Technology 7–8 – food practices – sample program of learning

More than just a sandwich

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# Rationale

The NSW Department of Education publishes a range of curriculum support materials, including samples of lesson sequences, scope and sequences, assessment tasks, examinations, student and teacher resource booklets, and curriculum planning and curriculum evaluation templates. The samples are not exhaustive and do not represent the only way to complete or engage in each of these processes. Curriculum design and implementation is a dynamic and contextually-specific process. While the mandatory components of syllabus implementation must be met by all schools, it is important that the approach taken by teachers is reflective of their needs and faculty or school processes.

The NSW Education Standards Authority (NESA) defines [programming](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/programming) as ‘the process of selecting and sequencing learning experiences which enable students to engage with syllabus outcomes and develop subject specific skills and knowledge’ (NESA 2022). A program is developed collaboratively within a faculty. It differs from a unit in important ways, as outlined by NESA on their [Advice on units](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/programming/advice-on-units) page. A unit is a contextually-specific plan for the intended teaching and learning for a particular class for a particular period. The organisation of the content in a unit is flexible and it may vary according to the school, the teacher, the class and the learning space. They should be working documents that reflect the thoughtful planning and reflection that takes place during the teaching and learning cycle. There are mandatory components of programming and unit development, and this template provides one option for the delivery of these requirements. The NESA and department guidelines that have influenced this template are elaborated upon at the end of the document.

This resource has been developed to assist teachers in NSW Department of Education schools to create learning that is contextualised to their classroom. It can be used as a basis for the teacher’s own program, assessment, or scope and sequence, or be used as an example of how the new curriculum could be implemented. The resource has suggested timeframes that may need to be adjusted by the teacher to meet the needs of their students.

# Overview

**Description**: this program of learning addresses the food and agricultural focus area. The lessons and sequences in this program of learning are designed to allow students to develop their practical food preparation skills in line with their food-based knowledge.

**Duration**: this program of learning is designed to be completed over a period of approximately 10 weeks in 60-minute lesson sequences but can be adapted to suit the school context.

**Explicit teaching**: suggested [learning intentions](https://education.nsw.gov.au/teaching-and-learning/curriculum/explicit-teaching/explicit-teaching-strategies/sharing-learning-intentions) and [success criteria](https://education.nsw.gov.au/teaching-and-learning/curriculum/explicit-teaching/explicit-teaching-strategies/sharing-success-criteria) are available for some lessons provided. Learning intentions and success criteria are most effective when they are contextualised to meet the needs of students in the class. The examples provided in this document are generalised to demonstrate how learning intentions and success criteria could be created.



# Outcomes

A student:

* explains relationships between sustainability, design and production **TE4-SDP-01**
* applies processes in the planning, management and production of projects **TE4-PPM-01**
* communicates and evaluates design ideas and solutions **TE4-DES-01**
* selects and safely uses tools, materials, technologies and processes **TE4-SAF-01**

[Technology 7–8 Syllabus](https://curriculum.nsw.edu.au/learning-areas/tas/technology-7-8-2023/overview) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2023.

**Prior to planning for teaching and learning, please consider the following**:

**Engagement**

* How will I provide authentic, relevant learning opportunities for students to personally connect with lesson content?
* How will I support every student to grow in independence, confidence and self-regulation?
* How will I facilitate every student to have high expectations for themselves?
* How will I identify and provide the support each student needs to sustain their learning efforts?

**Representation**

* What are some different ways I can present content to enable every student to access and understand it?
* How will I identify and address language and/or cultural considerations that may limit access to content for students?
* How will I make lesson content and learning materials more accessible?
* How will I plan learning experiences that are relevant and challenging for the full range of students in the classroom?

**Expression**

* How will I provide multiple ways for students to respond and express what they know?
* What tools and resources can students use to demonstrate their understanding?
* How will I know every student has understood the concepts and language presented in each lesson?
* How will I monitor if every student has achieved the learning outcomes and learning growth?

School leaders and teachers should consult with students and their parents or carers regarding how to support their religious and/or dietary requirements. Alternate food options should be provided for students to meet learning outcomes.

Refer to [Equipment Safety in Schools](https://esis.education.nsw.gov.au/esis/teacher/), [Animals in Schools](https://education.nsw.gov.au/teaching-and-learning/animals-in-schools), and [Chemical Safety in Schools](https://ecmjsp.education.nsw.gov.au/ecmjsp/chemicals/#skipToContent) for current information on safety and safe working practices in technology 7–8.

