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|  | **Campbell House School Teaching and Learning Program** | | | | | | | | | | | | | | | |
| **Title/Type of Unit:** Food Technology; Food equity  **Duration:** 10 weeks | | | | | | | | | | | | | | | |
| **Syllabus Outcomes**  **Stage** | *A student:*  4.1.1  demonstrates hygienic handling of food to ensure a safe and appealing product  4.1.2  describes and manages the risks of injury and WHS  issues associated with handling food  4.2.1  lists the basic components of a variety of foods  4.2.2  describes changes which occur during processing,  preparation and storage of food  4.2.3  applies appropriate methods of food preparation  4.3.1  relates the nutritional value of foods to health  4.3.2  identifies the factors that influence food habits and  relates them to food choice  4.4.1  collects, interprets and uses information from a variety of sources  4.4.2  communicates ideas and information using a range of media and appropriate terminology  4.5.1  uses appropriate techniques and equipment for a variety of food-specific purposes  4.5.2  plans, prepares, presents and evaluates practical food  activities    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 WHS 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  5.3.2 justifies food choices by analysing 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 | | | | | | | | | | | | | | | |
| **Connectedness**  **Why does this learning matter?** | **Students learn to:**  demonstrate safe, cooperative and hygienic work practices  assess food handling requirements for a variety of situations  describe legislation specifically linked to food safety  outline the causes of food deterioration and spoilage  identify ingredients that pose a high risk for food deterioration and spoilage  describe techniques and methods that make food products less prone to deterioration and spoilage  explain the principles of food preservation  describe a range of methods used to preserve  and store foods safely  apply the principles of food preservation and storage when producing food products  explain the circumstances that relate to food inequities  identify groups at risk of food inequity locally and globally  discuss how belonging to more than one risk group can compound nutritional disadvantage  relate the factors that influence food availability and distribution to food equity  compare and contrast access to food by different groups | | | | | | | **Students learn about:**  *Circumstances that bring about food inequity including*  – access to a continuous and safe supply of water  – availability of safe and nutritious food   * financial means to meet food needs * knowledge of nutrition principles to  enable appropriate selection of food * distribution issues   *Groups that may experience food inequity in developed and developing countries such as*   * rural and isolated people * people on low incomes or unemployed * women and children * people with disabilities * the aged/elderly * Aboriginal and indigenous people * chronically ill people * people with dementia * alcohol and drug abusers * homeless people   *influences on food availability and distribution such as*   * geography/climate * religious/cultural beliefs * socioeconomic status * government policy such as trade  restrictions * natural disasters such as flooding or  drought * war * educational levels * multinationals * technological developments such as  transport and refrigeration   *food production practices* **-** cash cropping, subsistence farming  *physical and social cost of malnutrition*  *provision of aid*   * aid agencies * emergency/relief aid * developmental aid, eg promoting breast  feeding, developing agricultural skills | | | | | | | | |
| **Background and Key Ideas** | Students do not need any prior knowledge to engage in the unit however, geographical and cultural knowledge’s from past geography and history studies would facilitate progression within the unit. Students knowledge and awareness of multiculturalism as well as their acceptance of cultural differences will be needed to participate in the unit of work.  The goal of the unit is to expose students to various foods from different cultures. The unit is structured in a tiered manner. The initial practical lessons utalise minimal cooking and complexities. Throughout the unit the skill level and self-management involved in the cooking practicums increase. Students are focusing on knife handling skills throughout the unit and are learning how to prepare and assemble fresh ingredients before they learn how to use these ingredients to cook with.  Students study food inequity around the world including, Groups that may experience food inequity in developed and developing countries, circumstances that bring about food inequity, influences on food availability and distribution, food production practices, social and physical cost of malnutrition and provision of aid. | | | | | | | | | | | | | | | |
| **Literacy Continuum** | Reading Texts | Comprehension | | | Vocabulary Knowledge | | Aspects of Writing | | Aspects of Speaking | | | Phonics | Phonemic Awareness | | | Concepts About Print |
