

Year 10 Lesson Plan The year 10 resource books referred to in this plan are Food By Design 1 (green cover) and Food By Design 2 (yellow cover).

Lesson sequence	Resources	Learning Outcomes
<p><u>Introduction and expectations</u> Students to work in A4 lined book. Explain procedures for setting out books, headings etc. Course outline. Assessment expectations. Homework at the back of book. Students evaluate after each product describing the appearance, texture, taste, and aroma of their food made.</p> <p><u>Hauora</u> Students are introduced to the concept of Hauora and the four dimensions (physical, mental and emotional, social and spiritual wellbeing). Students copy definitions into books. <u>Activity</u> – Students complete hauora handout and think of a food related example that applies to each dimension. Discuss as a class.</p> <p>Students make a poster to show the things that are important for their hauora. Make sure all areas of hauora are addressed. Students complete poster for homework.</p> <p>Practical – Fruit Kebabs and chocolate or caramel sauce Discuss oxidation of fruit</p> <p><u>Codes of practice</u> Hygiene and safety Brainstorm as a class personal hygiene practices and safe and hygienic practices in the foods room. Students write into their books. Use pg 5 Food by Design 2 to get ideas. Students complete personal hygiene and safety checks before, during and after a practical session.</p> <p>Storage of food Pg 10-11 Food by design 1. Students glue photocopy of pg 10 in their books. Complete activity 1.5 Storing food. Glue into books.</p>	<p>Scissors glue</p> <p>A4 paper</p> <p>Food by design 2</p> <p>Photocopying Glue</p>	<p>Students will: Understand expectations of course</p> <p>Understand the four dimensions of hauora</p> <p>Apply concepts of hauora to their own life</p> <p>Skills: Sauce making, oxidation of fruit</p> <p>Be aware of the expectations of the practical food rooms and are aware of hygiene and safety routines.</p> <p>Understand the concept of cross contamination</p>