# Lesson sequence and details

## Weeks 1 to 2

Table 1 – weeks 1 to 2 lesson sequence and details

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Outcomes and content | Teaching and learning activities | Evidence of learning | Differentiation and adjustments | Registration and evaluation notes |
| **Outcome**  **TE4-SAF-01**  **Content**  Students:   * Demonstrate safe practices when selecting and using tools, technologies and processes. | **Learning intention**  We are learning to apply safe processes and practices in the kitchen.  **Success criteria**  We can:   * identify PPE required to prepare food items * use personal hygiene practices * recall key safe processes and practices to follow when preparing food items in the kitchen.   **Teaching and learning activity**  Ask students to design their ultimate sandwich within 3 minutes. This [connecting learning](https://education.nsw.gov.au/teaching-and-learning/curriculum/explicit-teaching/explicit-teaching-strategies/connecting-learning) activity will give you an understanding of students’ ability to design, their confidence in making decisions and their understanding of what food items they have been exposed to. It will also demonstrate their initial ability to communicate their designs and solutions. This can become a reflection tool throughout and at the end of the unit.  Students present their ideas or design with peers through a [Think, Pair, Share](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/645?clearCache=a7133a8d-89cf-bebd-97fc-e857c7077dd4).  Teacher introduces the learning sequence and gives an overview of the unit, outlining the sequence of activities and assessment.  Teacher introduces students to the kitchen. Identify key areas and explain to students the hygiene reasons around this.  Teacher explains to students that throughout the unit they will learn new terminology.  Students fill in the glossary as required or complete the glossary to ensure they are pre-taught terminology and can correctly use specialist terminology in context.  Students define safety and hygiene after a class discussion.  Watch [Safety in the Domestic Kitchen - Food Technology (14:20)](https://www.youtube.com/watch?v=AUBGRjnL_vQ). Key topics covered in this video include:   * PPE * kitchen and food hygiene * the correct way to hold and use a knife * general kitchen hazards * correct behaviour in the kitchen.   During the video, students complete the table in their recipe book to recall and record safety expectations.  Using the ‘safety and hygiene in the kitchen’ image, discuss appropriate practices in the kitchen.  Students complete the image in their recipe book with the correct practice in each bubble.  Watch [See Germs! Hand Washing Science Experiment (1:22)](https://www.youtube.com/watch?v=a0A-JbP9T0I). Discuss with students what they can summarise from the video.  Teacher demonstrates handwashing techniques, talking through each step of the process. Have students recall the importance of washing hands thoroughly from previously watching [Safety in the Domestic Kitchen (14:20)](https://www.youtube.com/watch?v=AUBGRjnL_vQ).  Using [Hand Washing (PDF 233 KB)](https://www.foodauthority.nsw.gov.au/sites/default/files/_Documents/retailfactsheets/hand_washing.pdf) Students complete the 5 steps to washing hands activity in the recipe book.  Students split into groups and practice the correct handwashing procedure at the handwashing bays or stations. The teacher observes and provides [effective feedback](https://education.nsw.gov.au/teaching-and-learning/curriculum/explicit-teaching/explicit-teaching-strategies/using-effective-feedback) as required.  Teacher explains the importance of ensuring that food is safe for consumption. Explain that hot food should be kept hot and cold food should be kept cold.  Introduce the concept of the ‘danger zone’ by providing examples of when food may enter the danger zone and when a student may have seen this previously.  Students label the blank thermometer in their recipe book to indicate the different temperatures. Students then use the labels in their book and place the statements in the correct temperature. Students colour their thermometer to indicate the different zones. | Students produce an ultimate sandwich design.  Students can identify the key areas of the kitchen.  Students commence a glossary of key terms.  Students use correct terminology throughout the unit.  Students can define the terms safety and hygiene.  Students can recall the safety expectations required in the kitchen.  Students use correct handwashing procedures.  Students correctly label the thermometer to indicate their knowledge around the danger zone for different foods. | **Suggested adjusted activities.** This section is also for use in school when making adjustments to support all students to achieve in their learning.  Provide visual and/or multimodal examples and check for understanding of concepts.  Provide a glossary, allowing the use of bilingual dictionaries for new terminology, and use visuals where appropriate.  Ensure closed captions are turned on to support students who are deaf or hard of hearing.  Provide a list of safe and unsafe practices as a prompt for students who may require this.  Provide a visual tool for students to refer to when washing their own hands. This may be placed by the handwashing stations.  Use [Frayer diagrams](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/553?clearCache=b4302284-96cc-2836-d6a1-618889face0d) to support the development and understanding of terminology used in this unit.  Students requiring a reduction in cognitive load may complete the thermometer matching activity in the PowerPoint (PPT). |  |
| **Outcome**  **TE4-SAF-01**  **Content**  Students:   * Use equipment, tools, techniques, technologies and processes to develop practical skills. | **Learning intention**  We are learning to use tools and equipment in the kitchen.  **Success criteria**  We can:   * identify and select tools and equipment required for food preparation * safely use tools and equipment for food preparation.   **Teaching and learning activity**  Individually or in small groups, have students record as many tools, equipment and utensils as they can in one minute. This will give the teacher an indication of students’ prior knowledge.  Complete the ‘Common kitchen utensils and equipment’ table in the recipe book. Students should identify an example for each.  After allocating students their work area for practical lessons, students should complete the kitchen scavenger hunt with their partner. This will help develop their working relationship and become familiar with their workspaces.  Teacher guides students through the ‘Measuring equipment’ section of the recipe book. Once complete, students can practise their measuring skills in their bay with teacher observation. Provide [effective feedback](https://education.nsw.gov.au/teaching-and-learning/curriculum/explicit-teaching/explicit-teaching-strategies/using-effective-feedback) as required. Old flour is useful for measuring cups and water for the measuring jug. | Students can provide an example for common kitchen utensils and equipment.  Students can use accurate measuring techniques when using measuring equipment. | To reduce cognitive load of students, adapt the common kitchen utensils activity by providing students with the following 2 lists:   1. Names of each utensil. 2. The function of each utensil.   Students match the list items with each other. Alternatively, images of the utensils with the name or the physical utensil can be used as a visual tool. |  |
