

## **SUBJECT: (Food Skills) Year 7**

**Time allocation:** 2 periods per cycle for 34 weeks over 2 semesters (1 semester is 17 weeks total = 42.50 hours)

### **RATIONALE:**

The purpose of the study of the Food Skills program at the Year 7 level is to develop students' appreciation of a wide variety of food and skill acquisition in food preparation, cooking and presentation. It is a short course using teacher-directed tasks designed to give students an introduction into enjoying, preparing, cooking and eating a variety of food. It also aims to foster an understanding of how different foods and food groups affect growth, energy and health. Students have the opportunity to work independently, in pairs or in teams so that they can learn self-reliance and independence and also team management skills.

### **LEARNING FOCUS:**

Students will:

- Develop an understanding of food – its origins, processing and consumer marketing
- Develop an understanding of the factors influencing food consumption and eating patterns.
- Practise and use safe and hygienic methods of food preparation and storage.
- Develop an understanding of the major nutritional needs for growth and activity.
- Understand the rights and responsibilities of consumers of health related products.
- Develop skills in food preparation
- Understand how different foods and food groups affect growth, energy and health of the body
- Develop, implement and evaluate design ideas in their food production
- Use a variety of complex equipment and processes
- Evaluate the efficiency of the processes used

### **STANDARDS:**

Victorian curriculum: Design and Technologies (food literacy/practical skills) <http://victoriancurriculum.vcaa.vic.edu.au/technologies/design-and-technologies/introduction/scope-and-sequence> (accessed January 23, 2017)

Victorian curriculum: Health and Physical Education (nutritional health) <http://victoriancurriculum.vcaa.vic.edu.au/health-and-physical-education/introduction/scope-and-sequence> (accessed January 23, 2017)

**Supporting Documents:** Examples of Learning Tasks

**Student Text Reference:** Compton L, Fordyce-Voorham S, Prescott A (2010) The Food Book Oxford University Press

### **REPORT HEADERS: (For semester 1 and 2)**

Students work individually or in pairs to use recipes and work safely with a variety of ingredients to produce quality food items. They use a range of measuring and processing techniques to transform ingredients, use tools and equipment safely and competently and show consideration to hygiene. Students are able to reflect on and use objective criteria to evaluate their food products. Students are working towards the Year 7 standards of Design and Technologies and Health & Physical Education.

## CURRICULUM PROGRAM

This compulsory course over one school year (34 weeks or two semesters) is teacher-directed. The course is designed to expose students to a wide variety of food and encourage them to prepare, cook and try new food in order for them to build up their own food skills, an essential part of developing independent life skills.

Each 65 minute weekly lesson consists of a brief discussion of the teaching/learning strategies (aims) of the lesson, a sequential demonstration by the teacher followed by students producing a snack or a meal component and cleaning up and storing away preparation dishes and equipment. There is written assessment for this course (usually once per cycle).

### Other Useful Resources

Home Economics Victoria 2008 Start Cooking Macmillan Education Australia

Compton L and Warren C 2009 E-Food Technology 2<sup>nd</sup> Ed Oxford University Press

Alexander S 2006 Kitchen Garden Cooking Penguin Group Australia

Home Economics Victoria (2010) Home Economics in Action 1 CD-ROM (Excellent ideas for Standby classes when a theory class is required)

Market Fresh Guide <http://www.marketfresh.com.au/fruit-and-vegetable/>

Fresh for kids [http://www.freshforkids.com.au/seasonal\\_guide/seasonal\\_guide.html](http://www.freshforkids.com.au/seasonal_guide/seasonal_guide.html)

Queensland Syllabus – HPE and Technology Guidelines (2011) <https://www.qcaa.qld.edu.au/p-10/qld-curriculum/yrs-8-10-lower-secondary-subject-area-guidelines/home-economics> (Has useful resources and comparative links with Victorian curriculum)

Home Economics in Victorian HPE Curriculum <http://victoriancurriculum.vcaa.vic.edu.au/health-and-physical-education/introduction/learning-in-health-and-physical-education>