<p>Nutritional knowledge What to eat for good health –pg 49 Food by design, bk 1. Read and discuss as a class. Students glue in diagram of the digestive tract and label the parts. Students glue in colour copies of foods to eat most, eat in moderate amounts, and small amounts. Students complete activity 4.1, pg 54, Test your skill. Students complete questions, testing knowledge, pg 1-10.</p> <p>The healthy food pyramid Recap the healthy food pyramid on the board together. Students write down the foods that belong to each group using the pictures of the four food groups on a given template. Students evaluate examples of meals to see if they are balanced. Activity 4.4, pg 60, Analysing meals.</p> <p>Practical – Bacon and tomato pasta</p> <p>The food and nutrition guidelines Go through as a class together. Get students to do a self evaluation of the guidelines. Are they meeting the recommendations? (yes/no). Graph the results as a class and write a personal evaluation.</p> <p>Fast foods nutrition in action scenario See Cheryl Pym plan attached</p> <p>Fruit and vegetables Classes of fruit and vegetables. Discuss as a class. Students give examples of stone, pip, citrus and berry fruit and write into their books. Students do the same for roots, bulbs, tubers, leaves, buds, flowers, seeds, stalks, fruit.</p> <p>Apples –Bk 1, pg 89-91. Students compare the sensory properties of different varieties of apples</p> <p>Practical – Fruit crumble</p>	<p>Food by design 1 Scissors, glue</p> <p>Photocopy of digestive tract Glue</p> <p>Food pyramid template</p> <p>Food and nutrition guidelines</p> <p>Notes on classes of fruit and vege</p> <p>Different varieties of apples, sensory sheet</p>	<p>Understand the role of digestion and how nutrients are absorbed</p> <p>Understand about good nutrition and making healthy food choices</p> <p>Skills: pasta cookery</p> <p>Recognise the guidelines used to help us make healthy food choices</p> <p>Understand and recognise high fat, sugary, and salty foods in their diets and how to make healthier choices</p> <p>Understand the different classes and varieties of fruit and vegetables</p> <p>Understand that the senses are an important tool in evaluating food. And participate in a ranking test. Skills: Stewing fruit</p>
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<p>Packaging fruit – students read Bk 1, pg 101-105 and complete questions 1-10 Testing knowledge</p> <p>Vegetables Pg 108 – 120 Activity 7.1 Thinking about vegetables</p> <p>Activity 7.2 Veges on the web</p> <p>Discuss methods of cooking vegetables. Which methods of cooking retain the most nutrients in vegetables? Pg 111, Testing knowledge – 1-10</p> <p>Wok cookery. Students complete worksheet on wok cookery Practical – Beef stirfry and vegetables on rice</p> <p>Orange, green and white vegetables, pg 117, testing knowledge 1-10.</p> <p>Practical – Sweet potato parcel</p> <p>Eggs Pg 165, bk 2. Activity 10.2</p> <p>Practical – Spanish Omelette</p> <p>Cereals Define cereals as a class. Students write in uses of cereals under the appropriate heading.</p> <p>Homework: Cereal worksheet (what is the difference between a cereal and a cereal product?)</p> <p>Breakfast cereals Students complete activity 5.2 What do you eat for breakfast? Packaging of breakfast cereals. Students select a mini breakfast cereal and look at the features of the package. Students record the nutritional information and answer questions on worksheet. Discuss complex carbohydrate, fibre</p>	<p>Computer booking</p> <p>Worksheet</p> <p>Mini breakfast cereals</p>	<p>Understand the function of packaging and advantages and disadvantages of different types of packaging</p> <p>Understand the nutrients that vegetables provide and how they can be retained</p> <p>Skills: wok cookery</p> <p>Understand the different components of an egg and the nutrients they provide</p> <p>Skills: Egg cookery (coagulation, denaturation)</p> <p>Recognise the different types of cereals and what they are used for.</p> <p>Learn to read and interpret nutritional information on labels.</p>