| **Outcome**  **TE4-SDP-01**  **Content**  Students:   * **Identify the characteristics and properties of food, fibre and agricultural products.** | **Learning intention**  We are learning to identify the characteristics and properties of foods.  **Success criteria**  We can:   * identify our senses that are used to evaluate food items * use descriptive language to describe food items.   **Teaching and learning activity**  Teacher introduces the terms characteristics and properties of food and explain how they differ. Use the PPT to allow students to see the definitions side by side.  **In small groups or individually, students complete the ‘Do now’ activity in the PowerPoint by completing the questions about the bread to toast image. This will give an indication of students’ prior knowledge around nutrients and sensory characteristics.**  **Explain to students the importance of sensory characteristics. You may like to use the slide in the PPT to guide students and for them to see how the 5 senses are used when describing food.**  **Using the pictures of food items in the PPT or images of your own, students work individually or in small groups to describe the sensory characteristics the food item.**  **Using a food item, model how students should complete the task by using descriptive language for each of the senses.**  **Before students complete this, co-constructing a work bank of descriptive words may be beneficial for students.**  **Once completed, invite students to share some of their work with the class.**  **Facilitate a class discussion on how the sensory characteristics of food can influence an individual’s perception of certain food items. For example, smell may indicate food is off, and then unsafe for consumption.** | Students can identify the 5 senses.  Students can describe how we use our senses when evaluating food items.  Students can use descriptive language to describe the sensory characteristics of food items. | **Suggested adjusted activities**. This section is also for use in school when making adjustments to support all students to achieve in their learning.  Some students may benefit from using real or concrete objects (piece of fruit, bread roll) rather than an image of the food item. |  |
| **Outcome**  **TE4-SDP-01**  **Content**  Students:   * **Identify the characteristics and properties of food, fibre and agricultural products.** | **Learning intention**  We are learning to identify the characteristics and properties of foods.  **Success criteria**  We can:   * identify the nutrients required by the body * describe how nutrients help to sustain the body * provide food examples containing these nutrients.   **Teaching and learning activity**  **Explain to students that different nutrients are found in different food sources and that these nutrients are vital to maintain the body.**  **Watch** [Food Groups And Nutrition (5:06)](https://www.youtube.com/watch?v=Z51bWG17m-Q). Students should complete the table to describe the function of each nutrient. It may be beneficial to chunk the video to allow students to complete the table after each nutrient.  **Explain the difference between macronutrients and micronutrients. Students use the table** in the recipe book **to categorise the nutrients into macronutrients and micronutrients.**  **Students complete the ‘Nutrient sources’ activity** in the recipe book **by annotating the balanced meal with the food source, nutrient and function for each.** | Students can identify the 6 essential nutrients.  Students can describe the function of each nutrient.  Students can categorise nutrients as a micronutrient or a macronutrient.  Students can analyse a meal by identifying ingredients, nutrients and functions. | **Suggested adjusted activities**. This section is also for use in school when making adjustments to support all students to achieve in their learning.  Some students may benefit from using real or concrete objects (a piece of fruit or a bread roll) rather than an image of the food item.  Ensure closed captions are turned on to support students who are deaf or hard of hearing. |  |
| **Outcome**  **TE4-SAF-01**  **Content**  Students:   * Use equipment, tools, techniques, technologies and processes to develop practical skills * Select food preparation techniques, production skills and/or agricultural practices to make solutions and projects * Demonstrate safe practices when selecting and using tools, technologies and processes.   **Outcome**  **TE4-PPM-01**  **Content**  Students:   * Create written texts to document food production processes and/or agricultural practices. | **Learning intention**  We are learning to use correct techniques and practices to produce food products.  **Success criteria**  We can:   * document additional techniques to create food items * follow a recipe and use preparation techniques and equipment to produce food items * describe and implement the safe practices to follow when using knives and the sandwich press or stove.   **Demonstration lesson – tortilla wrap**  Use [connecting learning](https://education.nsw.gov.au/teaching-and-learning/curriculum/explicit-teaching/explicit-teaching-strategies/connecting-learning) strategies to facilitate small group discussion of the kitchen procedures to be followed.  Students complete the ‘kitchen procedures cloze passage’ in the recipe book. Revise as a class to ensure all students are aware of the procedures.  Students read the tortilla wrap recipe.  Teacher explains the structure of a recipe (title, serves, ingredients list, method). It is important to discuss the need for the method to be numbered. Use PPT to provide a labelled recipe for reference.  Students label the sections of the recipe in their recipe book.  Teacher begins a demonstration of the tortilla wrap recipe. Throughout the demonstration, teacher explains the safe practices required by students including correct knife use and using the sandwich press or stove correctly. The teacher explicitly demonstrates the folding method of the tortilla.  Students annotate the recipe with additional information as required. This is useful for [checking for understanding](https://education.nsw.gov.au/teaching-and-learning/curriculum/explicit-teaching/explicit-teaching-strategies/checking-for-understanding) of students.  Students complete the knife safety worksheet in recipe book. Complete [checking for understanding](https://education.nsw.gov.au/teaching-and-learning/curriculum/explicit-teaching/explicit-teaching-strategies/checking-for-understanding) and mark as a class to ensure all students are aware of safe knife practices.  Students label where to find each piece of equipment required for the practical lesson. This is an opportunity to work with their partner prior to a practical lesson to learn the layout of their practical space.  **Practical lesson – tortilla wrap**  **Watch** [Kitchen walkthrough (5:36)](https://aus01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fplayers.brightcove.net%2F6197335233001%2Fdefault_default%2Findex.html%3FvideoId%3D6358464305112&data=05%7C02%7CAlyana.Marave1%40det.nsw.edu.au%7C84506be9e8a243366cae08dca79163bc%7C05a0e69a418a47c19c259387261bf991%7C0%7C0%7C638569490932657205%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C0%7C%7C%7C&sdata=YV34UipUSxGxSfD3K43jhlC%2BFF0QEB%2FSZtK9QceyjZk%3D&reserved=0) to remind students of appropriate behaviours during practical lessons.  **Students prepare for practical lesson.**  **Teacher ensures students are equipped with all correct PPE.**  **Teacher explains or revises recipe and any points that students need to be aware of, for example safe knife use.**  **Throughout the lesson, the teacher reminds students about time management. Checkpoints can be useful to support students stay on track. Use the** [using effective feedback](https://education.nsw.gov.au/teaching-and-learning/curriculum/explicit-teaching/explicit-teaching-strategies/using-effective-feedback) **strategies throughout the lesson.**  **Students prepare a tortilla wrap using safe practices.**  **Students complete a PMI, reflecting on their practical lesson.** | Students can communicate and demonstrate correct kitchen procedures.  Students can identify the structure of a recipe.  Students can use equipment correctly and safely.  Students can use appropriate PPE.  Students can make a tortilla wrap.  Students can reflect on their work and identify areas in their PMI chart. | **Suggested adjusted activities**. This section is also for use in school when making adjustments to support all students to achieve in their learning.  Some students may require a recipe to appear in a different format, for example a storyboard with photographs of each step.  Watch video [Jamie Oliver on knife skills - 30-Minute Meals (5:01)](https://www.youtube.com/watch?v=yJ44SxiemMs) for additional knife skills.  Ensure closed captions are turned on to support students who are deaf or hard of hearing.  Arrange ingredients to be prepared prior to lesson such as using pre-prepared chicken breast. Alternatively, students can prepare their own portion of chicken. |  |

