**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. 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.

<table>
<thead>
<tr>
<th>Life Skills Outcomes</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>A student:</td>
<td>Examples of foods served at special occasions and celebrations</td>
</tr>
<tr>
<td>LS.1.1 demonstrates hygienic and safe practices in the selection, handling and storage of food</td>
<td>Ingredients, material, equipment and appliances necessary for the preparation and serving of celebration foods</td>
</tr>
<tr>
<td>LS.4.1 gathers and uses information from a variety of sources</td>
<td>Recipes and images of celebration foods</td>
</tr>
<tr>
<td>LS.4.2 uses a variety of communication techniques</td>
<td>Access to electronic and print media for research</td>
</tr>
<tr>
<td>LS.5.1 participates in making food items</td>
<td>Access to computers and appropriate software to present information</td>
</tr>
<tr>
<td>LS.5.2 uses appropriate equipment and techniques in making a variety of food items</td>
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<tr>
<td>LS.5.3 demonstrates safe practices in the making of food items</td>
<td></td>
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<td>LS.5.4 cares for equipment</td>
<td></td>
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<tr>
<td>LS.6.2 recognises the significant role of food in society.</td>
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</tr>
</tbody>
</table>

**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.

**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 Food Technology Years 7–10: Advice on Programming and Assessment (pp 23–35).
<table>
<thead>
<tr>
<th>Focus: The significance of food in celebrations</th>
<th>Outcomes: LS.4.1, LS.4.2, LS.6.2</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Students learn about</th>
<th>Students learn to</th>
<th>Integrated learning experiences, instruction and assessment</th>
<th>Evidence of learning</th>
<th>Feedback</th>
</tr>
</thead>
</table>
| the role of food in society | - recognise food as a basic physical need  
- recognise the social aspects of food | Teacher  
- 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.  
Students  
- recognise food eaten on a daily basis. This may include:  
  - 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:  
  - 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 | Recognising why we eat food may indicate recognising the significant role of food in society.  
Recognition of meals that are shared with others may indicate recognising the significant role of food in society.  
Identification of foods eaten on special occasions may indicate recognising the significant role of food in society. | Oral, visual and/or tangible feedback and prompting by the teacher to guide and affirm students’:  
- 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

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| using a variety of communication techniques | use techniques to communicate ideas | establish and maintain a folio recording their involvement throughout the unit in a folio. Items in the folio may include:  
- 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 | Establishing and maintaining a folio may indicate gathering and using information from a variety of sources and/or using a variety of communication techniques. | Oral, visual and/or tangible feedback and prompting by the teacher to guide and affirm students’:  
- recording of their participation in the design process in an appropriate format |
| obtaining information from a variety of sources | access sources of information in the context of a food project | investigate one or more celebrations, eg cultural, religious or social, and the foods traditionally served. This may include:  
- 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 | Investigating celebrations and the foods associated with them may involve gathering and using information from a variety of sources. | research and demonstrated selection of relevant information |
| using a variety of communication techniques | recognise the social aspects of food  
- explore cultural influences on food  
- use techniques to communicate ideas | share their information with others. | Sharing their information to others may indicate recognising the significant role of food in society and/or using a variety of communication techniques. | communication of their information on the role of food in society to others in an appropriate format |
| the role of food in society | | | | |
| using a variety of communication techniques | | | | |
### Focus: Hygienic and safe practices