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<p>and long lasting energy. Students eat cereal with milk.</p> <p>Disassemble a muesli Identify the different ingredients in the muesli by looking at the label. Empty the contents of the muesli onto a flat surface covered in white paper. Use tweezers and sieves to separate the various components of the muesli. Show students samples of rolled oats, dried apricots, coconut, raisins etc. Discuss the ingredients and how they are listed in descending order from biggest to smallest. Weigh the different groups of ingredients and compare against the ingredient list. Get students to devise a recipe using the ingredient list and ratios of ingredients in the existing product. Make the muesli and evaluate.</p> <p>Breads Students complete worksheet on bread making. Leavened breads and flat breads. Watch 'click view' video on bread making. Students complete experiment activity 2.1 pg 20 book 2, the growth of yeast. Practical - Students design their own bread to bake, pg 25, book 2</p> <p>Breads around the world Brainstorm as a class all the different types of bread and their origins. Students evaluate samples and record on their sheet the name, origin, appearance, taste, texture and aroma of bread. Students glue a thumbnail photo of the bread on their sheet.</p> <p>Practical – students make pita bread and compare the sensory attributes against a commercial variety.</p> <p>Pasta Use the San Remo website pg 124, book 2 www.san-remo.com.au to answer questions about pasta. Compare the nutritional information on carbohydrate for white pasta and</p>	<p>Muesli samples, tweezers, white paper, sieves</p> <p>Worksheet on cereals</p> <p>Computer room</p> <p>Yeast, test tubes, balloons</p> <p>Breads of the world Worksheet Thumbnail photos of bread Bread samples, dips, spreads etc</p> <p>Pita worksheet Commercial pita bread</p> <p>Computer room</p>	<p>Recognise that products can be reproduced by analysing the different components of an existing product.</p> <p>Be able to read and interpret an ingredient list</p> <p>Skills: muesli making</p> <p>Understand the role of yeast in bread making</p> <p>Skills: Bread making</p> <p>Experience a variety of different breads from other cultures</p> <p>Skills: Bread making</p> <p>Understand the nutritional value of pasta and recognise different types of pasta</p>
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<p>brown pasta. Name the different types of pasta.</p> <p>Practical – Italian fettucine</p> <p>Rice Pg 100, bk 2, Types of rice Activity 6.5 Comparing cooking methods of rice and evaluate. Students work in groups to cook rice, using different methods.</p> <p>Practical – sushi</p> <p>Practical – basic risotto</p> <p>Couscous Discuss what couscous is and it's origins pg 134, bk 1 Practical - Fragrant fruity couscous salad</p> <p>Herbs and spices What is the difference between herbs and spices? Students write a definition in their books. In groups, challenge students to name as many herbs and spices they can in 5 mins. Do they know what spices are used for?</p> <p>Spices have a rich history. Share the following facts:</p> <ul style="list-style-type: none"> - <i>spices were valued as highly as gold in ancient times</i> - <i>America may not have been discovered by Christopher Columbus if it had not been for spice.</i> <p>Read the information from the spice timeline, photocopied resources. Students answer questions on worksheet and glue into books</p> <p><i>Homework</i> <i>Student Interview of a family member</i></p> <ol style="list-style-type: none"> 1. <i>What herbs and spices do you use and what are they used for?</i> 2. <i>Which herb or spice do you use most in your cooking?</i> 	<p>Rice</p> <p>Dictionary</p> <p>Paper</p>	<p>Skills: Reducing a sauce, pasta cookery</p> <p>Understand that there are different types of rice and it can be cooked in different ways</p> <p>Skills: sushi making</p> <p>Skills: risotto making</p> <p>Understand that couscous is a grain product made from semolina Skills: couscous cookery</p> <p>Recognise the importance of herbs and spices as flavour makers</p> <p>Understand the history of spices and the importance of spices in ancient times</p>
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3. Which is your favourite herb/spice and why
4. What do you think are the best food and spice combinations?
5. What effect does spice have on food?
6. How much spice do you use in a particular dish??