## Weeks 3 to 4

Table 2 – weeks 3–4 lesson sequence and details

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Outcomes and content | Teaching and learning activities | Evidence of learning | Differentiation and adjustments | Registration and evaluation notes |
| **Outcome**  **TE4-DES-01**  **Content**  Students:   * Investigate nutritional needs of individuals and groups with specific needs * Investigate how Aboriginal and Torres Strait Islander Peoples select and use plants and animals to improve nutrition. | **Learning intention**  We are learning about the nutritional needs of individuals and groups.  **Success criteria**  We can:   * interpret visual food selection guides * identify the nutrients required for adolescents * make suggestions of food items to meet the recommended intake of nutrients.   **Teaching and learning activity**  Teacher introduces the [Australian Guide to Healthy Eating](https://www.eatforhealth.gov.au/guidelines/australian-guide-healthy-eating) image to students.  Students complete the first column of a [KWL template](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/562?clearCache=549c87d6-e0ed-5f1d-18ee-740c752668af). This will provide information around students prior knowledge and aid in [connecting learning](https://education.nsw.gov.au/teaching-and-learning/curriculum/explicit-teaching/explicit-teaching-strategies/connecting-learning) for students.  Teacher explains to students that the [Australian Guide to Healthy Eating](https://www.eatforhealth.gov.au/guidelines/australian-guide-healthy-eating) is a visual representation of the different food groups individuals and groups can eat to stay healthy. The teacher explain to students that each person is different and will require different amounts of each nutrient in varying amounts throughout their life and that this image is a guide only. Refer to the PPT for a class activity in identifying what is similar for everyone and what are the differences. This intends to help students understand this is a guide and not an eating plan.  Teacher uses [effective questioning](https://education.nsw.gov.au/teaching-and-learning/curriculum/explicit-teaching/explicit-teaching-strategies/using-effective-questioning) to encourage students to see the connection between the 6 essential nutrients previously learnt and the groups of food in the [Australian Guide to Healthy Eating](https://www.eatforhealth.gov.au/guidelines/australian-guide-healthy-eating) image. Facilitate a class discussion identifying which nutrient is most suited to the food groups in the image. The following questions may help students see connections:   * What foods are in each group in the Australian Guide to Healthy Eating? * What are food examples for each nutrient? * Where do the food examples, for example bread from our carbohydrates list sit in the Australian Guide to Healthy Eating?   Students complete the table in the booklet, linking the food groups to the most suitable nutrient.  Teacher facilitates a class discussion around the absence of native foods in the image and highlights how many native foods can be high in nutrients required in the body.  Students add to their first 2 columns in the [KWL template](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/562?clearCache=549c87d6-e0ed-5f1d-18ee-740c752668af).  Teacher uses [gradual release of responsibility](https://education.nsw.gov.au/teaching-and-learning/curriculum/explicit-teaching/explicit-teaching-strategies/gradual-release-of-responsibility) by modelling the use of reading skills to read through the article [High antioxidants, vitamins: The Australian bush tucker diet you should try](https://thenewdaily.com.au/life/eat-drink/2018/05/05/bush-tucker-aboriginal-australian-food).  When they are confident, students continue to use modelled reading strategies to read the article. An image of these strategies is available in the PPT and teacher resource for students to refer to. Depending on student ability, focus on one specific reading strategy at a time.  Teacher facilitates a class discussion around what students have read and the key points from the article.  Students complete a research activity identifying the location, flavour and nutrients of native food in NSW. Students can use the map of NSW to label the location of each native food item.  Teacher discusses with students the [Nutrition Australia Healthy Eating Pyramid](https://nutritionaustralia.org/app/uploads/2022/03/Healthy-eating-pyramid.pdf) and asks students to add to their [KWL template](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/562?clearCache=549c87d6-e0ed-5f1d-18ee-740c752668af) in the first 2 columns.  Watch [The Healthy Eating Pyramid (14:00)](https://www.youtube.com/watch?v=kdzxcYq8jdU). Students then use the video and the [recommended dietary intake information for teenagers](https://www.eatforhealth.gov.au/food-essentials/how-much-do-we-need-each-day/recommended-number-serves-children-adolescents-and) to complete the table of the recommended serves for an adolescent.  Teacher reads through the information on what a serve is.  In small groups, students read through [Healthy eating for children](https://www.eatforhealth.gov.au/eating-well/healthy-eating-throughout-all-life#:~:text=More%20information%20on%20healthy%20eating%20for%20infants%2C%20children%20and%20teenagers) for different age groups and the specific food examples that are given.  Using the information in [Healthy eating for children (PDF 3.35 MB)](https://www.eatforhealth.gov.au/sites/default/files/2023-08/n55f_children_brochure.pdf), students use the sample meal plan to calculate the serves of each of the food groups. They then identify the specific group of people the meal plan would be suited to. Students will need to make some minor changes to suit the specific group of people they choose.  Students develop a meal plan for their chosen group focusing on the number of serves throughout the day.  Students then complete the final columns of their [KWL template](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/562?clearCache=549c87d6-e0ed-5f1d-18ee-740c752668af). | Students can identify the similarities between nutrients and food groups.  Students can use reading strategies when reading an article.  Students can use a KWL template to reflect on their own learning.  Students can analyse a meal plan and suggest food items to reflect the recommended intake for adolescents. | **Suggested adjusted activities.** This section is also for use in school when making adjustments to support all students to achieve in their learning.  Use available food products to help students link food products with nutrients and food groups.  Teacher may need to read article to students to support literacy needs of students.  Students may be encouraged to identify other native plants and animals to NSW.  Provide options for students to access the text, for example, text-to-speech technology or assigning a peer reader.  Ensure closed captions are turned on to support students who are deaf or hard of hearing. |  |
| **Outcome**  **TE4-SAF-01**  **Content**  Students:   * Use equipment, tools, techniques, technologies and processes to develop practical skills * Select food preparation techniques, production skills and/or agricultural practices to make solutions and projects * Demonstrate safe practices when selecting and using tools, technologies and processes.   **Outcome**  **TE4-PPM-01**  **Content**  Students:   * Create written texts to document food production processes and/or agricultural practices. | **Learning intention**  We are learning to use correct techniques and practices to produce food products.  **Success criteria**  We can:   * document additional techniques to create a food items * follow a recipe and use preparation techniques and equipment to produce food items * describe and implement the safe practices to follow when using the oven and stove.   **Demonstration lesson – breakfast sandwich**  Students read the breakfast sandwich recipe.  Teacher reminds students of their previous demonstration lesson and how they learnt to read a recipe.  Students label the sections of the recipe in their recipe book.  Watch [Cooking with oil (5:38)](https://schoolsnsw.sharepoint.com/sites/TASNSWStatewideStaffroom/SitePages/Safety-resources.aspx?web=1&e=QdHPAPMqR0KgPWO2WQSPIw&at=15&xsdata=MDV8MDJ8ZWxsaWUuc2luZ2xldG9uQGRldC5uc3cuZWR1LmF1fDNjZjYyZjUxNzQ3NzQ4ZjdjMTU1MDhkYzhhOTMxNTQzfDA1YTBlNjlhNDE4YTQ3YzE5YzI1OTM4NzI2MWJmOTkxfDB8MHw2Mzg1Mzc2MTE1MjQ3MjcwODh8VW5rbm93bnxUV0ZwYkdac2IzZDhleUpXSWpvaU1DNHdMakF3TURBaUxDSlFJam9pVjJsdU16SWlMQ0pCVGlJNklrMWhhV3dpTENKWFZDSTZNbjA9fDB8fHw%3D&sdata=bmpwOThZbmF2R0hhYzBCd2J5T2VTcE5XVy9IM3ZXQXBXNU13VjE5OUpYbz0%3D&CT=1718164378389&OR=OWA-NT-Mail&CID=45326df2-21be-8fa9-1228-01380d8ad2a9&clickParams=eyJYLUFwcE5hbWUiOiJNaWNyb3NvZnQgT3V0bG9vayBXZWIgQXBwIiwiWC1BcHBWZXJzaW9uIjoiMjAyNDA1MTcwMDMuMTciLCJPUyI6IldpbmRvd3MgMTEifQ%3D%3D#cooking-with-oil) safety video and refer to [Cooking with oil – safe operating procedure (5:38)](https://aus01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fplayers.brightcove.net%2F6197335233001%2Fdefault_default%2Findex.html%3FvideoId%3D6358462461112&data=05%7C02%7CAlyana.Marave1%40det.nsw.edu.au%7C84506be9e8a243366cae08dca79163bc%7C05a0e69a418a47c19c259387261bf991%7C0%7C0%7C638569490932669161%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C0%7C%7C%7C&sdata=z2wglvqc9c42ljGNiks3N0oE6iFR0AeEgN3R8UN4Tbk%3D&reserved=0).  Teacher begins a demonstration of the breakfast sandwich recipe. Throughout the demonstration, the teacher explains the safe practices required by students including correct techniques when whisking and cooking their eggs.  Students annotate the recipe with additional information as required. This is useful for [checking for understanding](https://education.nsw.gov.au/teaching-and-learning/curriculum/explicit-teaching/explicit-teaching-strategies/checking-for-understanding) of students.  Students label each ingredient with the most suitable nutrient and/or food group.  Teacher uses [connecting learning](https://education.nsw.gov.au/teaching-and-learning/curriculum/explicit-teaching/explicit-teaching-strategies/connecting-learning) strategies to facilitate class discussion around how this recipe could be changed to include more vitamins (vegetables).  Students label where to find each piece of equipment required for the practical lesson. This is an opportunity to work with their partner prior to a practical lesson and to learn the layout of their practical space.  Students complete oven safety learning activities. Complete [checking for understanding](https://education.nsw.gov.au/teaching-and-learning/curriculum/explicit-teaching/explicit-teaching-strategies/checking-for-understanding) by marking the activities as a class to ensure all students are aware of safe practices when using the oven.  **Practical lesson – breakfast sandwich**  **Students prepare for the practical lesson.**  **Teacher ensures students are equipped with all correct PPE.**  **Teacher explains or revises the recipe and any points that students need to be aware of, for example oven and stovetop temperatures.**  **Throughout the lesson, remind students about time management. Checkpoints can be useful to support students to stay on track. Use the** [using effective feedback](https://education.nsw.gov.au/teaching-and-learning/curriculum/explicit-teaching/explicit-teaching-strategies/using-effective-feedback) **strategies throughout the lesson.**  **Students prepare a breakfast sandwich using safe practices.**  **Students complete a PMI, reflecting on their practical lesson.** | Students can communicate and demonstrate correct kitchen procedures.  Students can identify the structure of a recipe.  Students can use equipment correctly and safely.  Students can use appropriate PPE.  Students can create a breakfast sandwich.  Students can reflect on their work and identify areas in their PMI chart. | **Suggested adjusted activities.** This section is also for use in school when making adjustments to support all students to achieve in their learning.  Some students may require a recipe to appear in a different format, for example a storyboard with photographs of each step.  Arrange ingredients to be prepared prior to lesson, for example eggs cracked and oven trays pre-lined with baking paper.  Demonstrate a variety of ways students could prepare their eggs. For example, fried, scrambled or poached.  Adapting the recipe to suit the needs of students may include students cooking the bacon in the pan alongside their eggs. The sandwich could then become an open sandwich where the cheese is placed on top and the sandwich is put in the oven at the end to melt the cheese. This may help students with time management and allow them to still practice using the oven safely. |  |

