

<b>Focus Area:</b> Food Service and Catering	<b>School:</b> St Charbel's College	<b>Class:</b> Year 10	<b>Teacher:</b>	<b>Date created:</b> October 2020	<b>Date updated:</b>
<b>Content focus</b> Food service and catering are important areas of the food industry. They provide people with both food and employment. Students examine food service and catering ventures and their ethical operations across a variety of settings and investigate employment opportunities. Students plan and prepare safe and appealing foods appropriate for catering for small or large-scale functions.			<b>Focus Outcomes:</b> A Student: <ul style="list-style-type: none"> <li>● <b>FT5-1</b> demonstrates hygienic handling of food to ensure a safe and appealing product</li> <li>● <b>FT5-2</b> identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food</li> <li>● <b>FT5-3</b> describes the physical and chemical properties of a variety of foods</li> <li>● <b>FT4-4</b> accounts for changes to the properties of food which occur during food processing, preparation and storage</li> <li>● <b>FT5-5</b> applies appropriate methods of food processing, preparation and storage</li> <li>● <b>FT5-6</b> describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities</li> <li>● <b>FT5-7</b> justifies food choices by analysing the factors that influence eating habits</li> <li>● <b>FT5-10</b> selects and employs appropriate techniques and equipment for a variety of food-specific purposes</li> <li>● <b>FT5-11</b> plans, prepares, presents and evaluates food solutions for specific purposes</li> <li>● <b>FT5-12</b> examines the relationship between food, technology and society</li> <li>● <b>FT5-13</b> evaluates the impact of activities related to food on the individual, society and the environment</li> </ul>		
<b>Assessment for learning:</b>			<b>Maronite Catholic Values:</b> A Student: <ul style="list-style-type: none"> <li>● <b>MCV: Co-operation (Responsibility):</b> Ability to work with others, respecting differences and valuing each person</li> <li>● <b>MCV: Do your best (Diligence):</b> Seeking to accomplish something worthy and admirable; trying hard; pursuing excellence.</li> <li>● <b>MCV: Integrity (Respect):</b> Acting in accordance with the principles of moral and ethical conduct; ensuring consistency between words and deeds.</li> <li>● <b>MCV: Sharing (Generosity):</b> Society has something to gain from every individual life, and should maximise the opportunity for all persons to contribute to the common good.</li> <li>● <b>MCV: Creativity (Patience):</b> Each individual should have the opportunity to explore and develop his/her own unique endowments</li> </ul>		
<b>Ict:</b> <ul style="list-style-type: none"> <li>- Internet research</li> <li>- Google docs – Is used as an exercise book. All student notes are recorded and checked by the teacher.</li> </ul>					
<b>Excursion:</b> <ul style="list-style-type: none"> <li>-</li> </ul>					
<b>Resources:</b> <ul style="list-style-type: none"> <li>- Geraldine Blake, Food Tech Focus Edition Nelsons.</li> <li>- Video clips – Refer to program for links</li> <li>- Resources worksheets</li> </ul>		<b>Unit Lengths:</b> 11 Weeks	<b>Literacy skills:</b> <ul style="list-style-type: none"> <li>- Listening/speaking skills</li> <li>- Written report</li> <li>- Class discussion</li> </ul>	<b>Numeracy skills:</b> <ul style="list-style-type: none"> <li>- Measurement</li> <li>- Temperature</li> <li>- Addition, subtraction, multiplication and division</li> </ul>	
<b>Learning Support:</b>					

