



Focus Area: Food for Special Occasions	School: St Charbel's College	Class: Year 10	Teacher:	Date created: June 2023	Date updated:
Content focus Food is an important component of many special occasions. Students explore a range of special occasions including social, cultural, religious, historical and family. They examine small and large-scale catering establishments. Students plan and prepare safe food for special occasions, demonstrating appropriate food-handling and presentation skills.		Focus Outcomes: A Student: <ul style="list-style-type: none"> ➤ FT5-1 demonstrates hygienic handling of food to ensure a safe and appealing product ➤ FT5-2 identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food ➤ FT5-5 applies appropriate methods of food processing, preparation and storage ➤ 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 ➤ FT5-8 collects, evaluates and applies information from a variety of sources ➤ FT5-9 communicates ideas and information using a range of media and appropriate terminology ➤ 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 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 			
Assessment for learning:		Maronite Catholic Values: A Student: <ul style="list-style-type: none"> ● MCV: Co-operation (Responsibility): Ability to work with others, respecting differences and valuing each person ● MCV: Do your best (Diligence): Seeking to accomplish something worthy and admirable; trying hard; pursuing excellence. ● MCV: Integrity (Respect): Acting in accordance with the principles of moral and ethical conduct; ensuring consistency between words and deeds. ● MCV: Sharing (Generosity): Society has something to gain from every individual life, and should maximise the opportunity for all persons to contribute to the common good. ● MCV: Creativity (Patience): Each individual should have the opportunity to explore and develop his/her own unique endowments 			
Ict: <ul style="list-style-type: none"> - Internet research - Google docs – Is used as an exercise book. All student notes are recorded and checked by the teacher. 					
Excursion: -					
Resources: <ul style="list-style-type: none"> - Geraldine Blake, Food Tech Focus Edition Nelsons. - Video clips – Refer to program for links - Resources worksheets 	Unit Lengths: 11 Weeks	Literacy skills: <ul style="list-style-type: none"> - Listening/speaking skills - Written report - Class discussion 	Numeracy skills: <ul style="list-style-type: none"> - Measurement - Temperature - Addition, subtraction, multiplication and division 		
Learning Support:					

Students outcomes:	Students content:	Assessment & Learning strategies	Resources	Adjustments	Register										
<ul style="list-style-type: none"> - FT5-1 demonstrates hygienic handling of food to ensure a safe and appealing product - FT5-2 identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food - FT5-5 applies appropriate methods of food processing, preparation and storage - 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 	<p>Outline the significance of food throughout history</p>	<p>Introduction to the unit: Food for Special Occasions</p> <ul style="list-style-type: none"> - Discussions: Basic concept of special occasions (e.g. Family gatherings) - Why different food for different occasions is important - Gust how divers the topic is (Everyday use) - Title page in document of the new topic, along with appealing images. <p>Historical significance of food Learning intention <i>"To develop and understanding of impact of food on history"</i> Teacher:</p> <ul style="list-style-type: none"> - Opening icebreaker activity. (Where foods come from historically e.g. ...) - Discussion on key points from activity - Discussion and note taking on pages 250-252 of textbook - Why does food impact history? - What is the food trade (Use war in Ukraine to explain grain output)? <p>Student:</p> <ol style="list-style-type: none"> 1. Watch the video on 'Christopher Columbus' as a class to gain a deeper understanding into 'The impact of food on history' 2. Solect and research a coulter. Look at different food dishes or recipes. 3. Solect and research and a food dish or recipe and its historical roots 4. Fill out the table in the worksheets: <table border="1" data-bbox="645 794 1422 1204" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 40%;">Dish/Recipe Name</td> <td></td> </tr> <tr> <td>Country of Origin</td> <td></td> </tr> <tr> <td>Climet</td> <td></td> </tr> <tr> <td>Origin</td> <td></td> </tr> <tr> <td>Cultural significance</td> <td></td> </tr> </table> <p>Contribution to Society Learning intention <i>"To gain knowledge into the food service and catering industry and its contributions to society"</i> Teacher:</p> <ul style="list-style-type: none"> - 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, 	Dish/Recipe Name		Country of Origin		Climet		Origin		Cultural significance		<p>Food Tech Focus Stage 5 Textbook</p> <p>No good videos of Christopher Columbus</p>		
Dish/Recipe Name															
Country of Origin															
Climet															
Origin															
Cultural significance															

habits

- **FT5-8** collects, evaluates and applies information from a **variety of sources**
- **FT5-9** communicates ideas and information using a range of media and **appropriate terminology**
- **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 purposes**
- **FT5-12** examines the **relationship between food, technology and society**
- **FT5-13** evaluates the **impact** of activities

Explore reasons for celebrating with food, for example:

- social
- religious
- historical

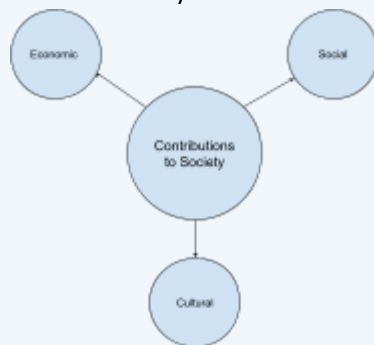
Discuss the contribution of the food service and catering industry to society, for example:

- Economic
- Social
- Cultural

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.