## Weeks 5 to 6

Table 3 – weeks to 5 to 6 lesson sequence and details

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Outcomes and content | Teaching and learning activities | Evidence of learning | Differentiation and adjustments | Registration and evaluation notes |
| **Outcome**  **TE4-SDP-01**  **Content**  Students:   * Describe food and agricultural industries in New South Wales * Describe community food initiatives used to contribute to sustainability. | **Learning intention**  We are learning how the food industry contributes to sustainability.  **Success criteria**  We can:   * define sustainability * describe food industries within NSW * identify community food initiatives and describe how they contribute to sustainability.   **Teaching and learning activity**  Teacher explains to students that there are many food industries within NSW with their main role to ensure the availability of safe and nutritious foods for Australians to eat.  Teacher introduces students to [Industry – NSW Food Authority](https://www.foodauthority.nsw.gov.au/industry). Guide students through the page, linking the food industry to the nutritional knowledge students have built throughout the course. For example, through agricultural practices minerals come from the soil into our plants and food. Processing foods can reduce the natural nutritional value of foods.  Students use [Industry – NSW Food Authority](https://www.foodauthority.nsw.gov.au/industry) to describe some food industries in New South Wales. Students use the information gathered to complete the diagram.  Teacher facilitates a class discussion around the terms ‘community’, ‘initiative’ and ‘sustainability’ and develop a definition for each. Ask students ‘Are nutritious foods available to everyone?’ and ‘What could be done?’.  Students complete a visual vocabulary list for the terms ‘community’, ‘initiative’ and ‘sustainability’ by writing a definition and drawing an image to represent each word.  Using the definitions, students re-write the statement ‘Community food initiatives contributing to sustainability’.  In groups, students choose an initiative to research. Students complete a one-page summary on their chosen initiative including the 4 requirements in their summary. Students then participate in a [gallery walk](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/555?clearCache=5cb65b32-e0a-9f96-9cc6-b981d5c421fa).  Provide students with some time to come back with their groups and record any additional information they have gathered from their peers during the [gallery walk](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/555?clearCache=5cb65b32-e0a-9f96-9cc6-b981d5c421fa). | Students can describe food industries within New South Wales.  Students can provide a definition for community, initiative and sustainability.  Students can use research skills to summarise a community initiative. | **Suggested adjusted activities.** This section is also for use in school when making adjustments to support all students to achieve in their learning.  Allocate students a community initiative. Alternatively, students may use an initiative of their choosing or one that is local to the area.  Teacher may need to provide vocabulary and definition for students. |  |
| **Outcome**  **TE4-SAF-01**  **Content**  Students:   * Use equipment, tools, techniques, technologies and processes to develop practical skills * Select food preparation techniques, production skills and/or agricultural practices to make solutions and projects * Demonstrate safe practices when selecting and using tools, technologies and processes.   **Outcome**  **TE4-PPM-01**  **Content**  Students:   * Create written texts to document food production processes and/or agricultural practices. | **Learning intention**  We are learning to use correct techniques and practices to produce food products.  **Success criteria**  We can:   * document additional techniques to create a food items * follow a recipe and use preparation techniques and equipment to produce food items * describe and implement the safe practices to follow to avoid cross-contamination of raw and cooked foods.   **Teaching and learning activity**  Remind students of the cross-contamination section of the Safety in the Domestic Kitchen video.  Explain to students that this recipe will require students to be vigilant around cross-contamination as they will be using raw and cooked meat products as well as raw vegetables.  Students complete the hygiene and safety, and chopping boards learning activity.  **Demonstration lesson – banh mi (Vietnamese sandwich)**  Students read the banh mi recipe.  Teacher reminds students of their previous demonstration lesson and how they learnt to read a recipe.  Students label the sections of the recipe in their recipe book.  Teacher begins a demonstration of the banh mi recipe. Throughout the demonstration, the teacher explains the safe practices required by students including correct techniques when using knives and the stovetop. Pickling is introduced during this recipe. This is an opportunity to discuss this preparation technique. Use [checking for understanding](https://education.nsw.gov.au/teaching-and-learning/curriculum/explicit-teaching/explicit-teaching-strategies/checking-for-understanding) strategies to ensure understanding of foods that are high risk for cross-contamination during this recipe.  Students annotate the recipe with additional information as required.  To [connect learning](https://education.nsw.gov.au/teaching-and-learning/curriculum/explicit-teaching/explicit-teaching-strategies/connecting-learning) from previous lessons, students label each ingredient with the most suitable nutrient and/or food group. Alternatively, students may label items that are high risk for cross-contamination.  Teacher facilitates a class discussion around the number of nutrients in this recipe.  Students label where to find each piece of equipment required for the practical lesson. This is an opportunity to work with their partner prior to a practical lesson and to learn the layout of their practical space.  **Practical lesson – banh mi (Vietnamese sandwich)**  **Students prepare for practical lesson.**  **Teacher ensures students are equipped with all correct PPE.**  **Teacher uses** [connecting learning strategies](https://education.nsw.gov.au/teaching-and-learning/curriculum/explicit-teaching/explicit-teaching-strategies/connecting-learning) **to explain or revise recipe and any points that students need to be aware of, for example cross-contamination points and knife safety.**  **Throughout the lesson, remind students about time management. Checkpoints can be useful to support students to stay on track. Use the** [using effective feedback](https://education.nsw.gov.au/teaching-and-learning/curriculum/explicit-teaching/explicit-teaching-strategies/using-effective-feedback) **strategies throughout the lesson.**  **Students prepare banh mi using safe practices.**  **Students complete a PMI, reflecting on their practical lesson.** | Students can communicate and demonstrate correct kitchen procedures.  Students can identify the structure of a recipe.  Students can use equipment correctly and safely.  Students can use appropriate PPE.  Students can make a banh mi.  Students can use hygienic practices to avoid cross-contamination.  Students can reflect on their work and identify areas in their PMI chart. | **Suggested adjusted activities.** This section is also for use in school when making adjustments to support all students to achieve in their learning.  Watch [Food Preparation Tips (0:51)](https://www.youtube.com/watch?v=VWUr7Y-r6z0&t=48s) for additional information on cross-contamination.  Ensure closed captions are turned on to support students who are deaf or hard of hearing.  Some students may require a recipe to appear in a different format, for example a storyboard with photographs of each step.  Arrange ingredients to be prepared prior to the lesson such as having chosen meat cooked and pickling solution premade. |  |
| **Outcome**  **TE4-DES-01**  **Content**  **Students:**   * **Apply critical and creative thinking to assess ideas for quality food and/or agricultural solutions.**   **Outcome**  **TE4-PPM-01**  **Content**  **Students:**   * **Document design processes when producing food and agricultural projects.** | **Learning intention**  **We are learning to develop our ideas.**  **Success criteria**  **We can:**   * **recognise the design and production process** * **use steps in the design and production process to work towards a solution** * **record initial ideas against a criteria** * **communicate, receive and act on feedback from peers** * **contribute feedback to others.**   **Introduce students to the design and production process. Explain to students that they will use this for their assessment task that they will receive next lesson.**  **Explain that there are 4 parts to the design and production process, and while in the diagram they sit under each other, when using this process, it is important to constantly be reviewing and making changes to develop the best solution.**  **Hand out assessment task to students. Explain the task and ensure students are aware of what is expected of them by going through the marking criteria.**  **Teacher works through the factors affecting design and explain to students that they will need to consider these when planning their sandwich. Teachers may like to co-construct the factors of design that students are to be aware of, including the ones provided in the assessment task description. Explain that students will be able to evaluate their product at the end by referring to the factors affecting design.**  **As a class complete a** [brainstorm](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/542?clearCache=b3b4b570-6a3e-a628-cafa-2b77e4bf507a) **of ingredients that could be used in students’ sandwich. This is a good opportunity to encourage students to think beyond 2 slices of bread.**  **Students complete their own brainstorm of ideas in the assessment template.**  **Students complete a** [Think, Pair, Share](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/645?clearCache=98a5ff45-d772-c536-f279-6cd265bb2cd1) **activity with peers, seeking feedback on their initial ideas in their brainstorm.** | Students can identify a range of different ingredients suitable for a sandwich.  Students can use feedback from peers to enhance their ideas.  Students can provide feedback to peers. | **Suggested adjusted activities.** This section is also for use in school when making adjustments to support all students to achieve in their learning.  Provide students with examples of different types of sandwiches. |  |