Students outcomes:	Students content:	Assessment & Learning strategies	Resources	Adjustments	Register															
<p>- <b>FT5-1</b>› Demonstrates hygienic handling of food to ensure a safe and appealing product</p> <p>- <b>FT5-2</b>› Identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food</p> <p>- <b>FT5-3</b>› describes the physical and chemical properties of a variety of foods</p> <p>- <b>FT4-4</b>› accounts for changes to the properties of food which occur during food processing, preparation and storage</p> <p>- <b>FT5-5</b>› Applies appropriate</p>	<p>Examine a variety of food service and catering operations, for example:</p> <ul style="list-style-type: none"> <li>- those by local Aboriginal Peoples</li> <li>- not-for-profit, eg hospitals, school canteens</li> <li>- for-profit, eg restaurants, mobile food trucks</li> </ul>	<p><b>Introduction to the unit: Food Service and Catering</b></p> <ul style="list-style-type: none"> <li>- Discussion: distinguishing between ‘food service’ and ‘food catering’</li> <li>- What is involved in food service and catering (types of professions/job positions, what is required etc)</li> <li>- Discussion and explanation of key terminology/glossary in the textbook</li> <li>- Title page in document of the new topic, along with appealing images.</li> </ul> <p><b>Food Service and Catering Operations</b></p> <p><b>Learning intention</b> <i>“To develop and understanding of a range of food service and catering options in the food industry”</i></p> <p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>- Opening icebreaker clips- in resources &gt;</li> <li>- Discussion on key points from both clips</li> <li>- Discussion and note taking on pages 168-172 of textbook</li> <li>- What is ‘catering’?</li> <li>- What is ‘service’?</li> </ul> <p><b>Student:</b></p> <ol style="list-style-type: none"> <li>1. Read the case study of ‘Meals on wheels’ to help fill in the table below</li> <li>2. Watch the video on ‘national meal guidelines’ as a class to gain a deeper understanding into ‘meals on wheels’</li> <li>3. Create the table below in their documents:</li> </ol> <table border="1" data-bbox="645 762 1505 1302"> <thead> <tr> <th></th> <th>For-profit Organisations</th> <th>Not-for-Profit Organisations</th> </tr> </thead> <tbody> <tr> <td><b>Defined as...</b></td> <td></td> <td></td> </tr> <tr> <td><b>5 Examples:</b></td> <td></td> <td></td> </tr> <tr> <td><b>Groups that may benefit from the services</b></td> <td></td> <td></td> </tr> <tr> <td><b>Menu examples:</b></td> <td></td> <td></td> </tr> </tbody> </table> <ol style="list-style-type: none"> <li>4. In your own opinion, why do you think there has been a rise in Aboriginal and Torres Strait Islander service and catering ventures?</li> <li>5. Research and list the names of 5 different Aboriginal and Torres Strait Islander food service and catering ventures within NSW/ Australia.</li> </ol>		For-profit Organisations	Not-for-Profit Organisations	<b>Defined as...</b>			<b>5 Examples:</b>			<b>Groups that may benefit from the services</b>			<b>Menu examples:</b>			<p><b>Food Tech Focus Stage 5 Textbook</b></p> <p><b>Food service and catering ventures</b> <a href="https://www.youtube.com/watch?v=zPYPu0B1ceQ">https://www.youtube.com/watch?v=zPYPu0B1ceQ</a></p> <p><b>Starting a food business</b> <a href="https://www.foodauthority.nsw.gov.au/industry/starting-a-food-business">https://www.foodauthority.nsw.gov.au/industry/starting-a-food-business</a></p> <p><b>National Meal Guidelines</b> <a href="https://www.youtube.com/watch?v=fbeh07Dg2Sg&amp;feature=emb_title">https://www.youtube.com/watch?v=fbeh07Dg2Sg&amp;feature=emb_title</a></p>		
	For-profit Organisations	Not-for-Profit Organisations																		
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methods of food processing, preparation and storage

Discuss the contribution of the food service and catering industry to society, for example:

- Economic
- Social
- Cultural

**Contribution to Society**

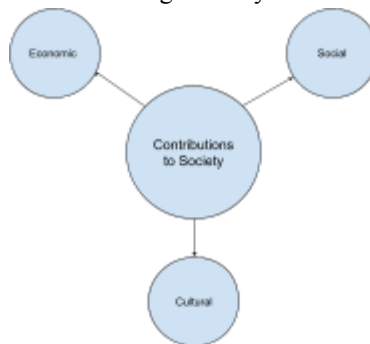
**Learning intention** *“To gain knowledge into the food service and catering industry and its contributions to society”*

**Teacher:**

- Teacher explanation of key points, students note take from pages 172-173
- What does the word ‘economic’ refer to?
- Differentiate between ‘employers’ and ‘employees’
- Define GST- ask students where is GST found in Australia? (e.g.: food products, services etc) Watch video on ‘How does GST work?’

**Student:**

- Students create the following chart in their documents. For each area, outline 2-3 ways the food service and catering industry contributes to the specific area.



**FT5-6** Describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities

**FT5-7** Justifies food choices by analysing the factors that influence eating habits

Describe employment opportunities, for example:

- front of house, eg waiter, barista
- back of house, eg chef, kitchen hand

**Employment Opportunities**

**Learning intention** *“Obtain an understanding of a number of employment opportunities in the food service and catering industry”*

**Teacher:**

- Teacher explanation of key points, students note take from pages 175-177
- Discussion of personal qualities working in the food service and catering industry. Explanation of each with students.

