**Teaching and Learning Program for the Elements**

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|  **EdgewareSSP** | **Teaching and Learning Program** |
| **Food Technology Unit: Breakfast World Tour****Program Risk Level: Mod/ High** | **Duration: 8 weeks****By Nicole** |
| **Syllabus Outcomes****Stage**  | *A student:***Food Technology****5.1.1** demonstrates hygienic handling of food to ensure a safe and appealing product**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**5.4.1** collects, evaluates and applies information from a variety of sources**5.4.2** communicates ideas and information using a range of media and appropriate technology**5.5.1** selects and employs appropriate techniques and equipment for a variety of food-specific purposes **5.6.1** examines the relationship between food, technology and society**Mathematics****MA4-6NA** solves financial problems involving purchasing goods**Geography****GE4-1** locates and describes the diverse features and characteristics of a range of places and environments |
| **Connectedness****Why does this learning matter?** | **Students learn to:*** Plan and prepare breakfast meals safely and hygienically
* Develop their cookery skills
* Source information using research skills
* Organise and present information
* Cost meals that are prepared using formulas
* Cooperate with others safely and respectfully
 | **Students learn about:*** The importance of breakfast
* A variety of countries and cultures
* Similarities and differences in eating habits around the world
* Nutrition and health
* Food preparation
 |
| **Background and Key Ideas** | A Food Technology program to develop students’ engagement with food preparation and cultural investigation centred around the theme of breakfasts eaten around the world. The key ideas are:* To develop safe food preparation practices
* To engage students in researching, planning, cooking and costing breakfast meals
* To develop students’ understandings and appreciation of the world they live in and different cultures way of life
* To develop students functional literacy and numeracy skills
* Cross-curricular topics and outcomes
* Supporting the Elements of learning and Achievement
 |
| **Literacy Continuum** | Reading Texts | Comprehension | Vocabulary Knowledge | Aspects of Writing | Aspects of Speaking | Phonics | Phonemic Awareness | Concepts About Print |
| Clusters: (individual or range)Activities linked to program to increase learning: |
| **Numeracy Continuum** | Counting Sequences | Counting as Problem Solving | Pattern and Number Structure | Place Value | Multiplication and Division | Fraction Units | Length, Area and Volume |
| Elements: (individual or range)Activities linked to program to increase learning: |
| **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
* S6 Narrative
 |
| **Teaching and Learning Lesson Overview** |
| **The Elements of Learning & Achievement**F:\Mock ups\Square elements\Numeracy.jpgE:\Final V1\Final sq NO border\Sq Technology no bdr.jpg | **Week 1: Introduction*** Brainstorm- breakfast foods
* PP Sorting activity- breakfast and non-breakfast foods (see power point included appendix 1)
* Health and safety review (see appendix 3)
* Cook- eggs and toast

**Week 2: Safe and hygienic kitchen practices*** Benefits of breakfast ( see appendix 1.2, useful websites)- students create a classroom display
* Design café- Safety first (Design café is an interactive food tech unit produced by DEC, see appendix 6 for link)
* Plan cooking- a healthy breakfast, ingredients and recipe with a shopping list
* Cook healthy breakfast planned from previous lesson
* Emphasis on safety, hygiene and cooperation

**Week 3: Breakfast world tour*** Stimulus session- read articles explore what people eat for breakfast around the world (see appendix 1.2)
* Students decide which country they will go on a tour to
* Plan cooking- a quick nutritious breakfast, ingredients and recipe with shopping list
* Cooking a quick nutritious breakfast- Apple and Cinnamon Porridge topped with banana and honey
* Emphasis on reading recipe, safety and hygiene, nutrition

**Week 4: Start breakfast world tour journal*** Viewing articles (see appendix 1.2)
* Discussion
* Begin research and completing journal (see appendix 2)
* Plan breakfast from one of students countries, include recipe and shopping list
* Cooking breakfast-Follow recipe, health and safety