## Weeks 7 to 8

Table 4 – weeks 7 to 8 lesson sequence and details

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Outcomes and content | Teaching and learning activities | Evidence of learning | Differentiation and adjustments | Registration and evaluation notes |
| **Outcome**  **TE4-DES-01**  **Content**  **Students:**   * **Apply critical and creative thinking to assess ideas for quality food and/or agricultural solutions.**   **TE4-PPM-01**  **Content**  **Students:**   * **Document design processes when producing food and agricultural projects.** | **Learning intention**  **We are learning to develop and communicate our ideas.**  **Success criteria**  We can:   * **communicate my designs** * **provide reasons for my design against a criteria.**   **Demonstrate to students how to annotate their designs. Explain that they are required to finalise their sandwich and provide a labelled or annotated image of their sandwich. They will also need to consider preparation methods of individual ingredients and include these in their final design.**  **Students complete final design section of the assessment template.**  **Teacher uses** [connecting learning](https://education.nsw.gov.au/teaching-and-learning/curriculum/explicit-teaching/explicit-teaching-strategies/connecting-learning) **strategies to remind students of the work they have done previously on analysing ingredients. Students complete the ingredient analysis by recording the number of serves of each of the nutrients in their sandwich in the table of their assessment scaffold.** | Students produce an annotated final sandwich design for their assessment task.  Students complete an ingredient analysis as part of their assessment task. | This section is also for use in school when making adjustments to support all students to achieve in their learning.  Students can use their preferred method of communication when responding to assessment task. |  |
| **Outcome**  **TE4-SAF-01**  **Content**  Students:   * Use equipment, tools, techniques, technologies and processes to develop practical skills * Select food preparation techniques, production skills and/or agricultural practices to make solutions and projects * Demonstrate safe practices when selecting and using tools, technologies and processes.   **Outcome**  **TE4-PPM-01**  **Content**  Students:   * Create written texts to document food production processes and/or agricultural practices. | **Learning intention**  We are learning to use correct techniques and practices to produce food products.  **Success criteria**  We can:   * document additional techniques to create food items * follow a recipe and use preparation techniques and equipment to produce food items * describe and implement the safe practices to follow to avoid cross-contamination of raw and cooked foods.   **Teaching and learning activity**  **Demonstration lesson – Japanese fruit sandwich**  **This sandwich requires ample time to chill so the cream can set.**  Watch [Japanese Fruit Sando (1:03)](https://www.youtube.com/shorts/UJlxFIMrI_I).  Teacher uses [connecting learning](https://education.nsw.gov.au/teaching-and-learning/curriculum/explicit-teaching/explicit-teaching-strategies/connecting-learning) strategies to facilitate class discussion around fruits known to students and what nutrients are in fruits.  Students read the Japanese fruit sandwich recipe.  Teacher reminds students of their previous demonstration lesson and how they learnt to read a recipe.  Students label the sections of the recipe in their recipe book.  Teacher begins a demonstration of the Japanese fruit sandwich recipe. Throughout the demonstration teacher to explain the safe practices required by students including correct techniques when using knives and while using the electric beater. It is also important to remember the direction of fruit in your sandwich to ensure the fruit is visible after cutting the sandwich in half.  Students annotate the recipe with additional information as required. This is useful for [checking for understanding](https://education.nsw.gov.au/teaching-and-learning/curriculum/explicit-teaching/explicit-teaching-strategies/checking-for-understanding) of students.  Watch [FRUIT SANDO -- Japanese Fruit Sandwich Recipe Test (17:53)](https://www.youtube.com/watch?v=QdZxLetJSZg). Class discussion around different fruits that could be used to make this recipe.  Students complete the Japanese fruit sandwich check activity by identifying alternate ingredients that could be used.  There is a lot of kitchen terminology used during this practical lesson. Students complete kitchen verbs learning activity.  **Practical lesson – Japanese fruit sandwich**  **Students prepare for practical lesson.**  **Teacher ensures students are equipped with all correct PPE.**  **Teacher uses** [connecting learning strategies](https://education.nsw.gov.au/teaching-and-learning/curriculum/explicit-teaching/explicit-teaching-strategies/connecting-learning) **to explain or revise recipe and any points that students need to be aware of for example safe use of the electric beater and using knives safely.**  **Throughout the lesson, remind students about time management. Check points can be useful to support students to stay on track. Use** [using effective feedback](https://education.nsw.gov.au/teaching-and-learning/curriculum/explicit-teaching/explicit-teaching-strategies/using-effective-feedback) **strategies throughout the lesson.**  **Students prepare Japanese fruit sandwich using safe practices.**  **Students complete a PMI, reflecting on their practical lesson.** | Students can communicate and demonstrate correct kitchen procedures.  Students can identify the structure of a recipe.  Students can use equipment correctly and safely.  Students can use appropriate PPE.  Students can create a Japanese fruit sandwich.  Students can reflect on their work and identify areas in their PMI chart. | **Suggested adjusted activities.** This section is also for use in school when making adjustments to support all students to achieve in their learning.  Some students may require a recipe to appear in a different format, for example a storyboard with photographs of each step.  Ensure closed captions are turned on to support students who are deaf or hard of hearing.  Arrange ingredients to be prepared prior to lesson such as having chosen fruits peeled.  Ensure students can hold the weight of the electric beater. Alternatively use a whisk.  If time to allow the sandwiches to chill in fridge to set is not manageable, French toast with fruit and cream may be a suitable alternative to represent a sweet style sandwich. |  |

