

Food Technology Years 7–10 Life Skills unit: Celebrations

Unit title: Celebrations Description: This unit involves students participating in a range of practical activities that highlight the importance and role of food in celebrations. Students plan and prepare a range of food items in the context of small-scale catering activities for celebrations within the school. Safe and responsible use of materials, tools and techniques by students is essential in the Food Technology course and teachers should consider this when delivering this unit. Students demonstrate safe handling, preparation and storage of food items in the context of small-scale catering projects. <i>Learning activities address selected 'learn about' and 'learn to' statements within the Life Skills content of the syllabus and may be prioritised and selected to suit the needs of students. The unit provides a range of ways in which students may engage in learning activities and students should participate at a level appropriate to their abilities and interests.</i>	
Life Skills Outcomes A student: LS.1.1 demonstrates hygienic and safe practices in the selection, handling and storage of food LS.4.1 gathers and uses information from a variety of sources LS.4.2 uses a variety of communication techniques LS.5.1 participates in making food items LS.5.2 uses appropriate equipment and techniques in making a variety of food items LS.5.3 demonstrates safe practices in the making of food items LS.5.4 cares for equipment LS.6.2 recognises the significant role of food in society.	Resources Examples of foods served at special occasions and celebrations Ingredients, material, equipment and appliances necessary for the preparation and serving of celebration foods Recipes and images of celebration foods Access to electronic and print media for research Access to computers and appropriate software to present information
Links A student: English ENLS-1A listens and responds in familiar contexts ENLS-9A composes texts for a variety of purposes and audiences Industrial Technology LS1.2 demonstrates safe practices in the use of materials, tools and equipment Languages MBC.1 experiences cultural diversity MBC.2 explores their own and other cultures MBC.3 recognises the contribution of different cultures to Australian society.	A student: Mathematics MALS-4NA recognises language used to represent number MALS-8NA recognises and compares fractions in everyday contexts MALS-9NA represents and operates with fractions, decimals or percentages in everyday contexts MALS-25MG estimates and measures in everyday contexts MALS-27MG selects and uses units to estimate and measure mass MALS-28MG selects and uses units to estimate and measure volume and capacity Personal Development, Health and Physical Education LS.12 makes healthy nutritional choices LS.13 demonstrates appropriate behaviours associated with eating and drinking Visual Arts LS.2 explores a variety of materials, techniques and processes LS.6 makes a variety of artworks that reflect experiences, responses or a point of view.
For students working towards Life Skills outcomes in regular classes, teachers may wish to link the activities in this unit with the Stage 5 unit ' Celebrations ' in <i>Food Technology Years 7–10: Advice on Programming and Assessment</i> (pp 23–35).	

Focus: The significance of food in celebrations Outcomes: LS.4.1, LS.4.2, LS.6.2				
Students learn about	Students learn to	Integrated learning experiences, instruction and assessment	Evidence of learning (words in <i>italics</i> refer to Life Skills outcomes)	Feedback
<ul style="list-style-type: none"> the role of food in society 	<ul style="list-style-type: none"> recognise food as a basic physical need recognise the social aspects of food 	<p>Teacher</p> <ul style="list-style-type: none"> assists students to recognise the role of food in their lives facilitates discussion of food served on special occasions assists students in recording their involvement throughout the unit in a folio. <p>Students</p> <ul style="list-style-type: none"> recognise food eaten on a daily basis. This may include: <ul style="list-style-type: none"> expressing preferences for particular foods keeping a diary of food consumed over a period of time giving reasons why food is important recognising foods that are safe for them to eat indicating food intolerances recognise meals that are shared with others in the home, school and community, eg breakfast at home, lunch at school, BBQ with friends, celebrations recognise food associated with celebrations and special occasions. This may include: <ul style="list-style-type: none"> indicating special occasions they have experienced identifying foods eaten on these special occasions acknowledging that food eaten on special occasions may be different from everyday foods 	<p>Recognising why we eat food may indicate <i>recognising the significant role of food in society</i>.</p> <p>Recognition of meals that are shared with others may indicate <i>recognising the significant role of food in society</i>.</p> <p>Identification of foods eaten on special occasions may indicate <i>recognising the significant role of food in society</i>.</p>	<p>Oral, visual and/or tangible feedback and prompting by the teacher to guide and affirm students’:</p> <ul style="list-style-type: none"> identification of a variety of physiological reasons for eating food identification of a variety of social reasons for eating food identification of special foods that may be eaten at celebrations and special occasions.

continued

Focus: The significance of food in celebrations (cont)