**Week 5: How to cost a meal & continue world tour*** How to cost a meal prepared- Design café- management matters- (see appendix 6 for link) Cost meal prepared in previous lesson.
* Plan breakfast, next stop on world tour, include recipe and shopping list.
* Cooking – video and photograph with ipad
* Continue journal research

**Week 6: Food blogs and vlogs**Visit and explore food blogs and vlogs on the internetFind your favourite:1. Name and link
2. Who created it?
3. Where are they from?
4. What is the theme and purpose of the blog/vlog?
5. Why do you like it?
6. How would you improve it?
7. Find your favourite recipe from the blog/vlog.
* Plan breakfast, next stop on world tour, include recipe and shopping list.
* Cooking – video and photograph with ipad
* Cost meal
* Continue journal research

**Week 7: Nutrition*** Analyse your food and drink for 1 day and compare with the eatwell plate ( see pdf appendix 4)
* Comparing food labels (see pdf appendix 4)
* Plan breakfast, next stop on world tour, include recipe and shopping list.
* Cooking – video and photograph with ipad
* Cost meal
* Continue journal research

**Week 8: Conclusion & Design your own breakfast*** Students design a ‘better breakfast’ (see pdf appendix 5 )
* Students plan their breakfast, include recipe and shopping list.
* Students cook their design
* Student evaluate their breakfast design
* Invite parent/ carers to breakfast
* Students submit their Breakfast World Tour journals and give a short talk/presentation to group about what they discovered about their chosen country.

**Extension*** Create a breakfast cookbook or ebook (on an ipad, using videos)
* Internet research-Research café menus in Sydney

Find:the weirdest breakfastthe most expensive breakfastthe cheapest breakfast* Excursion- Go out for breakfast
 | **Aboriginal 8 Ways of Learning***The following ways of learning are incorporated throughout the program through pedagogical practices*2_maps.jpgLearning Maps7_deconstruct.jpgDeconstruct/ ReconstructStory SharingNon-Verbal8_community[1]Community Links |
| **Special Needs Adjustments** | **School to Work** |
| * Written work can be completed on computer or by hand
* Tasks will be modified and adapted as required
* Staff support always available
 | * Students interested in transition to hospitality gain useful knowledge and skills.
 |
| **Assessments** |
| * Completion of journal
* Observation of safe and hygienic cooking practices
* Breakfast design task
* Presentation and taste of meals prepared
* Teacher records in a day book
* Risk assessment (T)
 |
| Roles and Responsibilities |
| Teacher | SLSO | Student |
| Run Lesson Provide resources Shopping for cooking materialMonitor for safety at all timesKeep records of lesson progressRisk management | Support students to complete researchObservation and monitoring of safety in kitchenCheck ingredients required, update shopping list | Safe practices in kitchenRespectful of othersComplete set tasks |
| **Risk Assessment – Dorchester ETU only** |
| **Resources** | **Safety Strategies** | **Identified Hazards** | **Control Strategies** |
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| **Teacher Evaluation****Comments / Variations** |
| Guiding QuestionsWhat 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**: |

**APPENDIX 1.2**

**Cooking Elective- Useful web pages**

**Breakfast food eaten around the world:**

<http://www.independent.co.uk/life-style/food-and-drink/features/what-people-eat-for-breakfast-around-the-world-a6730126.html>

<http://www.foodbycountry.com/>

<http://www.buzzfeed.com/ailbhemalone/breakfasts-around-the-world#.bfvK0ar2l>

<https://www.gadventures.com.au/blog/breakfast-around-world-how-do-you-start-your-day/>

<http://www.nytimes.com/interactive/2014/10/08/magazine/eaters-all-over.html?_r=0>

<http://www.foodrepublic.com/2013/10/22/infographic-check-out-how-people-eat-breakfast-differently-around-the-world/>

**Teaching/lesson resources:**

[**http://www.grainchain.com/topics/11-14-baking-for-celebration-events-**](http://www.grainchain.com/topics/11-14-baking-for-celebration-events-) **No LONGER WORKING**