## Weeks 9 to 10

Table 5 – weeks 9 to 10 lesson sequence and details

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Outcomes and content | Teaching and learning activities | Evidence of learning | Differentiation and adjustments | Registration and evaluation notes |
| **Outcome**  **TE4-DES-01**  **Content**  **Students:**   * **Apply critical and creative thinking to assess ideas for quality food and/or agricultural solutions.**   **Outcome**  **TE4-PPM-01**  **Content**  **Students:**   * **Document design processes when producing food and agricultural projects** * **Evaluate how ingredient selection and preparation techniques enhance the nutritional value of food** * **Justify the selection of equipment, tools, technologies and processes when developing food and/or agricultural** solutions. | **Learning intention**  **We are learning to develop our ideas.**  **Success criteria**  **We can:**   * **justify our ideas** * **use correct terminology when evaluating ingredients and equipment.**   **Discuss with students the definition of the term ‘justify’. Students will need to provide a justification for the choice of the sandwich. Use the following** [Writing scaffolds](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/625?clearCache=aa8f5b6a-be4c-ec53-7ee0-6dea3b6c7c8d) **to support students in structuring their justification.**  **Students complete the justification of ingredients and preparation methods in the space provided on their scaffold.** | Students can justify the selection of ingredients and preparation methods for their assessment task. | This section is also for use in school when making adjustments to support all students to achieve in their learning. |  |
| **Outcome**  **TE4-SAF-01**  **Content**  Students:   * Use equipment, tools, techniques, technologies and processes to develop practical skills * Select food preparation techniques, production skills and/or agricultural practices to make solutions and projects * Demonstrate safe practices when selecting and using tools, technologies and processes.   **Outcome**  **TE4-PPM-01**  **Content**  Students:   * Create written texts to document food production processes and/or agricultural practices. | **Learning intention**  We are learning to use correct techniques and practices to produce food products.  **Success criteria**  We can:   * document additional techniques to create food items * follow a recipe and use preparation techniques and equipment to produce food items * accurately measure ingredients * describe and implement safe practices to follow when using knives and the oven.   **Teaching and learning activity**  **Demonstration lesson – vegetable flatbread**  Teacher facilitates class discussion around the kitchen verbs from the previous lesson and explains that during this recipe there will be reference to lots of them.  Students read the vegetable flatbread recipe.  Begin demonstration of vegetable flatbread recipe. Throughout the demonstration teacher to explain the safe practices required by students including safe knife handling for different vegetable shapes and the safe use of the oven.  Students annotate the recipe with additional information as required. This is useful for [checking for understanding](https://education.nsw.gov.au/teaching-and-learning/curriculum/explicit-teaching/explicit-teaching-strategies/checking-for-understanding) of students.  Students then complete the vegetable flatbread check by describing the characteristics of the required equipment.  Students provide alternative ingredients they could use on their flatbread, encourage students to think about specific nutrients.  **Practical lesson –vegetable flatbread**  **Students prepare for practical lesson.**  **Teacher ensures students are equipped with all correct PPE.**  **Use** [connecting learning strategies](https://education.nsw.gov.au/teaching-and-learning/curriculum/explicit-teaching/explicit-teaching-strategies/connecting-learning) **to explain or revise recipe and any points that students need to be aware of for example safe use knives and the oven.**  **Throughout the lesson, remind students about time management. Checkpoints can be useful to support students stay on track. Use** [using effective feedback](https://education.nsw.gov.au/teaching-and-learning/curriculum/explicit-teaching/explicit-teaching-strategies/using-effective-feedback) **strategies throughout the lesson.**  **Students prepare vegetable flatbread using safe practices.**  **Students complete a PMI, reflecting on their practical lesson.** | Students can communicate and demonstrate correct kitchen procedures.  Students can identify the structure of a recipe.  Students can use equipment correctly and safely.  Students can use appropriate PPE.  Students can create a roast vegetable flatbread  Students can reflect on their work and identify areas in their PMI chart. | **Suggested adjusted activities.** This section is also for use in school when making adjustments to support all students to achieve in their learning.  Some students may require a recipe to appear in a different format, for example a storyboard with photographs of each step.  Arrange ingredients to be prepared prior to the lesson.  Ensure students can hold the weight of the electric beater. Alternatively use a whisk. |  |
| **Outcome**  **TE4-SAF-01**  **Content**  Students:   * Use equipment, tools, techniques, technologies and processes to develop practical skills * Select food preparation techniques, production skills and/or agricultural practices to make solutions and projects * Demonstrate safe practices when selecting and using tools, technologies and processes.   **Outcome**  **TE4-PPM-01**  **Content**  Students:   * Create written texts to document food production processes and/or agricultural practices. | **Learning intention**  We are learning to use correct techniques and practices to produce food products.  **Success criteria**  We can:   * document additional techniques to create food items * follow a recipe and use preparation techniques and equipment to produce food items * describe and implement the safe practices to follow when using knives and the stove.   **Teaching and learning activity**  **Demonstration lesson – hamburger**  Teacher asks students to think about a hamburger. Give students 2 minutes to design their ultimate hamburger, there are no rules so encourage students to think creatively. Students complete a [Think, Pair, Share](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/645?clearCache=a7133a8d-89cf-bebd-97fc-e857c7077dd4) with their partner and then their table group. Students then identify the nutrients in their ultimate hamburger.  Students read the hamburger recipe.  Use [connecting learning](https://education.nsw.gov.au/teaching-and-learning/curriculum/explicit-teaching/explicit-teaching-strategies/connecting-learning) strategies to remind students of previous recipes and the skills they have learnt. Students will need to prioritise avoiding cross-contamination, safe knife use and safe use of the stove.  Teacher begins a demonstration of the hamburger recipe. Throughout the demonstration teacher to explain the safe practices required by students.  Students annotate the recipe with additional information as required. This is useful for [checking for understanding](https://education.nsw.gov.au/teaching-and-learning/curriculum/explicit-teaching/explicit-teaching-strategies/checking-for-understanding) of students.  Students complete the ‘hamburger check’ learning activity, recording safety rules for different preparation techniques.  **Practical lesson – hamburger**  **Students prepare for practical lesson.**  **Teacher ensures students are equipped with all correct PPE.**  **Teacher uses** [connecting learning strategies](https://education.nsw.gov.au/teaching-and-learning/curriculum/explicit-teaching/explicit-teaching-strategies/connecting-learning) to **explain or revise recipe and any points that students need to be aware of, for example safe use of knives, the stove and the potential for cross-contamination.**  **Throughout the lesson, remind students about time management. Checkpoints can be useful to support students t**o **stay on track. Use** [using effective feedback](https://education.nsw.gov.au/teaching-and-learning/curriculum/explicit-teaching/explicit-teaching-strategies/using-effective-feedback) **strategies throughout the lesson.**  **Students prepare a hamburger using safe practices.**  **Students complete a PMI, reflecting on their practical lesson.** | Students can communicate and demonstrate correct kitchen procedures.  Students can identify the structure of a recipe.  Students can use equipment correctly and safely.  Students can use appropriate PPE.  Students can create a hamburger.  Students can reflect on their work and identify areas in their PMI chart. | **Suggested adjusted activities.** This section is also for use in school when making adjustments to support all students to achieve in their learning.  Some students may require a recipe to appear in a different format, for example a storyboard with photographs of each step.  Consult with students and families regarding their dietary requirements.  Arrange ingredients to be prepared prior to lesson as required. |  |
| **Outcome**  **TE4-DES-01**  **Content**  **Students:**   * **Apply critical and creative thinking to assess ideas for quality food and/or agricultural solutions.** | **Learning intention**  **We are learning to consolidate our learning.**  **Success criteria**  **We can:**   * **recall the 6 essential nutrients** * **provide food examples of the 6 essential nutrients** * **suggest foods to contribute to the recommended serves for adolescents** * **describe preparation methods for food items** * **explain sustainable initiatives within the food industry.**   **Teaching and learning activity**  Use [effective questioning](https://education.nsw.gov.au/teaching-and-learning/curriculum/explicit-teaching/explicit-teaching-strategies/using-effective-questioning) to facilitate discussion around what students have learnt during this **unit.**  **Individually, students write one thing they have learnt on a hexagon. Students are encouraged to use multiple hexagons, but only one idea per hexagon. In small groups or as a whole class, students then use their individual hexagons to participate in** [hexagonal thinking](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/579?clearCache=fd12fe33-8a35-b565-df99-2e17812929f5)**.** | Students complete [hexagonal thinking](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/579?clearCache=fd12fe33-8a35-b565-df99-2e17812929f5) learning activity. | This section is also for use in school when making adjustments to support all students to achieve in their learning. |  |