Internet research:

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

For the following herbs and spices:

- Parsley
- Chives
- Mint
- Cinnamon
- Ginger
- Whole cloves
- Nutmeg
- Allspice
- Turmeric
- Paprika
- Chilli
- Curry powder

Click on the spice encyclopaedia at the top of the tool bar. Write down the taste and aroma description for each spice or herb. Write down at least four different uses of the spices and one interesting fact.

Students do a sniff test of different spices in mugs covered with tinfoil. Students to try and identify the name.

Students make a sample of each spice by making a small cellophane pocket. Students place a small amount of sample into the pocket and cellotape onto their page.

Multicultural Foods

Discuss NZ food culture. Brainstorm as a class what students consider as typical to NZ culture.

Students read resource sheets on the hangi and complete worksheet. Discuss influences of colonisation and early pioneers. Read case studies on Dutch and Chinese girls' diary.

Computer booking

Prepared samples
(white mugs, spices,
tinfoil, stickers,
vivids)
Cellophane pockets

Case study handouts

Recognise a variety of different herbs and spices using the senses

Be aware of NZ food culture

<p>Existing ideas As a class brainstorm types of hamburgers students have experienced. Students identify key components. Discuss 'gourmet' ingredients and brainstorm ingredients that may be considered gourmet.</p> <p>Disassemble burgers Buy in burger Wisconsin and McDonald's burgers. Pull them apart and discuss the different components used. Identify 'gourmet' ingredients. Compare the price of burgers. Chop the meat patties up. Boil the meat patties in water and the next day look at the amount of fat from each pattie (control amount of water, time, saucepan, amount of pattie etc) Students write down the similarities and differences between each.</p> <p>History of hamburgers Homework – students interview a person from an older generation to their own to find out how hamburgers have evolved over time. Students research the history of the hamburger, the origins and how the name came about. Why are hamburgers popular?</p> <p>Stakeholders – Discuss stakeholders being people who are directly or indirectly involved in a process. Students identify their stakeholders and say why they have included them (include a peer and an adult).</p> <p>Beef and lamb cuts Students cut out the pieces of the beef and lamb carcass and paste inside the carcass outline. Discuss the tenderness levels of different parts of the animal. Students use highlighters to show the differences in tenderness. Use 'beef and lamb cut' brochures as a reference.</p> <p>Lean beef and lamb facts Students read the lean beef and lamb facts and choose words to fill in the gap. Students can work in pairs and pencil in their</p>	<p>McDonald's burger Wisconsin burger</p> <p>Saucepan, chopping board, knife</p> <p>Beef and lamb carcass h/o, Scissors, glue</p> <p>Lean beef and lamb h/o</p>	<p>Be able to recognise key components of a hamburger Recognise gourmet ingredients</p> <p>Be able to see similarities and differences between brands of burgers esp fat content</p> <p>Understand the history of hamburgers</p> <p>Be able to identify two stakeholders to give feedback on their project</p> <p>Understand that different cuts of meat have different tenderness levels and require different methods of cooking</p>
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<p>answers. Discuss as a class and students write in the correct answers.</p> <p>Dry and moist heat methods of cooking Discuss methods of cooking. Students cut and paste definitions. Students think of one food other than beef and lamb that would be suited to each of the cooking methods.</p> <p>Nutritional Information – red meat Discuss the importance of iron in the diet. Relate iron to six nutrients (minerals) and lean meats and alternatives food group. Students read pamphlet, ‘Red Meat Feel Good’ and complete crossword.</p> <p>Storage and handling Brainstorm ideas on safe storage and handling of meat as a class. Read Students read information sheet and answer questions.</p> <p>Flavour investigation Teacher to demonstrate making 4 different patties for students to sensory evaluate.</p> <ol style="list-style-type: none"> 1. _ t garlic paste, _ t curry powder, _ t beef stock powder 2. _ t lemon zest, 1 t mint, _ t ginger, pinch salt 3. _ t chilli, 1 t tomato paste, _ t garlic, 1 t chopped parsley, pinch salt 4. control <p>Introduce word bank of sensory descriptors and get students to categorise words as flavour, texture, aroma and appearance descriptors. Students include some of their own descriptors. Students evaluate each pattie sample for appearance, aroma, texture and flavour.</p> <p>Homework - flavour makers.</p> <p>Recap herbs and spices. Refer to notes on spices and herbs</p>	<p>h/o, scissors, glue</p> <p>Pamphlet ‘red meat feel good’</p> <p>h/o</p> <p>Meat pattie ingredients</p> <p>Sensory descriptors h/o</p>	<p>Be familiar with cooking terminology</p> <p>Understand the function of iron and it’s relationship to beef and lamb</p> <p>Understand the appropriate storage and handling of meat</p> <p>Use experiences to develop a flavour variation for a burger pattie</p> <p>Be able to use sensory descriptors to evaluate food</p>
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from different cultures. Students to find different flavour combinations to suit different cultures. Students work in groups of four. Use one pattie recipe and divide mixture into four. Each member creates a pattie from a different culture. Students choose at least three ingredients to add to pattie and record on sheet.

- Indian pattie
- Thai pattie
- Mexican pattie
- Italian pattie

Students (grps 4) rank their patties in order of preference, scoring 1 for the most preferred and 4 for the least preferred. Which was liked most and why?

Idea generation

Students brainstorm ideas for their own burger concept. Complete individual brainstorms for meat pattie, types of bread, fillings(fruit and vege), sauces, extras etc. Encourage students to go nuts with ideas at this stage. Students draw and label three complete ideas. Students complete a concept screening chart for each idea against initial specifications.

Burger Pattie Concepts

Students write down three ideas for the pattie flavourings. Students make the patties, cook and evaluate using a sensory analysis chart. Students choose a pattie to develop further.

Development

Students develop the flavour of their pattie and get stakeholder feedback from an adult and their peers.

Students plan the type of bread, fruit and vege, sauces and extras they will require to complement their pattie. Students make and evaluate their complete concept. Students further develop presentation of their concepts. Students get feedback from an adult.

Sensory chart

Students write a **final brief and specifications**. Students complete a **work plan**, including ingredients, actual times, method, equipment required, and hygiene considerations. Students sketch out the presentation of their burgers on the plate.

Students make their final burger and evaluate against their brief and specifications.

Be able to write a final brief and specifications

Evaluate their final solution against their brief and specifications