**Student:**

- Distinguishes between ‘front-of-house’ and ‘back-of-house’

	Front-of-House	Back-of-House
Roles		
5 examples of roles		
Description of roles		

**FT5-10** Selects and employs appropriate techniques and equipment for a variety of food-specific purposes

**FT5-11** Plans, prepares, presents and evaluates food solutions for specific

Outline rights and responsibilities of employers and employees with regard

**Employer and Employee Right and Responsibilities**

**Learning intention** *“Understanding the many rights and responsibilities of employers and employees in food establishments*

**Teacher:**

**How does GST work?**

<https://tv.ato.gov.au/ato-tv/media?video=bd1bdiunj6q7e3>

purposes

- **FT5-12** Examines the relationship between food, technology and society
- **FT5-13** Evaluates the impact of activities related to food on the individual, society and the environment

to food establishments, for example:

- government regulations, eg WHS, food safety guidelines

Outline rights and responsibilities of consumers with regard to food, for example:

- safety and hygiene expectations
- accurate labelling and marketing

- Leads discussion of what are 'rights' and 'responsibilities'
  - Class discussion on different rights and responsibilities of both the employer and employee in the food service and catering industry.
  - Explanation of key points, and student summary of pages 178-179
- Student:**
- What does WHS stand for and what is the purpose of this law?
  - Outline some of the consequences put in place for employers not abiding by certain laws regarding WHS?
  - Outline what the Food Act 2003 is responsible for?
  - Complete the following table by outlining the rights and responsibilities of employers and employees.

	Employers	Employees
Rights		
Responsibilities		

**Consumer Right and Responsibilities**

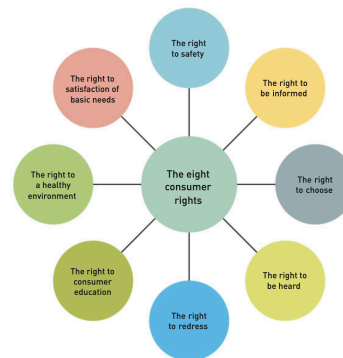
**Learning intention** "Understanding the many rights and responsibilities of consumers in regards to food"

**Teacher:**

- Prompts students with discussion and brainstorm types of consumer rights and responsibilities in the food service and catering industry.
- Read and summarise through Pages 179-182

**Student:**

- Students copy the graph below of the 8 rights of consumers
- Outline the safety and hygiene regulations for consumers, enforced by Food Act 2003
- Describe the labelling requirements of fast food chains
- Outline 3 marketing strategies used to entice consumers



Outline causes of food deterioration and spoilage, for example:

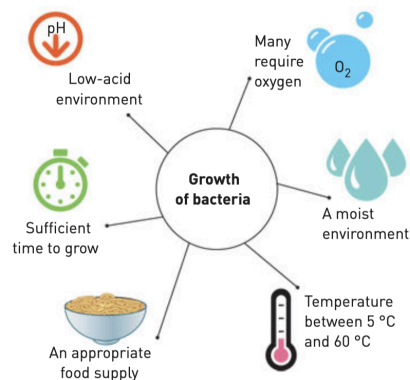
- microbial activity
- enzymatic changes
- environmental factors

### **Causes of Food Deterioration and Spoilage**

**Learning intention** “*Understanding the causes of food deterioration and spoilage and prevention methods*”

**Teacher:**

- Definition of ‘deterioration’ and ‘spoilage’
- Watch video on food spoilage
- Explanation of key points from pages 183-185
- Explanation of growth of bacteria conditions.



**Student:**

- Class activity: GUESSING GAME  
Teacher shows students 3 photos of food deterioration and spoilage, and students are to guess what type of deterioration and spoilage has occurred to the food item.