| **Literacy Aspects:** Reading texts, Comprehension, Vocabulary knowledge  **Cluster:** **3**  *Reading -* one or more sentences correctly in environmental prints/texts or a simple book.  *Comprehension –* gives an umprompted sequenced retell of a story that includes the beginning, middle and end.  *Vocabulary knowledge –* Begins to use topic words when speaking and writing.  **Teaching activities linked to program to increase learning:**  Students are given a recipe to follow when cooking. Students are familiarised with the recipe words such as ingredients and motions such as cutting, boiling, stirring during a teacher demonstration before students enter the kitchen. Key words are written on the board out of context and linked with key ingredients such as cut and carrot, Students are familiarising themselves with words and then putting them into context when reading the text at a later stage. At the end of the unit, students will have practice in highlighting key words of action in one colour and key ingredients in another colour as a strategy to comprehend what they are reading and to build their own scaffold to sequence to follow the recipe instructions.  **Literacy Aspects:** Reading texts, Comprehension, Vocabulary knowledge  **Cluster:** **7**  *Reading –* automatically integrates a range of information.  *Comprehension –* Interprets and responds to texts by skimming and scanning to confirm predictions and answer questions posed by self and others while reading.  *Vocabulary knowledge –* Knows the meaning of commonly used words in increasingly challenging texts.  **Teaching activities linked to program to increase learning:**  Students are read the recipe and are shown how to complete the task in a five minute demonstration by the teacher. Students use this as a catalyst to gather meaning when reading the recipe independently when cooking in the kitchen. Students are familiarised with the recipe words such as ingredients and motions such as cutting, boiling or stirring during a teacher demonstration before students enter the kitchen. Students will have practice in highlighting key words of action in one colour and key ingredients in another colour as a strategy to identify common words. Students use the highlighted words around the common word to understand the meaning of the common word in the more challenging context.  **Literacy Aspects:** Reading texts, Comprehension, Vocabulary knowledge  **Cluster:** **7**  *Reading –* Uses text navigation skills such as skimming and scanning to efficiently locate information.  *Comprehension –* analyses how information is presented in a range of texts on the one topic.  *Vocabulary knowledge –* demonstrates understanding of new words for new concepts.  **Teaching activities linked to program to increase learning:**  Students are provided with a number of recipes throughout the term. The introduction of more complex recipes is tiered throughout the unit. Students practice skimming and scanning when cooking to ensure they are on track. Students are presented with new food words and will link these with already known terms In their vocabulary. | | | | | | | | | | | | | | | |
| **Numeracy Continuum** | Counting Sequences | | Counting as Problem Solving | | | Pattern and Number Structure | | Place Value | | | Multiplication and Division | | | Fraction Units | | Length, Area and Volume |
| **Numeracy aspect:** Fractions  **Element:** equal partitions and reforms of wholes - Uses fractions as numbers and identifies the need to have equal wholes to compare fractional parts.  **Teaching activities linked to program to increase learning:**  Students are working with fractions in measurements. Students must be able to locate the fractional measurement on the measuring cups and measuring spoons. Students will be given practice identifying fractions during the teacher demonstration prior to the lesson and vocabulary around this will be located in the recipe during this time so that students can make note of the measurement. (e.g half of the mixture = ½)  **Numeracy aspect:** Measurement:  **Element:** Multiple units - Uses multiple units of the same size to measure an object. Chooses and uses a selection of the same size and type of units to measure by indirect comparison.  **Teaching activities linked to program to increase learning:**  Students are provided with conversion charts to change the measurements for their self directed cook in the assessment task. Students are also required to measure volumes and weight of ingredients through measuring on scales in cups or on spoons. Students are given support with visuals to count the number of cup measures needed or keep track of the count when working. | | | | | | | | | | | | | | | |
| **Quality Teaching** | | | | | | | | | | | | | | | | |
| **Intellectual Quality** | | | | **Quality Learning Environment** | | | | | | **Significance** | | | | | | |
| * IQ1 Deep Knowledge * IQ2 Deep Understanding * IQ3 Problematic Knowledge * IQ4 Higher-order Thinking * IQ5 Metalanguage * IQ6 Substantive Communication | | | | * QLE1 Explicit Quality Criteria * QE2 Engagement * QE3 High Expectations * QE4 Social Support * QE5 Students’ Self-regulation * QE6 Student Direction | | | | | | * S1 Background Knowledge * S2 Cultural Knowledge * S3 Knowledge Integration * S4 Inclusively * S5 Connectedness * Narrative | | | | | | |