Outcomes: LS.4.1, LS.4.2, LS.6.2

Students learn about	Students learn to	Integrated learning experiences, instruction and assessment	Evidence of learning (words in <i>italics</i> refer to Life Skills outcomes)	Feedback
<ul style="list-style-type: none"> using a variety of communication techniques obtaining information from a variety of sources using a variety of communication techniques the role of food in society using a variety of communication techniques 	<ul style="list-style-type: none"> use techniques to communicate ideas access sources of information in the context of a food project use techniques to communicate ideas recognise the social aspects of food explore cultural influences on food use techniques to communicate ideas 	<ul style="list-style-type: none"> establish and maintain a folio recording their involvement throughout the unit in a folio. Items in the folio may include: <ul style="list-style-type: none"> photographs and/or other images of their participation at various steps of the process descriptions of their activities at each step personal observations data and information relevant to the project personalised step-by-step plan to produce food items evaluation of the project investigate one or more celebrations, eg cultural, religious or social, and the foods traditionally served. This may include: <ul style="list-style-type: none"> bringing photographs from home of family celebrations sharing information about family celebrations with others locating and selecting information from a variety of sources such as photographs, recipes, menus, internet, supermarket catalogues that are relevant to particular celebrations across cultures creating a collage of foods associated with particular celebrations collecting traditional recipes associated with particular celebrations share their information with others. 	<p>Establishing and maintaining a folio may indicate <i>gathering and using information from a variety of sources</i> and/or <i>using a variety of communication techniques</i>.</p> <p>Investigating celebrations and the foods associated with them may involve <i>gathering and using information from a variety of sources</i>.</p> <p>Sharing their information to others may indicate <i>recognising the significant role of food in society</i> and/or <i>using a variety of communication techniques</i>.</p>	<p>Oral, visual and/or tangible feedback and prompting by the teacher to guide and affirm students’:</p> <ul style="list-style-type: none"> recording of their participation in the design process in an appropriate format research and demonstrated selection of relevant information communication of their information on the role of food in society to others in an appropriate format.

Focus: Hygienic and safe practices Outcomes: LS.1.1				
Students learn about	Students learn to	Integrated learning experiences, instruction and assessment	Evidence of learning (words in italics refer to Life Skills outcomes)	Feedback
<ul style="list-style-type: none"> hygiene and safe practices in the selection, handling and storage of food possible health risks 	<ul style="list-style-type: none"> use hygienic and safe practices in selecting food recognise risk areas 	<p>Teacher</p> <ul style="list-style-type: none"> explicitly instructs and demonstrates the use of personal protective equipment, and the safe selection, handling and storage of food. <p>Students</p> <ul style="list-style-type: none"> recognise and identify safe and unsafe food in the context of making food items. This may include: <ul style="list-style-type: none"> checking for observable contamination, eg mouldy bread (appearance), sour milk (smell), rotten apple (appearance) recognising and/or checking packaging for damage or tampering recognising and/or checking use by dates communicating an awareness of personal food intolerances/allergies use hygienic and safe practices in handling and preparing food. This may include: <ul style="list-style-type: none"> washing hands wearing personal protective equipment covering cuts and abrasions covering and/or securing hair using separate chopping boards for different foods to avoid cross-contamination use hygienic and safe practices in storing food items <ul style="list-style-type: none"> storing food appropriately, eg refrigerate/cover food retain hot and cold food at correct temperature, eg ice cream in the freezer, keeping chilled foods cool, returning dairy products to the fridge immediately after use. 	<p>Recognition and identification of safe and unsafe food may indicate <i>demonstrating hygienic and safe practices in the selection, handling and storage of food.</i></p> <p>Use of hygienic and safe practices may indicate <i>demonstrating hygienic and safe practices in the selection, handling and storage of food.</i></p> <p>Correct storage of food may indicate <i>demonstrating hygienic and safe practices in the selection, handling and storage of food.</i></p>	<p>Oral, visual and/or tangible feedback and prompting by the teacher to guide and affirm students’:</p> <ul style="list-style-type: none"> identification of safe and unsafe foods demonstration of safe practice in the handling and preparing food demonstration of the correct procedures for storage of food.

Focus: Special occasion catering Outcomes: LS.1.1, LS.4.1, LS.4.2, LS.5.1, LS.5.2, LS.5.3, LS.5.4, LS.6.2				
Students learn about	Students learn to	Integrated learning experiences, instruction and assessment	Evidence of learning <i>(words in italics refer to Life Skills outcomes)</i>	Feedback
<ul style="list-style-type: none"> obtaining information from a variety of sources 	<ul style="list-style-type: none"> access sources of information in the context of a food project including electronic media, print media, library, internet, CD-ROM 	<p>Teacher</p> <ul style="list-style-type: none"> organises opportunities for students to work in groups to prepare a variety of food items for special occasions assists students to access information about foods that may be prepared provides a variety of food items for students to examine and taste assists students to develop a personalised step-by-step plan to prepare the food items explicitly instructs and demonstrates the safe handling of materials, ingredients, utensils and appliances. <p>Students</p> <ul style="list-style-type: none"> identify a variety of food items suitable for a special occasion such as a birthday celebration for a class member, a thank you morning tea or a multicultural day. This may include: <ul style="list-style-type: none"> indicating the special occasion and/or invited guests being catered for examining, tasting and selecting food items from a variety provided by the teacher locating recipes appropriate to the occasion from a variety of sources, eg recipe books, the internet, magazines 	<p>Identification of a range of food options may involve <i>gathering and using information from a variety of sources.</i></p>	<p>Oral, visual and/or tangible feedback and prompting by the teacher to guide and affirm students' identification of a range of appropriate food options for special occasions.</p>