- **Microbial activity: mould , bacteria, yeast**
- **Enzymic activity**
- **Environmental factors: oxygen, light, pests, temperature, moisture, chemicals**



- Students complete the following table below and insert images to help with their understanding:

### **Food Spoilage**

<https://www.kitchenvile.com/how-to-avoid-food-spoilage-and-save-tons-of-money/>

Microbe	Identification of spoilage on food	Examples of food affected	Conditions needed for growth	Temperature required for destruction of microbe	Example of food product that can be produced from microbial action
		Bread Jam Cheese	Warmth Moisture Nutrients		
Yeasts	Bubbles Slimy texture Musty smell Acid taste				Vinegar
	Not easily visible	Milk Meat Seafood Poultry Raw eggs Cooked rice		Above 60 °C	

Discuss reasons for cooking food, for example:

- sensory properties, eg colour, flavour, texture
- safety

**Reasons for Cooking Food**

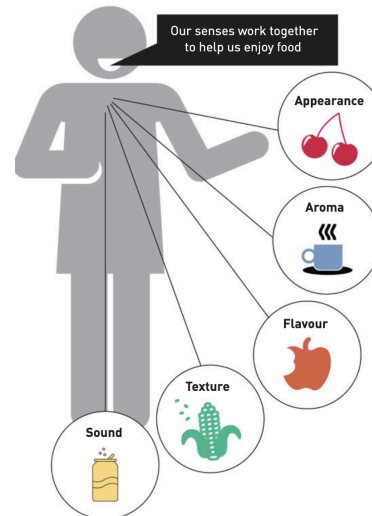
**Learning intention** “Develop knowledge into why foods are cooked and their advantages”

**Teacher:**

- What are our sensory characteristics?
- How do they impact what we eat, and how we eat it?
- 1. **Sensory properties of food**
- Appearance, Aroma, Flavour, Texture, Sound
- 2. **Safety**
- Cooking can make food safer to eat

**Student:**

- Analyse the diagram below
- Class activity: teacher has 3-5 different types of food items, and surveys the class on their opinion related to their sensory characteristics



Investigate functional properties of food, for example:

- denaturation of proteins
- dextrinization of carbohydrates
- emulsification of lipids

### **Function Properties of Food**

**Learning intention** “Develop knowledge into the function properties of food, including the nutritional content of foods”

#### **Teacher:**

- Read and explanation of pages 188-189
- Students copy the statement below:

*The ability for nutrients such as carbohydrates, proteins and lipids to change the physical and chemical structure during food preparation and cooking is referred to as the functional properties*

#### **Class experiment**

Teacher demonstrates process of Crystallization by making Honeycomb in front of the class

<https://www.youtube.com/watch?v=ByBwycW3ZD4>

#### **Student:**

- Students take notes from textbook explanation and summary

#### **Carbohydrates:**

Functional property	Process	Practical applications
Dextrinisation	A browning process where dry heat (e.g. baking, grilling) changes starch to dextrin on the surface of food.	Toasted bread and breakfast cereals Baked goods
Gelatinisation	A thickening process where starch dispersed in a liquid is heated, causing the starch to swell as it absorbs the liquid.	Boiled rice and pasta Porridge Products thickened with flour, such as sauces, pie fillings, curries and stews
Caramelisation	When sugars are heated to about 160 °C, they produce a golden-brown caramel. This also applies to sugars found naturally in foods.	Caramel slice Caramel confectionery Caramel sauce Crème caramel Caramelised onions Biscuits Toffee (brown colour)
Crystallisation	When a supersaturated sugar solution (large proportion of sugar to water) is heated, the sugar dissolves and the solution becomes more concentrated. Crystallisation results when the sugar crystals re-form on cooling.	Toffee (setting) Honeycomb Fudge Fondant

#### **Proteins:**

Functional property	Process	Practical applications
Denaturation	When the structure of the protein breaks apart as the result of heat, acids, salt, enzymes or beating. Denaturation is not visible, but is required in order for coagulation to occur.	Tenderising meat with marinades Meringues
Coagulation	The process whereby protein traps liquid to form a solid. Heat, acids and enzymes can cause coagulation.	Cooked eggs Cooked meats and fish Cheese and yoghurt Meringues Eggs used for binding and setting (e.g. in meatballs, quiches)
Syneresis	When the coagulation process continues too long and the protein squeezes out liquid.	Weeping of liquid from meringues and scrambled eggs Splitting or curdling of egg-based sauces Curdling of milk

#### **Lipids:**

**How to make honeycomb**

<https://www.youtube.com/watch?v=ByBwycW3ZD4>

Functional property	Process	Practical applications
Emulsification	The process allows lipids and water to mix. It may be a temporary emulsion, where the two soon separate (such as when oil and vinegar are shaken together to make a dressing), or permanent (such as where ingredient such as egg yolk, contain substances called emulsifiers, which bond to both nutrients, preventing separation).	Salad dressings Mayonnaise