| **Teaching and Learning Lesson Overview** | | | | | | | | | | | | | | | | |
| **The Elements of Learning & Achievement**    F:\Mock ups\Square elements\Numeracy.jpg        E:\Final V1\Final sq NO border\Sq Technology no bdr.jpg | **Safety in the Kitchen**  ***Week 1***  ***Recipe:*** Chicken and noodle stir-fry  ***Weekly outcome:***  ***Key focus:*** introduction to the unit, introduction to the new system of learning in food-tech, which is broken into four parts per lesson.  ***Engage:***  Explain process for food technology this term; Classwork, Dem, cook, clean up.  ***Explore:***  Safety in the kitchen booklet and discussion about expectations in the kitchen.  Writing class rules and expectations for the kitchen.  *Teacher demonstration:*   1. Read through recipe highlight key terms. Students label actions parts they will do in the recipe and parts their partner will do. 2. Demonstrate how to use the pan and how to tell when to add the meat 3. Show how to cut the chorizo and chicken and cook in a pan 4. Run through steps for making paella 5. Demonstrate how to cook rice and how to tell when the rice is cooked.   Roll the knife – down and through  Roll your fingertips in; fingertips need to be back behind your knuckle. All it needs to touch is your knuckle. You need your hand at the closest end to the knife to have control over what you are cutting.  Students cook the recipe. One student in pair is head chef and sous chef. Students complete allocated roles outlined in the demonstration. Students use techniques demonstrated. Students clean after they have cooked  ***Review:*** review class expectations and clean up.  F:\Mock ups\Square elements\Numeracy.jpg  **Introduction to food equity**  ***Week 2***  ***Recipe:*** Pork and Hoi-sin pancakes  ***Weekly outcome:*** By the end of the lesson, students will be able to define equity as the quality of being fair or impartial; fairness; impartiality. Students will also be able to identify that food is one area in which inequity occurs. Students will able to provide a least one example of why food inequity occurs. Students will learn to peel away from their body and how to hold the vegetable they are using to peel.  ***Key focus:*** Students are introduced to the concept of equity and inequity. Students are exposed to the concept that access to adequate food supply is a global issue and involves them. Students are introduced to the concept that access to food can be inequitable; this meaning that some people have less opportunities in their access to not only food but safe and nutritious food.    ***Engage:***  Teacher puts the word equity on board. Teacher asks students if they know what the word means?  Teacher takes students outside: Students form a circle outside. Teacher and SLSO facilitate games that are stacked unevenly. Students in the circle are provided with instructions. The teacher has a ball and requires students to throw the ball between each person in the circle. However, some students have certain restrictions. For example, may only stand on one leg, may only catch the ball with their left hand, may only have one eye open, kneel or throw with left hand. Students play one round without restrictions. The second round is payed with all students having restrictions.  The third and fourth game is played with only some students having restrictions. Teacher determines the restrictions based on the following criteria:   * Every third person starting from the teacher must… * Anyone who owns an iPhone must… * If you ate breakfast this morning… * The first three people to answer the maths question are safe…   (Teacher may also introduce a large skipping rope- in which students must jump one footed or close one eye.)    ***Explore:***  Students return to class and discuss:  How did you feel when you were one of the people who had a restriction on you?  How much did you want to be safe from the restriction?  How did you feel about the others who didn’t have a restriction?  Was hard to see other people not have restrictions?  Teacher explains that they were playing a game to show equity. Could they have another go at guessing what equity means now?  Teacher writes definition on the board. Students copy the definition into their books.  Explain the restrictions represented something:  Where you’re standing - Location in the world should not dictate equitability  If you have an iPhone - finances or availability of money  If you ate breakfast this morning - safe and nutritious food  First 3 people to answer the maths equations – knowledge  Teacher asks –  Are there any other words that mean equity? (Fair, impartial, equal, justice, even)  Do we have equity in the world?  In what ways is there not equity in the world?  Food is a major example of inequity in the world. Throughout this term we are learning about what makes food inequity or unfair throughout the world.  We will also be studying food from around the world when we cook, making things from different countries.  Teacher demonstration:   1. Read through recipe highlight key items like: spring onion, cucumber, pork and hoisin sauce. 2. Step one – peel cucumber – demonstrate peeling cucumber away from your body and how to hold the peeler. Use language “ribbons” of cucumber. Set aside. 