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Focus: Special occasion catering (cont) Outcomes: LS.1.1, LS.4.1, LS.4.2, LS 5.1, LS.5.2, LS.5.3, LS.5.4, LS.6.2				
Students learn about	Students learn to	Integrated learning experiences, instruction and assessment	Evidence of learning (words in <i>italics</i> refer to Life Skills outcomes)	Feedback
<ul style="list-style-type: none"> hygienic and safe practices in the selection, handling and storage of food using a process in the context of making a food item techniques used in making food items equipment used in making food items the application of OHS practices in relation to safe handling of a variety of materials/ ingredients, utensils and appliances 	<ul style="list-style-type: none"> use hygienic and safe practices in handling and preparing food follow the steps in a process to make a variety of food items recognise properties of materials, ingredients, utensils and appliances that make them dangerous carry and transfer materials, utensils and appliances safely use materials, utensils and appliances safely in the context of making food items 	<p>Students</p> <ul style="list-style-type: none"> follow a personalised step-by-step plan to prepare the selected food items. This may include: <ul style="list-style-type: none"> putting on and wearing personal protective equipment selecting techniques and requirements preparing food items using appropriate appliances, equipment and hygienic practices presenting food items in an appealing manner demonstrate appropriate care when handling utensils/materials that are hot, heavy, sharp or flammable in the context of making food items. This may include responding to teacher modelling and demonstration in: <ul style="list-style-type: none"> transferring hot food from microwave to bench using oven mitts bending knees to pick up box of vegetables picking up knife by handle, rather than blade keeping flammable items away from stovetop follow instructions when using electrical appliances such as microwaves, kettles, toasters 	<p>Preparation of the food items may indicate <i>demonstrating hygienic and safe practices in the selection, handling and storage of food and participating in making food items.</i></p> <p>Appropriate care when handling materials may indicate <i>demonstrating safe practices in making a variety of food items.</i></p> <p>Careful use of electrical appliances may indicate <i>demonstrating safe practices in making a variety of food items.</i></p>	<p>Oral, visual and/or tangible feedback and prompting by the teacher to guide and affirm students’:</p> <ul style="list-style-type: none"> demonstration of hygienic and safe practices in the preparation of food items demonstration of care in handling a range of materials demonstration of safe work practices when using electrical appliances.

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Focus: Special occasion catering (cont)**Outcomes:** LS.1.1, LS.4.1, LS.4.2, LS.5.1, LS.5.2, LS.5.3, LS.5.4, LS.6.2

Students learn about	Students learn to	Integrated learning experiences, instruction and assessment	Evidence of learning (words in italics refer to Life Skills outcomes)	Feedback
<ul style="list-style-type: none">• routines for care of equipment including utensils and appliances• the role of food in society• using a variety of communication techniques• participates in making food items• the role of food in society	<ul style="list-style-type: none">• regularly clean equipment after use• enjoy a variety of food• recognise the social aspects of food• use techniques to communicate ideas• follow the steps in a process to make a variety of food items• enjoy a variety of food• recognise the social aspects of food	<p>Students</p> <ul style="list-style-type: none">• clean up workspaces, utensils and equipment after use. This may involve:<ul style="list-style-type: none">– washing up and putting away utensils– wiping down surfaces– cleaning and storing equipment• share food with others in the context of the celebration. This may involve:<ul style="list-style-type: none">– responding to others during the celebration– offering food to others using hygienic practices– naming and/or describing food items– experiencing food items with others• evaluate the food item/s prepared for the celebration in terms of visual appeal, variety, taste, colour and texture.	<p>Following routines to clean workplaces, utensils and appliances may indicate <i>caring for equipment</i>.</p> <p>Sharing food items may involve <i>recognising the significant role of food in society</i>.</p> <p>Evaluation of the food items produced may indicate <i>participating in making food items</i> and/or <i>recognising the significant role of food in society</i>.</p>	<p>Oral, visual and/or tangible feedback and prompting by the teacher to guide and affirm students’:</p> <ul style="list-style-type: none">• demonstration of skills in maintaining a clean workplace• participation in the social aspects of eating• evaluation of the prepared food items and identification of ways in which the items could be improved. <p>Responses by others to the food items can provide feedback.</p>