- Teacher tests student knowledge of the following:
  - Dextrinisation
  - Crystallization
  - Gelatinisation
  - Coagulation
- Identify the functional properties of the following food items and add photos for each:

Food Item	Functional Property	Image
Bread is toasted		
Rice is boiled		
Oil and vinegar shaken to make a dressing		
Eggs are boiled		
Toffee is setting		
Meat being marinated		
Egg custard has split or curdled		

Explain the principles of food preservation, for example:

- control of temperature
- removal of air

**Principles of Food Preservation**

**Learning intention** *“Obtain an understanding of a range of methods to preserve and store foods safely”*

**Teacher:**

- Explanation of acronym:  
**R**emoval of air  
**A**ddition of chemicals  
**C**ontrol of temperature  
**E**limination of moisture

**Student:**

- Take notes from pages 192
- Add a tick in the cells which are appropriate to the principles of preservation



Principles of preservation	Methods of preservation				
	Drying	Chilling	Freezing	Canning	Salting, pickling, jam making
Removal of air					
Addition of chemicals					
Control of temperature					
Elimination of moisture					

Describe a range of methods to preserve and store foods safely, for example:

- Aboriginal cultural practices of curing meats
- refrigeration and freezing
- heating and pasteurisation
- canning and bottling

**Methods of Food Preservation and Storage**

**Learning intention** *“To understand a range of methods to preserve and store foods safely”*

**Teacher:**

- Explanation of key points from pages 192-193
- Students take notes into their documents

**Student:**

- Find 3 examples of food products that use the following preservation methods:

Preservation Method	Food Items and Images		
Canning	1.	2.	3.
Bottling			
Drying			
Smoking			
Freezing			
Chilling			
UHT (ultra high temperature)			
Pasteurization			

**Practical experiment: Produce an antipasto platter**

**Purpose:** To describe the method of preservation for a range of foods

**Materials:** any ingredients the students may choose for their platter. E.g.: sun dried tomatoes, marinated olives, cold meats, dried fruit, cheeses, crackers etc

**Activity:**

1. Research online for ideas on how to arrange ingredients for the platter
2. Choose a platter: marble, chopping board, cake plate etc
3. Arrange your ingredient on the platter; incorporating different shapes and colours
4. Copy the table below and identify the methods of preservation for the ingredients

Investigate a variety of menus from a range of food service and catering operations

Explore menu-planning considerations, for example:

- scale of function
- type of menu, eg à la carte, buffet, silver service
- facilities, staff, time, finance



you used for your platter:

Food	Methods of preservation
E.g.: Cold meats	Curing and refrigeration

**Menus for Food Service and Catering**

**Learning intention** *“Investigate a variety of menus from a range of food service and catering operations”*

**Teacher:**

- Brainstorm with the class, different types of food service and catering operations
- For example: fast food, cafe, restaurant, food truck etc
- Discussion on the types of foods each would sell, the menu types they would have, and the reasons for their choices.

**Student:**

In groups of 2-3, students create a powerpoint/google slides presentation. The presentation should consist of the following:

- Types of menus
- Research 5-10 food service and catering ventures in Sydney
- Name of the venture, where it is located, type of venture (formed, casual etc)
- Picture of the venture
- Their menu type

**Menu Planning Considerations**

**Learning intention** *“To explore a number of menu-planning considerations”*

**Teacher:**

- Brainstorm on the board and prompt students with questions:
- What do food ventures need to consider when preparing a menu?
- Explanation and summary points from pages 195-199

**Student:**

- Students copy down notes into their document from the subheadings
- List the different types of courses that can be on a menu
- Students fill in the table below on the characteristics of different types of menus used in the food service and catering industry. They are to insert an image of a menu for each type in the table below.