3. Step two - cut spring onion. Show cutting spring onion.   Roll the knife – down and through  Roll your fingertips in, fingertips need to be back behind your knuckle. All it needs to touch is your knuckle. You need your hand at the closest end to the knife to have control over what you are cutting.  <https://www.youtube.com/watch?v=FNuV7lg6jgg> instructional video for teacher.   1. Make pancake mixture – how to use a whisk 2. Cut pork and mix spices – add spice and pork to bag mix. Oil in pan cook 3. Pour batter into non-stick pan flip and cook. 4. Serve with hoisin assemble.   F:\Mock ups\Square elements\Numeracy.jpg  ***Review:***  Students cook the recipe. One student in pair is head chef and sous chef. Students use techniques demonstrated.  Clean up and label picture of a peeler with steps to cutting:  Hold away from your body, rest on the board, peel downward motions, long stokes.  ***Week 3***  ***Recipe:*** Banh mi (Vietnamese pork roll)  ***Weekly outcome:*** By the end of the lesson, students will be able to explain why access to clean water is important to everyone across the world. Students will be able to identify four areas that humans, manufacturers and leisure use water.  Students will make sushi using correct handling techniques.  ***Key focus:*** Students are introduced to the concept of water as a necessity for human survival and industrial management. Students learn about the concept of developing and developed countries.  ***Engage:***  Pre-test: students complete pre-test on equity worksheet.    ***Explore:***  Developed and developing countries concept: Introduce students to the concept of developing and developed countries. Point out to students for there to be inequality there has to be an imbalance. Some with more, some with less. And that is what makes us have the terminology developing countries and developed countries. <https://www.youtube.com/watch?v=X1xBpBaBbrA>  E:\Final V1\Final sq NO border\Sq Technology no bdr.jpg  Worksheet; pg 18 of fairs-fair.  Discuss with students that food equity means equal access to safe and nutritious food and water. Access to a continuous and safe supply of water is important but some countries do not have access to safe water. Brainstorm all the ways in which water is used in human needs, manufacturing/industry, agriculture and leisure.  Look at the picture and discuss the quote on the following page as a class. <http://www.charitywater.org/whywater/>  Watch the video after discussion and discuss pictures of people who are accessing dirty water.  E:\Final V1\Final sq NO border\Sq Technology no bdr.jpg  *Teacher demonstration:*   1. Read through recipe highlight key items: rice, avocado, chicken, cucumber, tuna, seaweed 2. Step one – mix rice with vinegar 3. Step two – cut vegetables – demonstrate cutting vegetables and emphasise fine cutting.   Roll the knife – down and through  Roll your fingertips in, fingertips need to be back behind your knuckle. All it needs to touch is your knuckle. You need your hand at the closest end to the knife to have control over what you are cutting.  E:\Final V1\Final sq NO border\Sq Technology no bdr.jpg  <https://www.youtube.com/watch?v=FNuV7lg6jgg> instructional video for teacher.   1. Step three – coat chicken in mix 2. Step four – cook chicken 3. Step five – roll out bamboo mat and place seaweed on, place rice on top and spread out. 4. Step six – assemble by placing chicken and avocado in the centre of the rice. Using the bamboo mat roll and squeeze tight to form a roll. 5. Cut the sushi into bite size pieces.   F:\Mock ups\Square elements\Numeracy.jpg  ***Review:***  Students cook the recipe. One student in pair is head chef and sous chef. Students complete allocated roles outlined in the demonstration. Students use techniques demonstrated.    ***Week 4***  ***Recipe:*** Chicken, tuna and avocado sushi hand rolls  ***Weekly outcome:*** By the end of the lesson, students will be able to identify the food process and will be able to identify that finances and poverty plays a major role in inequity in access to food. Students will learn to cut away from their body and how to hold the vegetable they are cutting. Students will learn to chop and push through when using a knife.  ***Key focus:*** Building on last week’s introduction of developing and developed countries with case study of Vietnam. Students are introduced to the consumerism and food production cycle. Students connect their understanding of developing and developed countries with a simple model. Students relate general knowledge of developing countries with the production process and the processing or manufacturing and distribution process with developed countries.  ***Engage:***  PowerPoint: eating habits from around the world. Students are exposed to different eating halls and types of food from around the world. Students can see developed and developing countries eating habits throughout the presentation. The presentation finishes with an Australian supermarket shelf juxtaposed with a Vietnamese market shop.  ***Explore:***  Discuss what the differences are. In Australia we have food at every corner. We can access food at supermarkets, petrol stations, fast food outlets even if you went to a shop that doesn’t specialise in food like (office works or a mechanic) you would still be able to purchase food. Inform students of how fortunate they are to have such access to food in Australia and to imagine if his was not the case. This is why the unit on equity is so important for them. It may not seem a global issue because we are so fortunate.  Discuss the cycle of food and the major stakeholders in it. Provide students with images and labels of the major stakeholders. Students match and glue these into their workbook with the sentence label that outlines the role of this person.  Students paste it in a circle and draw arrows between the major contributors; production,  Processing, distribution, marketing, consumption and disposal. Discuss each element briefly and their role in making food accessible.  Link this to Vietnam from the PowerPoint. Discuss with students the roles that Vietnamese people could play in this cycle.  Which one would they be heavily involved in?  What would the product be that Vietnam produces the most of?  Who would manufacture the product?  Do you think Vietnam is a developing or developed country?  With this model the financial gain goes to whom?  The average wage per person in VietnamFood Industry workers with the wage from 2.1 to 2.3 million VND a month, ($123aud a month.)  The minimum wage per person in Australia is $640.90 per week = $2563.60 per month. In this system of food production (Vietnam in particular) it may leave people in the country without the financial means to meet food needs.  *Teacher demonstration:*   1. Read through recipe highlight key items: cucumber, spring onion, carrot, coriander, pork, pickling liquid. 2. Step one – Marinate pork 3. Step two –cut vegetables – demonstrate cutting vegetables and emphasise fine cutting.   Roll the knife – down and through  Roll your fingertips in; fingertips need to be back behind your knuckle. All it needs to touch is your knuckle. You need your hand at the closest end to the knife to have control over what you are cutting.  <https://www.youtube.com/watch?v=FNuV7lg6jgg> instructional video for teacher.   1. Step three - make pickling liquid and pickle carrot 2. Step four - Cook pork – set aside to rest 3. Step five – drain carrot, cut pork 4. Step six – assemble. Butter/mayonnaise – pate – pork, vegetables, chilli, salt and pepper, soy.   (Students label parts they will complete).  F:\Mock ups\Square elements\Numeracy.jpg  ***Review:***  Students cook the recipe. One student in pair is head chef and sous chef. Students complete allocated roles outlined in the demonstration. Students use techniques demonstrated.  Clean up and label picture of a knife with steps to cutting:  Roll knife - Down chop and through motion – fingertips in – knife against knuckle.  ***Week 5***  ***Recipe:*** Hummus, Tabouli and beef wrap  ***Weekly outcome:*** By the end of the lesson, students will be able to describe what fair trade is. Students will be able to identify at least two reasons why fair trade helps support food equity around the world. Students will be able to list two products that have fair trade approval In Australia.  ***Key focus:*** students learn about the fair-trade initiative around the world. Students focus on coffee as a product that is heavily dominated with fair-trade initiatives.  ***Engage:***  Present cut out pictures labelled Agricultural infrastructure, poverty, Natural disasters, fertiliser price rates and trade barriers. Many countries need reliable access to international markets to supplement their inadequate domestic food supplies. Students discuss how these circumstances can create food insecurity in some countries.    ***Explore:***  Watch The Okapa Connection on fair trade coffee production in Papua New Guinea. Have a class discussion on:  How do the farmers work towards fair trade?  What are the benefits for the PNG community?  Name some specific examples.  What feelings do you experience from watching the clip?  <https://www.youtube.com/watch?v=qhNDGate60s>  E:\Final V1\Final sq NO border\Sq Technology no bdr.jpg  Discuss how food insecurities are caused by more than one issue, making food equity a complex task to achieve, one that can not be solved in one change, however steps are being made such as the fair trade initiative which aims to limit the food insecurities around the world.  <http://fairtradeusa.org/what-is-fair-trade>  *Teacher demonstration:*   1. Read through recipe highlight key terms. Students label actions parts they will do in the recipe and parts their partner will do. 2. Demonstrate how to use the food processor. 3. Demonstrate how to roll chop herbs. Show option two for cutting herbs with kitchen sheers.   Demonstrate how to thin cut beef. Roll the knife – down and through  Roll your fingertips in; fingertips need to be back behind your knuckle. All it needs to touch is your knuckle. You need your hand at the closest end to the knife to have control over what you are cutting.  <https://www.youtube.com/watch?v=FNuV7lg6jgg> instructional video for teacher.  Tell students to focus on presentation this week that cutting skills and fine chopping makes a difference to presentation and the overall experience of eating the dish.  