact of food habits and choices on health

FTLS-6 uses a variety of communication techniques

FTLS-7 participates in making food items

FTLS-8 uses appropriate equipment and techniques in making a variety of food items

FTLS-9 demonstrates safe practices in the making of food items

Related outcomes: FT4-1, FT4-2, FT4-3, FT4-6, FT4-7, FT4-9, FT4-10, FT4-11 FT5-1, FT5-2, FT5-3, FT5-6, FT5-7, FT5-9, FT5-10, FT5-11

Content	Suggested teaching, learning and assessment
Students: ▪ explore circumstance which lead to specific food needs, for example: – stage of life – individual health – disability – lifestyle choices, eg vegetarianism ▪ identify stages of the life cycle ▪ identify stages of the life cycle, for example – infancy – childhood – adolescence – adulthood – aged	**Exploring food requirements for different needs** **Teacher:** ▪ explains that all humans need food for survival and that people have preferences and/or specific requirements to meet their daily energy needs because of factors such as age, a health requirement or a lifestyle choice ▪ assists students to identify foods for particular life stages and nutritional requirements. **Students:** ▪ brainstorm what factors might lead to a specific food need, eg a baby would need soft food, a person who has allergies must avoid certain foods ▪ identify stages of the human life cycle by: – matching images to a timeline, eg an image of a teenager to the word ‘adolescence’ – matching items of food to different life stages, eg soft foods for infant and/or elderly person – identifying food requirements for a family profile. Students could use sticky notes to annotate images of each family member.

Content	Suggested teaching, learning and assessment
▪ explore different nutritional requirements for each stage of the life cycle, for example: – breast milk for infants – nutritionally rich foods for growing children – protein, calcium and iron needs for adolescents – iron and folate needs during pregnancy – protein and calcium needs for the aged	**The basics of nutrition** **Teacher:** ▪ explains that food provides energy and nutritional requirements for human growth and health ▪ provides an overview of particular foods that are necessary for different life stages, eg protein and iron for growth, soft foods for babies. **Students:** ▪ explore the nutritional value of food groups using a visual of a healthy plate ▪ demonstrate their understanding of how various foods assist growth. Activities may include: – categorising images of foods into two groups, eg healthy/unhealthy – matching foods to the correct food groups on a healthy plate template – adding foods to their timeline to show where nutritional requirements are most important – making a shopping list of foods that would meet their own nutritional daily requirements. **Practical Tasks** ▪ if appropriate students could visit a fresh food market to purchase items on their list. **Suggested resources** A Balanced Diet – visual activities

Content	Suggested teaching, learning and assessment
▪ demonstrate safe and hygienic work practices, for example: – PPE, eg covered leather shoes – personal hygiene, eg hand-washing procedures, hair tied back or covered – food safety, eg the food danger zone, cross-contamination – WHS and safe work practices, eg handling equipment safely – washing-up procedures – cleaning and storage of equipment – transportation of food – storing leftover foods ▪ select and use appropriate equipment for the preparation of food, for example: – utensils, eg knives, spatulas, can openers – cooking equipment, eg saucepans, baking dishes, tagine	**Food preparation – safety and hygiene** **Teacher:** ▪ assists students to think of some practices that would be safe and hygienic when preparing food ▪ demonstrates safe and hygienic practices in the kitchen. **Students:** ▪ demonstrate understanding of practices that are safe or unsafe; hygienic or unhygienic. Activities may include: – sorting images into groups, eg safe/not safe and/or hygienic/not hygienic – completing a worksheet to demonstrate understanding of safety and hygiene in the kitchen – composing a list of kitchen rules and collaborating in groups to design a classroom poster. **Practical tasks** ▪ follow a visual procedure for a safe and hygienic routine in the kitchen. This may include: – putting on and wearing personal protective equipment – selecting appropriate techniques, eg chopping fruit before adding it to a blender – preparing food items using hygienic practices – appropriate storage of leftover food. **Food preparation – equipment** **Teacher:** ▪ introduces students to a range of equipment such as utensils, appliances and cooking equipment ▪ demonstrates ways to select appropriate equipment for the preparation for food. **Practical tasks**

