**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.jpg    E:\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 internet  Find 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 breakfast  the most expensive breakfast  the 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.jpg  Learning Maps  7_deconstruct.jpg  Deconstruct/ Reconstruct    Story Sharing    Non-Verbal  8_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 material  Monitor for safety at all times  Keep records of lesson progress  Risk management | | | | | Support students to complete research  Observation and monitoring of safety in kitchen  Check ingredients required, update shopping list | | | | | | | | Safe practices in kitchen  Respectful of others  Complete set tasks | | | | | | | | |
| **Risk Assessment – Dorchester ETU only** | | | | | | | | | | | | | | | | | | | | | |
| **Resources** | | **Safety Strategies** | | | | | | **Identified Hazards** | | | | | | | | | **Control Strategies** | | | | |
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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**: |

**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