F:\Mock ups\Square elements\Numeracy.jpg  ***Review:***  Students cook the recipe. One student in pair is head chef and sous chef. Students complete allocated roles outlined in the demonstration. Students use techniques demonstrated.  Clean up and label picture of the food processor. Label the important parts of the food processor.  ***Week 6***  ***Recipe:*** Malaysian mince  ***Weekly outcome:*** By the end of the lesson, students will be able to identify women and children as groups that may experience food inequity.  Students will be able to list at least three reasons why people may need to access emergency food assistances.  ***Key focus:*** Girls and poverty. Students focus on women and children as groups that may experience food inequity. Students focus on emergency food assistances as an unsustainable way for people to live.  ***Engage:***F:\Mock ups\Square elements\Numeracy.jpg  Students look at statistics of girls and poverty displayed in a graphic poster. Students discuss which statistics stood out to them and why.  The connection between food insecurity and poverty are significant. Poverty is often due to low or no income. People living in poverty in developing nations often do not have a choice in the variety or suitability of food they consume, relying on handouts provided from aid agencies.  Children born into poverty are likely to remain in the same society and environment, finding it difficult to break the poverty cycle.  ***Explore:***  Watch; She’ll Learn: Living on the streets <https://www.youtube.com/watch?v=uMw8sct6wgo>  E:\Final V1\Final sq NO border\Sq Technology no bdr.jpg  Reflection Questions...  1. What were the makers of this media trying to communicate to me?  2. Have behavior is it trying to encourage in me?  3. What did I take away from this?  E:\Final V1\Final sq NO border\Sq Technology no bdr.jpg  What is food aid and how can it help?  <https://www.youtube.com/watch?v=9uk80VZ29sY>  reflection: how hard would it be for a family to rely on emergency food assistance like this?  Why?  *Teacher demonstration:*   1. Read through recipe highlight key terms. Students label actions parts they will do in the recipe and parts their partner will do. 2. Demonstrate how to use the pan and cook mince 3. Demonstrate how to cook rice   Demonstrate how to cut vegitables. Roll the knife – down and through  Roll your fingertips in; fingertips need to be back behind your knuckle. All it needs to touch is your knuckle. You need your hand at the closest end to the knife to have control over what you are cutting.  <https://www.youtube.com/watch?v=FNuV7lg6jgg> instructional video for teacher.  Tell students to focus on presentation this week that cutting skills and fine chopping makes a difference to presentation and the overall experience of eating the dish.  F:\Mock ups\Square elements\Numeracy.jpg  ***Review:***  Students cook the recipe. One student in pair is head chef and sous chef. Students complete allocated roles outlined in the demonstration. Students use techniques demonstrated.  ***Week 7***  ***Recipe:*** Indian curry, rice and roti  ***Weekly outcome:*** By the end of the lesson, students will be able to explain why they think a multinational food manufactures are positive or negative for farmers in developing countries. Students will be able to support their decision with evidences learnt in the unit.  ***Key focus:*** The key focus of the lesson is the role of multinational food manufacturers on farmers and food producers in developing nations. Students examine the negative and positive factors of multicultural food manufactures in developing countries.  ***Engage:***  Show students pictures of McDonald’s in streets of developing countries. Students examine the picture and discuss why and how a McDonalds would be in the country.  ***Explore:***  PowerPoint on the role of multinational food manufacturers on farmers and food producers in developing nations. Brainstorm positive impacts and negative impacts that multinational food manufacturers on farmers in developing nations.  Students use the scaffold for an essay. Students pick weather they think that it is overall positive or overall negative for multinational food manufacturers to be in developing countries. Students use the scaffold to write an introduction, 4 key points or topic sentences and a conclusion.  *Teacher demonstration:*   1. Read through recipe highlight key terms. Students label actions parts they will do in the recipe and parts their partner will do. 2. Demonstrate how to use the pan and how to tell when to add the meat 3. Run through steps for curry 4. Show how to make roti 5. Demonstrate how to cook rice and how to tell when the rice is cooked.   Demonstrate how to cut vegetables. Roll the knife – down and through  Roll your fingertips in; fingertips need to be back behind your knuckle. All it needs to touch is your knuckle. You need your hand at the closest end to the knife to have control over what you are cutting.  <https://www.youtube.com/watch?v=FNuV7lg6jgg> instructional video for teacher.  Tell students to focus on presentation this week that cutting skills and fine chopping makes a difference to presentation and the overall experience of eating the dish.  