▪ explore different nutritional requirements for each stage of the life cycle, for example: – nutritionally rich foods for growing children ▪ plan and prepare food items suitable for specific life cycle stages or individuals with special dietary needs, for example: – soft foods for infants ▪ select and use appropriate equipment for the preparation of food, for example: – appliances, eg oven, cooktop, microwave, slow cooker ▪ demonstrate safe and hygienic work practices – PPE, eg covered leather shoes – personal hygiene, eg hand-washing procedures, hair tied back or covered – food safety, eg the food danger zone, cross-contamination – WHS and safe work practices, eg handling equipment safely – washing-up procedures – cleaning and storage of equipment	**Food for a stage in life – babies (from six months of age) and teenagers** **Teacher** ▪ provides an overview of food requirements for a baby, eg babies are weaned off milk from six months of age. Babies need a balanced diet that is soft but textured to encourage chewing, swallowing and speech development. **A baby's first meal (from six months of age)** **Teacher:** ▪ assists students to prepare a meal for a baby by providing a selection of resources such as magazines, recipe books and websites ▪ provides a step-by-step meal preparation template ▪ organises students into groups to prepare meals ▪ explicitly instructs and demonstrates the safe handling of materials, ingredients, utensils and appliances. **Students:** ▪ plan a meal for a baby. Activities may include: – locating appropriate recipes from a variety of sources preparing a shopping list of foods that can be pureed – purchasing ingredients – recognising important features on labels, eg low salt – identifying foods in a list that would be high in essential nutrients for babies, eg green leafy vegetables for calcium – selecting appropriate equipment to soften food for a baby, eg blender – using a checklist to identify the elements that make their meal appropriate for a baby, eg checking that a product is low in salt and sugar, includes a vegetable such as broccoli for vitamin C, iron and calcium. **Practical tasks**

▪ investigate food allergies and intolerances and recognise the impact they may have on an individual's food choices, for example: – coeliac disease – nut allergies – egg allergies – crustacean allergies – lactose intolerance – soy intolerance ▪ plan and prepare food items suitable for specific life cycle stages or individuals with special dietary needs – gluten-free meals for people with coeliac disease – nut-free preparation areas and equipment for people with allergies or anaphylaxis ▪ select and use appropriate equipment for the preparation of food, for example: – utensils, eg knives, spatulas, can openers – cooking equipment, eg saucepans, baking dishes, tagines	**Food intolerance and allergy** **Teacher:** ▪ provides an overview about people who have specific dietary needs due to the fact that some foods cause illness or, in extreme cases, death ▪ defines *intolerance* and *allergy* and highlights the difference between the two terms. **Students:** ▪ demonstrate understanding of food allergies and intolerances and how awareness of specific food requirements can save lives. Activities may include: – brainstorming a list of favourite foods. Where possible students justify their reasons for selecting the food, eg I like the way it smells, it is sweet and milky – discussing what it would feel like if they could no longer eat one of their favourite foods, eg cravings, isolation from a group activity such as a party – brainstorming kinds of food intolerances or allergies they know about, eg nut allergy, milk intolerance. Where possible invite students to discuss their own personal experience with a specific dietary requirement, eg a family member's dietary requirements related to diabetes exploring alternatives to particular foods, eg if a person is lactose intolerant, soy is an alternative to milk – designing a food intolerance/allergy awareness presentation. **Make a meal for a person who has an intolerance or an allergy** **Teacher:** ▪ assists students to prepare a meal for a person with a food allergy or intolerance by providing a selection of resources such as magazines, recipe books and websites ▪ explains the importance of avoiding cross-contamination, eg preparing a nut-free dish with equipment that has not been in contact with nut products ▪ provides a step-by-step meal preparation template. **Students:**

▪ explore circumstance which lead to specific food needs, for example: – lifestyle choices, eg vegetarianism ▪ plan and prepare food items suitable for a specific life cycle stages or individuals with special dietary needs ▪ select and use appropriate equipment for the preparation of food, for example: – utensils, eg knives, spatulas, can openers – cooking equipment, eg saucepans, baking dishes, tagines – appliances, eg oven, cooktop, microwave, slow cooker – serving dishes, eg platters, trays, plates ▪ demonstrate safe and hygienic work practices – PPE, eg covered leather shoes – personal hygiene, eg hand-washing procedures, hair tied back or covered – food safety, eg the food danger zone, cross-contamination	**Food for a lifestyle choice** **Teacher:** ▪ introduces students to dietary requirements for people who choose to avoid certain foods such as meat or dairy ▪ defines some dietary lifestyle choices, eg *vegetarianism, veganism.* **Students:** ▪ explore reasons why people make dietary choices, eg dislike the taste, smell or texture of a food type. This may include: – viewing a documentary about vegetarianism – exploring ways that vegetarians can be included in events, eg catering to include vegetarian food options – interviewing friends or family members who are vegetarians, recording their answers and reporting back to the class. **Make a meal for a vegetarian** **Teacher:** ▪ assists students to prepare a meal for vegetarians by providing a selection of resources such as magazines, recipe books and websites ▪ explains the importance of avoiding cross-contamination, eg preparing a vegetarian meal on a chopping board reserved for vegetables ▪ provides a step-by-step meal preparation template. **Students:** ▪ prepare a vegetarian meal. Activities may include: – researching a vegetarian recipe either from a book, a magazine or the internet – viewing an episode from a cooking show where the chef prepares a vegetarian dish – preparing a shopping list

Reflection and evaluation
Questions to guide reflection: ▪ To what level did students achieve the learning outcomes? ▪ How effective were the activities in helping students to understand the design process and achieve the learning outcomes? ▪ Did teaching strategies and activities facilitate high levels of student engagement? Why/why not? ▪ How could the unit be improved to enhance student engagement and learning? ▪ How well did the activities enable students to use their design thinking skills? ▪ Were the teaching and learning activities accessible to all students?