 **Benefits of breakfast:**

[**http://breakfastfirst.org/wp-content/uploads/2013/04/HealthAndAcademicBenefits.pdf**](http://breakfastfirst.org/wp-content/uploads/2013/04/HealthAndAcademicBenefits.pdf)

[**http://www.livestrong.com/article/466795-benefits-of-eating-breakfast-for-students/**](http://www.livestrong.com/article/466795-benefits-of-eating-breakfast-for-students/)

**healthy eating:**

**https://www.grainchain.com/sites/default/files/Healthy%20eating%20and%20drinking%20Presentation.pdf**

**recipes**

**http://www.taste.com.au/recipes/27666/banana+and+cinnamon+porridge**

**APPENDIX 3**

BEFORE YOU START: FOOD AND SAFETY

**Health and safety in the kitchen**

Follow these simple steps to cook safely and learn about food and hygiene in the kitchen.

* Wear a clean apron, tie back long hair and roll up your sleeves.
* Wash your hands with warm soapy water, especially after using the toilet.
* Cover any cuts or sores with a blue plaster.
* Do not handle food if you have a bad cold or are sick.
* Keep pets away from the kitchen area.
* Do not lick your fingers or equipment.
* Use a clean spoon when tasting food, and always wash it after every use
* Wash all raw food such as fruit and vegetables before using them.
* Check Best Before/Use By dates.
* Cut or chop food on a chopping board.
* Wipe down surfaces and chopping boards regularly, cleaning any spills immediately. Use clean dish cloths and tea towels.
* Wrap food waste in newspaper and place in a bin.
* Take your time. Never run in the kitchen area.
* Make sure handles do not stick out over the edge of the hob.
* Wear oven gloves
* Take care with sharp knives.

**Following a recipe**

A recipe is made up of the following:

* the amount of ingredients you need
* the equipment you need
* a step-by-step set of instructions for making the dish.

**Ingredients**

* Measure out all the ingredients before starting to make the recipe.
* Use either metric or imperial measurements, not both. Use a set of scales, measuring jug or measuring spoons, as appropriate.

**Equipment**

* Gather all the equipment before starting to make the recipe.
* If you need the oven, make sure that the shelves are set to the correct height and it is preheated to the right temperature.
* You may need to prepare cake tins or other equipment in advance – check the recipe.

**Health and safety in the kitchen**

Follow these simple steps to cook safely and learn about food and hygiene in the kitchen.

* Wear a clean\_\_\_\_\_\_\_, tie back long hair and \_\_\_\_\_\_\_\_\_\_ your sleeves.
* Wash your \_\_\_\_\_with warm soapy water, especially after using the toilet.
* Cover any cuts or sores with a \_\_\_\_\_\_\_.
* Do not handle food if you have a bad cold or are \_\_\_\_\_\_.
* Keep pets away from the kitchen area.
* Do not \_\_\_\_\_ your fingers or equipment.
* Use a clean \_\_\_\_\_\_ when tasting food, and always wash it after every use
* \_\_\_\_\_\_\_ all raw food such as fruit and vegetables before using them.
* Check Best Before/Use By\_\_\_\_\_\_.
* Cut or chop food on a \_\_\_\_\_\_\_\_ board.
* Wipe down \_\_\_\_\_\_\_ and chopping boards regularly, cleaning any spills immediately. Use \_\_\_\_\_\_ dish cloths and tea towels.
* Wrap food waste in newspaper and place in a \_\_\_\_\_.
* Take your time. Never \_\_\_\_ in the kitchen area.
* Make sure \_\_\_\_\_\_\_\_ do not stick out over the edge of the hob.
* Wear \_\_\_\_\_\_ gloves
* Take care with \_\_\_\_\_\_\_ knives.

apron dates handles

roll up surfaces Wash oven

hands run lick sharp

bandaid chopping spoon clean

sick bin

**APPENDIX 6**

https://food%20tech%20designcafe%20unit/designcafe/3161\_nav/index.htm