F:\Mock ups\Square elements\Numeracy.jpg  ***Review:***  Students cook the recipe. One student in pair is head chef and sous chef. Students complete allocated roles outlined in the demonstration. Students use techniques demonstrated.  ***Week 8***  ***Recipe:*** Greek salad and Chicken Skewers  ***Weekly outcome:*** By the end of the lesson, students will be able to describe the difference between developed and developing countries. Students will be able to identify at least two groups in developing and developed countries that may experience food inequity.  ***Key focus:*** Students are focusing on groups in society that may experience food inequity. Students are reviewing the unit so far through a assessment for learning worksheet.  ***Engage:***  Brainstorm groups in society that may experience food inequity in developed countries.  Brainstorm groups in society that may experience food inequity in developing countries.    Students are given a list and picture of groups in developed countries and developing countries. After students have brainstormed groups together they must complete the outside activity. A line is across the playground. At one end there developing is written and at the other end developing is written. Students must peg their pictures onto the line at the corresponding end. If they believe their image is not a group that may experience food inequity they must leave it on the floor bellow the signs.  ***Explore:***  Review of unit:  Should there be enough? Why are things not fair? What can we do? Worksheet.  ***Review:***  Students cook the recipe. One student in pair is head chef and sous chef. Students complete allocated roles outlined in the demonstration. Students use techniques demonstrated.  ***Week 9***  ***Recipe:*** Paella  ***Weekly outcome:*** By the end of the lesson, students will have a recipe of a food product they wish to cook for their assessment. Students will be able to label the country in which the food item is influenced by or comes from. Students    ***Key focus:*** Students are putting their chopping, peeling and assembly cooking understandings into practice and making paella. Students are using ICT to locate a recipe for their assessment next week.  ***Engage:***  *Teacher demonstration:*   1. Read through recipe highlight key terms. Students label actions parts they will do in the recipe and parts their partner will do. 2. Demonstrate how to use the pan and how to tell when to add the meat 3. Show how to cut the chorizo and chicken and cook in a pan 4. Run through steps for making paella 5. Demonstrate how to cook rice and how to tell when the rice is cooked.   Roll the knife – down and through  Roll your fingertips in; fingertips need to be back behind your knuckle. All it needs to touch is your knuckle. You need your hand at the closest end to the knife to have control over what you are cutting.  <https://www.youtube.com/watch?v=FNuV7lg6jgg> instructional video for teacher.  Tell students to focus on presentation this week that cutting skills and fine chopping makes a difference to presentation and the overall experience of eating the dish.  F:\Mock ups\Square elements\Numeracy.jpg  ***Explore:***  Students cook the recipe. One student in pair is head chef and sous chef. Students complete allocated roles outlined in the demonstration. Students use techniques demonstrated. Students clean after they have cooked  ***Review:***  Students are provided with access to computers to find a recipe to create a dish. Students must select a dish that is inspired or influenced from a country around the world. Students are to appropriately select and transfer the recipe into a word document. Students must convert measurements to cook a dish for two. Students must cost the dish by using online shopping to be under $20.  ***Week 10***  ***Weekly outcome:*** By the end of the lesson, students will be able to verbally and in written form describe their choice of dish.  ***Key focus:*** Students put their understandings from the unit into their practicum and cook a dish of their choosing. The lesson is an assessment of learning.  ***Engage:***  Students write one paragraph about the dish they are cooking today. They must write which country has inspired the dish and weather the country is a developed country or developing country. Students must write why they chose to make the dish.  ***Explore:***  Students cook the recipe. One student in pair is head chef and sous chef. Students complete allocated roles outlined in the demonstration. Students use techniques demonstrated. Students clean after they have cooked  F:\Mock ups\Square elements\Numeracy.jpg  ***Review:***  Executive staff samples the dish and read the students information about why they chose the dish. Executive choose one dish as dish of the day.  Students rate their dish and comment on what they think went well and what they could improve in the next cook. | | | | | | | | | | | | | | **The Australian General Capabilities**  Aboriginal and Torres Strait Islander histories and cultures boriginal and Torres Strait Islander histories and cultures  Asia and Australia's engagement with Asia sia and Australia's engagement with AsiaSustainability ustainability  Critical and creative thinking ritical and creative thinking  Ethical understanding thical understanding  Information and communication technology capability nformation and communication technology capability  Intercultural understanding ntercultural understanding  Literacy iteracy  Numeracy umeracy  Personal and social capability ersonal and socail capability  Civics and citizenship ivics and citizenship  Difference and diversity ifference and diversity  Work and enterprise ork and enterprise | |