**Outcomes:** LS.1.1

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<td>• hygiene and safe practices in the selection, handling and storage of food</td>
<td>• use hygienic and safe practices in selecting food</td>
<td><strong>Teacher</strong>&lt;br&gt;• explicitly instructs and demonstrates the use of personal protective equipment, and the safe selection, handling and storage of food.&lt;br&gt;<strong>Students</strong>&lt;br&gt;• recognise and identify safe and unsafe food in the context of making food items. This may include:&lt;br&gt;  – checking for observable contamination, eg mouldy bread (appearance), sour milk (smell), rotten apple (appearance)&lt;br&gt;  – recognising and/or checking packaging for damage or tampering&lt;br&gt;  – recognising and/or checking use by dates&lt;br&gt;  – communicating an awareness of personal food intolerances/allergies</td>
<td>Recognition and identification of safe and unsafe food may indicate demonstrating hygienic and safe practices in the selection, handling and storage of food.</td>
<td>Oral, visual and/or tangible feedback and prompting by the teacher to guide and affirm students':&lt;br&gt;• identification of safe and unsafe foods</td>
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<td>• possible health risks</td>
<td>• recognise risk areas</td>
<td>• use hygienic and safe practices in handling and preparing food</td>
<td>Use of hygienic and safe practices may indicate demonstrating hygienic and safe practices in the selection, handling and preparing food.</td>
<td>• demonstration of safe practice in the handling and preparing food</td>
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<td>• hygiene and safe practices in the selection, handling and storage of food</td>
<td>• use hygienic and safe practices in storing food</td>
<td>• use hygienic and safe practices in storing food items&lt;br&gt;  – storing food appropriately, eg refrigerate/cover food&lt;br&gt;  – 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.</td>
<td>Correct storage of food may indicate demonstrating hygienic and safe practices in the selection, handling and storage of food.</td>
<td>• demonstration of the correct procedures for storage of food.</td>
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<td>• possible health risks</td>
<td>• recognise risk areas</td>
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**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

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| • obtaining information from a variety of sources | • access sources of information in the context of a food project including electronic media, print media, library, internet, CD-ROM | **Teacher**  
- 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.  
**Students**  
- 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:  
  - 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 | Identification of a range of food options may involve gathering and using information from a variety of sources. | 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. |
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

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| hygienic and safe practices in the selection, handling and storage of food | use hygienic and safe practices in handling and preparing food | Students
- follow a personalised step-by-step plan to prepare the selected food items. This may include:
  - 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 | Preparation of the food items may indicate demonstrating hygienic and safe practices in the selection, handling and storage of food and participating in making food items. | Oral, visual and/or tangible feedback and prompting by the teacher to guide and affirm students’:
- demonstration of hygienic and safe practices in making food items |
| using a process in the context of making a food item | follow the steps in a process to make a variety of food items | | | |
| techniques used in making food items | recognise properties of materials, ingredients, utensils and appliances that make them dangerous | | | |
| equipment used in making food items | carry and transfer materials, utensils and appliances safely | | | |
| the application of OHS practices in relation to safe handling of a variety of materials/ingredients, utensils and appliances | use materials, utensils and appliances safely in the context of making food items | | | |

Preparation of the food items may indicate demonstrating hygienic and safe practices in the selection, handling and storage of food and participating in making food items.

Appropriate care when handling materials may indicate demonstrating safe practices in making a variety of food items.

Careful use of electrical appliances may indicate demonstrating safe practices in making a variety of food items.

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| Oral, visual and/or tangible feedback and prompting by the teacher to guide and affirm students’:
- demonstration of hygienic and safe practices in making food items |
| demonstration of care in handling a range of materials |
| demonstration of safe work practices when using electrical appliances. |

continued
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

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| • routines for care of equipment including utensils and appliances | • regularly clean equipment after use | Students  
• clean up workspaces, utensils and equipment after use. This may involve:  
  – washing up and putting away utensils  
  – wiping down surfaces  
  – cleaning and storing equipment | Following routines to clean workspaces, utensils and appliances may indicate caring for equipment. | Oral, visual and/or tangible feedback and prompting by the teacher to guide and affirm students’:  
• demonstration of skills in maintaining a clean workplace  
• participation in the social aspects of eating |
| • the role of food in society | • enjoy a variety of food  
• recognise the social aspects of food | Students  
• share food with others in the context of the celebration. This may involve:  
  – 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. | Sharing food items may involve recognising the significant role of food in society. |  
• evaluation of the prepared food items and identification of ways in which the items could be improved.  

Responses by others to the food items can provide feedback. |