### COURSE OUTLINE – YEAR 7

Topic/Content (selection of topics)	Teaching/Learning Objectives	Production and Strategies	Assessment Tasks
Lesson One and Two – Seasonal Fruit	<p>How to choose and purchase quality local seasonal fruits for eating and inclusion in recipes</p> <p>How 'food miles' contribute to the quality and cost of purchasing fruits</p> <p>how food processing and packaging affects the cost and sensory attributes of raw food</p> <p>How to access accurate information about fruit from market personnel and web site sources</p> <p>How to prepare and serve fruit for eating and inclusion in recipes</p> <p>Use knives safely and skilfully to prepare food efficiently and appropriately</p> <p>How to prepare for food preparation tasks</p> <p>Manage and perform cleaning tasks</p>	<p><b>Lesson 1</b> (Teacher –directed) Production – Design your own Fruity Skewers</p> <p><b>Lesson 2</b> ((Teacher Directed) – Fruit Parfait p. 337</p>	<p><b>Lesson One Homework-</b> Research Activity – Food Miles</p> <p><b>Homework Sheets</b> Home Economics in Action 1 – <b>Suggestion 1</b> Understanding kitchen hazards pp. 9-10 <b>Suggestion 2</b> Kitchen equipment Bingo pp. 14-15</p>

		Also Fruit and Vegetable games (Bingo) with coloured cards – see Home Economics in Action I pp. 66-73	<b>Suggestion 3</b> Why study the seasons? Pp. 21-24
Lesson Three - Seven - Seasonal Vegetables	<p>how to choose and purchase quality local seasonal vegetables for eating and inclusion in recipes</p> <p>how to choose vegetables based on classifications to assist with meal design</p> <p>how to access accurate consumer information about vegetables from market personnel and web site sources</p> <p>how to prepare, cook and serve vegetables for eating and inclusion in recipes</p> <p>how to use small and large items (stove top) of kitchen equipment</p>	<p><b>Lesson 3</b> – Teacher Directed Production -Design your own Risotto</p> <p><b>Lesson 4</b>- semi-student directed (choose your own salad from <u>The Food Book</u> pp.219</p> <p><b>Lesson 5</b> Teacher –Directed Corn Fritters on p. 233 of <u>The Food Book</u> (first 45 minutes of Lesson 5, second 30 minutes – Planning for Lesson 7 student –directed Choose a Vegetable Side dish from pp. 230- 237 or visit <a href="https://www.marketfresh.com.au/recipes/">https://www.marketfresh.com.au/recipes/</a> Submit your recipe and your food order for Lesson 7 Student –directed Production (Optional – student can work in groups and share)</p> <p><b>Lesson 6</b> – Market Visit Excursion (walking tour to Local Community Resource: <a href="https://sciclunas.com.au/">https://sciclunas.com.au/</a>)</p> <p><b>Lesson 7- Student-directed Production</b></p>	<p><b>Lesson Three Homework</b> Design and Create a poster featuring an interesting vegetable (student choice)</p> <p><b>Lesson Six Homework</b> – Market Research Activity</p> <p><b>Homework Sheets</b> Home Economics in Action I – <b>Suggestion 1</b> Spring Greens Match up pp. 52-55 <b>Suggestion 2</b> Classy Vegetables pp. 63-64</p>
Lesson Eight Yeast doughs	<p>how to confidently use a cook’s knife safely, skilfully and proficiently</p> <p>how to carefully follow recipe instructions to ensure successful food products</p> <p>how to use flavouring ingredients and seasonings to enhance food components and create flavoursome meals</p> <p>how to use cooking appliances and equipment appropriately and safely</p> <p>how to manage the physical environment of a kitchen – keep it clean, hygienic and safe</p>	<b>Lesson Eight</b> –Teacher Directed Production- Design your own Gourmet Pizza	Other suggestions- Pinwheels on p. 89 or vegetable Calzones on p. 123 of <u>Start Cooking</u>
Lesson Nine – Ten: Batters	<p>how to carefully follow recipe instructions to ensure successful food products</p> <p>how to adjust cooking temperature to ensure that food is evenly cooked</p>	<b>Lesson Nine</b> – Teacher-directed Production - Pancakes	