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		

Employer and Employee Right and Responsibilities

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

Teacher:

- 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?

related to food on the individual, society and the environment

Describe employment opportunities, for example:

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

Outline rights and responsibilities of employers and employees with regard to food establishments, for example:

- government regulations, eg WHS, food safety guidelines

- 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

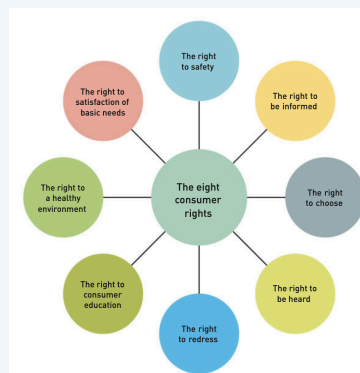
Learning intention *“Understanding the many rights and responsibilities of consumers in regards to food”*

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



Causes of Food Deterioration and Spoilage

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

Teacher:

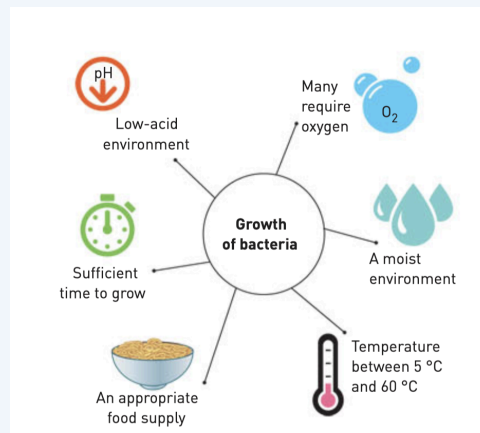
- Definition of ‘deterioration’ and ‘spoilage’
- Watch video on food spoilage
- Explanation of key points from pages 183-185
- Explanation of growth of bacteria conditions.

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

- safety and hygiene expectations
- accurate labelling and marketing

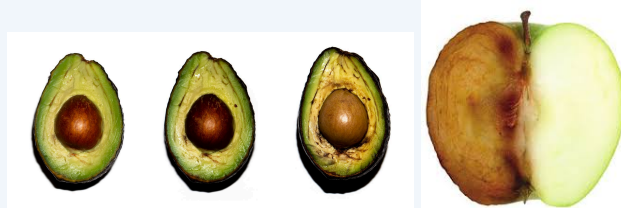
Outline causes of food deterioration and spoilage, for example:

- microbial activity
- enzymatic



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:

- changes environmental factors

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	

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

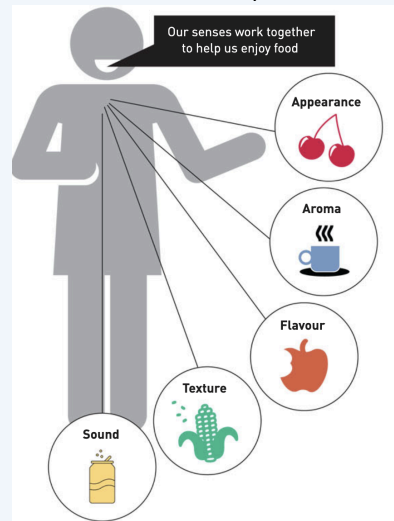
- Appearance, Aroma, Flavour, Texture, Sound

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



Discuss reasons for cooking food, for example:

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

Investigate functional properties of food, for example:

- denaturation of proteins
- dextrinization

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=ByBujcW3ZD4>

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:

- n of carbohydrates
- emulsification of lipids

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

1. Teacher tests student knowledge of the following:
 - Dextrinisation
 - Crystallization
 - Gelatinisation
 - Coagulation
2. 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		

Principles of Food Preservation

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

Teacher:

- Explanation of acronym:
 - Removal of air
 - Addition of chemicals
 - Control of temperature
 - Elimination 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					

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			

Explain the principles of food preservation, for example:

- control of temperature
- removal of air

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

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

colours
4. Copy the table below and identify the methods of preservation for the



ingredients 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			

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

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:	Sweet potato soup		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

Ingredients	Quantity	Unit	Unit cost \$	Total cost \$
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
Total ingredient cost:				\$13.72
/ 16 serves = \$0.86 cost per serve				

Method

- 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

Explore menu-planning considerations, for example:

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

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

- ingredients
- method

Design, plan and

PRACTICAL

Learning intention *“Design, plan and prepare appealing food items appropriate for catering a small/large scale function”*

Teacher:

- Recap of prior knowledge of types of menus

Student:

- In pairs, create a menu for a graduation formal dinner
- You must choose an appropriate menu type
- Create the menu using a creative platform (e.g. wix) and present the menu to the class

(TBC- assessment task in pairs to prepare the menu of their choice- incursion)

PRACTICAL

Learning intention *“Demonstrate appropriate selection of equipment and techniques used in food preparation”*

Teacher:

- Teacher assesses students ability to select appropriate equipment and techniques when preparing foods during practical tasks every fortnight

Student:

- Students are to select the right equipment and techniques when preparing specific recipes in the kitchen (for example: appropriate utensils, appliances etc)

PRACTICAL

Learning intention *“Demonstrate safe and hygiene work practices when preparing and cooking food”*

Teacher:

- Teacher assesses students ability to demonstrates safe and hygiene practices in the kitchen when preparing and cooking food

Student:

- Students must practice personal hygiene and food safety when preparing and cooking recipes in practical lessons.
- Hygienic practices
- Food safety: keeping out of the temperature danger zone when cooking and storing foods and avoiding cross contamination
- Appropriate use of ppe in the kitchen (closed shoes, aprons, gloves, hair tied back etc)

prepare appealing food items appropriate for catering for small or large-scale functions, applying the principles of food preservation and storage

Demonstrate appropriate selection of equipment and techniques used in food preparation

Demonstrate safe and hygienic work practices, for example:

- personal hygiene
- food safety, eg the food danger zone, cross-contamination
- safe work practices
- use of PPE