| **Special Needs Adjustments** | | | | | | | **School to Work** | | | | | | | | | |
| * One-on-one support where required * Short lessons * Engaging topics * Behaviour management strategies * For individualised adjustments, please see personalised learning plans. * Visuals’ and kinaesthetic learning * Group learning * Discussion based topics * Investigation learning * Use of visuals and graphic organisers in recipes | | | | | | | * Improved communication skills * Developing understanding on people from different cultures * Language development * Collaborative learning * Self-manage * Become active global citizens by understanding conservation and safe chemical use * Numeracy and literacy comprehension skill building. * Cooking for independent, sustainable and healthy living. | | | | | | | | | |
| **Assessments. Type. Weight. Due Date** | | | | | | | | | | | | | | | | |
| **Assessment for learning task: 50% total.**  **Assessing:** Skills in cooking on weekly basis.  **4.1.1**demonstrates hygienic handling of food to ensure a safe and appealing product  **4.1.2**describes and manages the risks of injury and WHS  issues associated with handling food  **4.2.3**applies appropriate methods of food preparation  **4.2.2**describes changes which occur during processing,  preparation and storage of food  **4.2.3**applies appropriate methods of food preparation  **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 WHS issues associated  with the handling of food  **5.2.3**applies appropriate methods of food processing,  preparation and storage  Students demonstrate ability to cook using safe, hygienic food practices. Students are assessed on their ability to manage the risks of injury and WHS issues associated with the handling of food. Students complete a practicum each week. Teacher takes notes in assessment table as to the processes, skills and handing of food by each student.  5% Works in a team. Taking turns as head and Sous chef.  20% working safely and following expectations in the kitchen.  20% demonstrating safe and hygienic handling and preparation of food.  Looking for:  - Washes knives and chopping board directly after cutting raw meat (knowledge of cross contamination.)  - uses soap and hot water when washing up  - Holds knife correctly, cutting away from the body.  - holds peeler correctly, peeling away from the body.  - follows recipe  - presents dish with consideration and understanding of food aesthetics.  - works independently  5% self assessment worksheet and evaluation. (Assessment as learner.)  **Assessment of learning task: 50% total.**  Students select a country of interest and create a dish from that country. Students must identify food equity within their chosen country and suggest one process that could improve food equity within that country. Students use their knowledge of food equity from the unit to identify a group within the country that experiences food inequity. Students must submit a recipe, one paragraph outlining the country of choice and the food equity concerns within the country. Students must cook this dish.  **Assessing:** Knowledge, recall and understanding  **4.4.2**communicates ideas and information using a range of media and appropriate terminology  **4.5.1**uses appropriate techniques and equipment for a variety of food-specific purposes  **4.5.2**plans, prepares, presents and evaluates practical food  activities  **5.3.1**describes the relationship between food consumption,  the nutritional value of foods and the health of individuals and communities  **5.3.2** justifies food choices by analysing 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  10% cooks using safe and hygienic food practices and follows recipe.  10% independently selects a country and dish inspired by the country of choice.  10% Draws links to the food equity unit by identifying a group that may experience food inequity within the country chosen.  20% writes coherent paragraph that ties their choice of country into food inequity and suggest at least one action to change the food inequity of the country. | | | | | | | | | | | | | | | | |
| **Resource List** | | | | | | | | | | | | | | | | |
| Recipes in folder with program  All web links provided | | | | | | | | | | | | | | | | |

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| **Teacher Evaluation**  **Comments / Variations** | |
| Guiding Questions  What worked well?  What needed to be changed?  What do I think the students gained from this lesson?  How well did this unit match the Elements of Learning and Achievement?  What did I learn?  How will I use this experience to extend my practice in the future? | |
| **Date Commenced**: | **Date Finished**: |
| **Teachers Signature**: | **Assistant Principals Signature**: |