	<p>how to make a cost analysis between fresh, frozen and canned ingredients</p> <p>how to adjust ingredients to suit the dietary requirements of consumers</p> <p>how to use flavouring ingredients and seasonings to enhance food components and create flavoursome meals</p> <p>how to use flavouring ingredients to present food attractively for service</p> <p>how to use cooking appliances and equipment appropriately and safely</p> <p>how to manage the physical environment of a kitchen – keep it clean, hygienic and safe</p>	<p><b>Lesson Ten – Teacher-directed Materials Test</b></p> <p>variations using various milks (soy milk, buttermilk, low-fat, full-fat milk) and flours (gluten-free, SR and Plain flour)</p> <p>In Lesson 10 – choose one of the flavour variations in <u>The Food Book</u> on p. 131</p>	
<p>Lesson Eleven – Twelve (Thirteen(optional) : Meat</p>	<p>how to purchase appropriate quantity of food that matches personal demands and reduces plate waste</p> <p>how to store, prepare and cook meat and other recipe ingredients post-purchase</p> <p>how to safely defrost frozen food</p> <p>how to accurately calculate food amounts based on portion size and appetite demands of household members to reduce food wastage and plate waste</p> <p>how to adjust ingredients to suit the dietary requirements of consumers</p> <p>how to store food in easily de-frostable appropriate serving sizes</p> <p>how to use multiple recipe ideas for one or several ingredients (minced meat)</p> <p>understand dietary and culinary terms (complementary protein, farinaceous foods)</p> <p>how to adjust serving sizes and purchase precise amounts of food that meet the appetite and budgetary requirements of household members</p> <p>how to economise by buying and cooking in bulk when food produce is cheaper and storing for later use</p> <p>how to use flavouring ingredients and seasonings to enhance food components and create flavoursome meals</p> <p>how to use flavouring ingredients to present food attractively for service</p> <p>how to use cooking appliances and equipment appropriately and safely</p> <p>how to manage the physical environment of a kitchen – keep it clean, hygienic and safe</p>	<p><b>Lesson Eleven- Teacher Directed Production-</b> Spaghetti Bolognese</p> <p><b>Lesson Twelve - Thirteen (optional) Student</b> Choice of minced meat variation (Shepherd's Pie, Chilli con Carne, Lasagne, Moussaka)</p>	<p><b>Lesson Eleven Homework –</b> Storage of, and minced meat variations</p> <p>Vegetarian alternative – Red bean cottage pie on p. 119 of <u>Start Cooking</u></p>
<p>Lesson Fourteen-Sixteen : Meals</p>	<p>how to accurately calculate and purchase food amounts based on portion size and appetite to reduce plate waste</p> <p>how to use product services such as on-line shopping</p> <p>how to plan, prepare and cook a variety of appetising meals that meet the dietary and sensory requirements of household members</p>	<p><b>Lesson 14 – Design your own meals</b></p> <p>Teacher-directed Activity – Design your own Evening meal (Healthy Stir Fry)</p> <p><b>Lesson 15 Student-directed activity</b></p>	<p><b>Homework Sheets</b> Home Economics in Action 1 – <b>Suggestion 1</b> Healthy eating in autumn p. 33</p>

	<p>how to match allocated food budget with recommendations made in healthy eating guidelines</p> <p>how to allocate time in advance to write a shopping list</p> <p>how to select nutrient dense food in relation to vegetarian and healthier alternatives and portion size</p> <p>how to recognise and purchase cheaper but equally nutritious food alternatives to expensive premium meat and fish (plant-based foods)</p> <p>how to deconstruct and organise a recipe into small tasks when constructing meals.</p> <p>how to use cooking appliances and equipment appropriately and safely</p> <p>how to manage the physical environment of a kitchen – keep it clean, hygienic and safe</p>	<p>Planning Lesson (see tips on page 462 of <u>The Food Book</u>) and p. 6 of <u>E-Food</u> (Work Plans)</p> <p>Production – Make your own meal</p>	<p><b>Suggestion 2</b> Spring smorgasbord p.p. 56-58</p>
<p>Lesson Seventeen – Nineteen; Breakfasts</p>	<p>how different packaging affects the environment and influences decisions about ethical food purchasing</p> <p>how to carefully follow recipe instructions to ensure successful food products</p> <p>how to interpret and act upon food labelling (‘food literacy’)</p> <p>how to source internet for food and nutrition information</p> <p>how to adjust ingredients to suit the dietary requirements of consumers (food allergens)</p> <p>how to accurately weigh and measure ingredients for those recipes requiring accuracy of ingredient amounts</p> <p>how to use cooking appliances and equipment appropriately and safely</p> <p>how to manage the physical environment of a kitchen – keep it clean, hygienic and safe</p>	<p><b>Lesson 17 – Design your own breakfasts</b> Teacher –directed task – Production : Brekkie Bars Use the cooking time of this lesson to follow up on the next few lessons work – “breakfasts around the world” theme</p> <p><b>Lesson 18</b> - Teacher –directed activity: Vegetarian Frittata on p. 140</p> <p><b>Lesson 19</b> – Student-directed Activity- Research a big breakfast of your own or one that is based on a breakfast typically consumed in your LOTE country.</p>	<p>See <u>The Food Book</u> on pp. 124-143</p>
<p>Lesson Twenty-Two: Using the Microwave Oven as a cooking appliance</p>	<p>how to negotiate food purchases through personal consultation with food suppliers and vendors (choosing potatoes suitable for mashing, steaming, roasting, making gnocchi, salads)</p> <p>how to carefully follow recipe instructions to ensure successful food products</p> <p>how to use microwaving as a method of cookery and how nutritional value, energy use, preparation and cooking time of foods and product outcome are affected</p> <p>how alternative items of equipment can be used in situations where the most appropriate item of equipment is not available (no microwave oven)</p> <p>how to use microwave ovens appropriately and safely</p> <p>how to manage the physical environment of a kitchen – keep it clean, hygienic and safe</p>	<p><b>Lesson 20 Use of the Microwave oven</b> Teacher-directed task – Production: Design your own stuffed potatoes</p> <p><b>Lesson 21 Planning lesson</b> – Students are to design a meal that can be successfully ‘cooked’ in the microwave oven (Lesson 21- Savoury; Lesson 22- Sweet)</p> <p><b>Lesson 22</b> – Student directed activity (savory component)</p>	<p>Click on Taste online to access suitable recipes</p> <p><a href="http://www.taste.com.au/">http://www.taste.com.au/</a></p>