Types of Menus	Characteristics	Common Operators	Example
A'la Carte			
Table D'hote			
Function/banquet			
Du Jour			
Cyclic			
Degustation			

Develop or modify a recipe for use in large-scale catering, for example:

- ingredients
- method

### **Recipe Development**

**Learning intention** *“Develop or modify a recipe for use in large-scale catering”*

#### **Teacher:**

- Explanation and summary of key points from pages 200-201
- Explanation of a ‘recipe card’

Recipe:	<b>Sweet potato soup</b>	Menu price:	\$8.50	
Restaurant:	Faraday's	Number of serves:	16	
Recipe card:	001	Cost per serve:	\$0.86	
Cost date:	22/8/2019	Food cost:	10.12%	
		Gross profit:	\$7.64	
<b>Ingredients</b>	<b>Quantity</b>	<b>Unit</b>	<b>Unit cost \$</b>	<b>Total cost \$</b>
Olive oil	0.25	Lt	6.40	1.60
Onion	8	Ea	0.62	5.00
Garlic (crushed)	0.1	Kg	75.00	0.75
Curry powder	0.2	Kg	1.60	0.32
Sweet potatoes	5	Kg	0.80	4.00
Chicken stock	0.5	Lt	0.60	0.30
Coconut cream	0.5	Lt	3.50	1.75
<b>Total ingredient cost:</b>				<b>\$13.72</b>
/ 16 serves = \$0.86 cost per serve				
<b>Method</b>				
1 Heat the oil in a large saucepan over medium-high heat.				
2 Sauté the onion and garlic.				
3 Add the curry powder, stirring for 1 minute or until aromatic.				
4 Add the sweet potato and stock. Stir to combine. Bring to the boil.				
5 Reduce heat to low. Simmer, partially covered, for 15 minutes or until the sweet potato is tender. Remove from heat.				
6 Using a food processor or hand blender, puree the soup in batches until smooth.				
7 Return the soup to saucepan over low heat. Stir in the coconut cream (do not allow to boil). Add more stock if soup is too thick. Season.				
8 Serve.				

#### **Student:**

- Using the recipe card above as a guide, students are to create their own recipe card in pairs. The recipe they produce and accurately price will be prepared in class in the next practical
- Students are to outline where the recipe will be served (what type of restaurant, what type of menu)
- Students brainstorm ‘types of cooking methods’ (both moist and dry cooking methods) e.g.: boiling, stewing, grilling etc

	<p>Design, plan and prepare appealing food items appropriate for catering for small or large-scale functions, applying the principles of food preservation and storage</p> <p>Demonstrate appropriate selection of equipment and techniques used in food preparation</p> <p>Demonstrate safe and hygienic work practices, for example:</p> <ul style="list-style-type: none"> <li>- personal hygiene</li> <li>- food safety, eg the food danger zone, cross-contamination</li> <li>- safe work practices</li> <li>- use of PPE</li> </ul>	<p><b><u>PRACTICAL</u></b>  <b><u>Learning intention</u></b> <i>“Design, plan and prepare appealing food items appropriate for catering a small/large scale function”</i>  <b><u>Teacher:</u></b>  <ul style="list-style-type: none"> <li>- Recap of prior knowledge of types of menus</li> </ul> <b><u>Student:</u></b>  <ul style="list-style-type: none"> <li>- In pairs, create a menu for a graduation formal dinner</li> <li>- You must choose an appropriate menu type</li> <li>- Create the menu using a creative platform (e.g. wix) and present the menu to the class</li> </ul> <p>(TBC- assessment task in pairs to prepare the menu of their choice- incursion)</p>   <p><b><u>PRACTICAL</u></b>  <b><u>Learning intention</u></b> <i>“Demonstrate appropriate selection of equipment and techniques used in food preparation”</i>  <b><u>Teacher:</u></b>  <ul style="list-style-type: none"> <li>- Teacher assesses students ability to select appropriate equipment and techniques when preparing foods during practical tasks every fortnight</li> </ul> <b><u>Student:</u></b>  <ul style="list-style-type: none"> <li>- Students are to select the right equipment and techniques when preparing specific recipes in the kitchen (for example: appropriate utensils, appliances etc)</li> </ul>   <p><b><u>PRACTICAL</u></b>  <b><u>Learning intention</u></b> <i>“Demonstrate safe and hygiene work practices when preparing and cooking food”</i>  <b><u>Teacher:</u></b>  <ul style="list-style-type: none"> <li>- Teacher assesses students ability to demonstrates safe and hygiene practices in the kitchen when preparing and cooking food</li> </ul> <b><u>Student:</u></b>  <ul style="list-style-type: none"> <li>- Students must practice personal hygiene and food safety when preparing and cooking recipes in practical lessons.</li> <li>- Hygienic practices</li> <li>- Food safety: keeping out of the temperature danger zone when cooking and storing foods and avoiding cross contamination</li> <li>- Appropriate use of ppe in the kitchen (closed shoes, aprons, gloves, hair tied back etc)</li> </ul> </p> </p></p>			
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