		<b>Lesson 23</b> – Student directed activity (sweet component)	
Lesson Twenty – four- Twenty-seven: Lunches and Picnics	<p>what to do with food post-purchase - how to store it, how to prepare it, how to cook it.</p> <p>how to adjust serving sizes that meets the appetite and dietary requirements of household members</p> <p>suggest alternative items of equipment in situations where the most appropriate item of equipment is not available</p> <p>how to use flavouring ingredients and seasonings to enhance food components and create flavoursome meals</p> <p>how long to cook 'at risk' fresh food (meat) to reduce food poisoning risk</p> <p>how to stock a pantry and refrigerator of perishable and non-perishable items consumed on a regular basis by household members</p> <p>know what constitutes a healthy meal in relation to meeting daily activity requirements</p> <p>know why it is important to enjoy and consume a wide variety of nutrient dense food</p> <p>know the difference between 'best before', 'sell before' and 'use by' dates</p> <p>how to use and clean purposefully designed equipment (colour coded chopping boards) and safe food handling techniques prevent cross contamination of raw and cooked food</p>	<p><b>Lesson 24</b> –Teacher directed activity: Steak sandwich or roasted vegetable sandwich (vegetarian alternative) on p. 149 of <u>The Food Book</u></p> <p>This lesson will be of shorter duration – choose another recipe that would be suitable to make for a lunch</p> <p>Submit your food order in preparation for next week.</p> <p>Choose a quick recipe to make for Planning Lesson 25</p> <p><b>Lesson 25</b> – Student –directed activity</p> <p>Make your own lunch based on one of the recipes</p> <p><b>Lesson 26 – Student-directed activity Design Brief</b></p> <p>Make a group of four and design a picnic lunch suitable for one of the following events (students may use other resources such as Taste, Go for your life etc)</p> <ul style="list-style-type: none"> <li>- Melbourne Cup</li> <li>- A day out in the Dandenong Hills at this time of the year</li> <li>- A day out on the seaside.</li> </ul> <p><b>Lesson 27 – Student-directed Production:</b> design a picnic lunch</p>	
Lesson Twenty – Eight: Entertaining	<p>how to adjust serving sizes that meets the appetite and dietary requirements of household members</p> <p>suggest alternative items of equipment in situations where the most appropriate item of equipment is not available (fork instead of a whisk)</p> <p>how to use flavouring ingredients and seasonings to enhance food components and create flavoursome meals</p> <p>know what constitutes a healthy meal in relation to meeting daily activity requirements</p> <p>know why it is important to enjoy and consume a wide variety of nutrient dense food</p> <p>how to select nutrient dense food in relation to vegetarian and healthier alternatives and portion size</p>	<p><b>Lesson 28 - Teacher –directed activity : Design your own mini quiches</b></p>	<p>pp.158-183</p> <p>Suggestion – see recipe on p. 162 of <u>The Food Book</u></p>

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