# Overall program evaluation

Collating ongoing evaluations and reflecting on the strengths and areas for development within the program creates opportunities to enhance student outcomes. The following prompts can be used to support your evaluation of the program:

* Did the program assist all students to improve in their learning?
* How could the sequencing of the program be improved?
* What did the student evaluations of the program indicate? How can these be actioned to improve the program?
* The strategies and resources that were most effective for student learning were …
* Teaching strategies and resources that would benefit from review and refinement are …

## Capturing student voice when evaluating a program

Student voice is useful in the evaluation process for programs. The statements below could be useful as a starting point when asking students to provide feedback on their learning experiences. These statements are derived from some of the themes from [What works best 2020 update](https://education.nsw.gov.au/about-us/education-data-and-research/cese/publications/research-reports/what-works-best-2020-update) (CESE 2020b) and could be useful in teacher reflection on how these themes could be incorporated into a teaching program. The statements could also prompt student reflection on their metacognitive processes while learning.

**Please rate how much you agree with these statements:**

* My teacher had confidence that I could achieve and improve in my learning. (CESE 2020b Chapter 1: High expectations)
* I had a clear idea of what I was learning and why. (CESE 2020b Chapter 2: Explicit teaching)
* I used the feedback provided to improve my performance. (CESE 2020b Chapter 3: Effective feedback)
* I understood the feedback on the assessment task. (CESE 2020b Chapter 3: Effective feedback)
* I was able to predict the marks I achieved in the assessment tasks. (CESE 2020b Chapter 5: Assessment)
* The activities in the unit prepared me for the assessment task. (CESE 2020b Chapter 5: Assessment)
* I found the activities in the lessons interesting to me. (CESE 2020b Chapter 7: Wellbeing)
* I made valuable contributions to the class during this unit. (CESE 2020b Chapter 7: Wellbeing)
* I ask questions in class when I don’t understand yet. (CESE 2020b Chapter 7: Wellbeing)

**Optional open-ended prompts:**

* The lessons and/or activities that I most enjoyed were when we … because …
* When the learning was difficult, the strategy I used was …
* If I was giving advice to a student who was starting this unit, I would tell them to …
* If I was giving advice to a teacher who was teaching this unit, I would tell them to …

# Support and alignment

**Resource evaluation and support**: all curriculum resources are prepared through a rigorous process. Resources are periodically reviewed as part of our ongoing evaluation plan to ensure currency, relevance and effectiveness. For additional support or advice, or to provide feedback, contact the TAS Curriculum team by emailing [TAS@det.nsw.edu.au](mailto:TAS@det.nsw.edu.au).

**Differentiation:** further advice to support Aboriginal and Torres Strait Islander students, EALD students, students with disability and/or additional needs and High Potential and gifted students can be found on the [Planning, programming and assessing 7–12](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12) webpage. This includes the [Inclusion and differentiation 7–10 advice](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12/inclusion-and-differentiation-advice-7-10) webpage and NESA [Adjustments](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/diversity-in-learning/special-education/adjustments) webpage.

**Assessment**: further advice to support formative assessment is available on the [Planning, programming and assessing 7–12](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12) webpage. This includes the [Classroom assessment advice 7–10](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12/classroom-assessment-advice-7-10-). For summative assessment tasks, the [Assessment task advice 7–10](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12/assessment-task-advice-7-10) webpage is available.

**Explicit teaching:** further advice to support explicit teaching is available on the [Explicit teaching](https://education.nsw.gov.au/teaching-and-learning/curriculum/explicit-teaching) webpage. This includes the CESE [Explicit teaching – Driving learning and engagement](https://education.nsw.gov.au/about-us/education-data-and-research/cese/publications/research-reports/what-works-best-2020-update/explicit-teaching-driving-learning-and-engagement) webpage.

**Consulted with**: Curriculum and Reform, Inclusive Education, Aboriginal Education and Communities and subject matter experts. NESA [Assessment and reporting](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/diversity-in-learning/special-education/assessment-and-reporting) webpage.

**Alignment to system priorities and/or needs**: [School Excellence Policy](https://education.nsw.gov.au/policy-library/policies/pd-2016-0468), [Our Plan for NSW Public Education](https://education.nsw.gov.au/about-us/strategies-and-reports/plan-for-nsw-public-education).

**Alignment to the School Excellence Framework**: this resource supports the [School Excellence Framework](https://education.nsw.gov.au/policy-library/policies/pd-2016-0468) elements of curriculum (curriculum provision) and effective classroom practice (lesson planning, explicit teaching).

**Alignment to Australian Professional Teaching Standards**: this resource supports teachers to address [Proficient Teacher Standard Descriptors](https://educationstandards.nsw.edu.au/wps/portal/nesa/teacher-accreditation/meeting-requirements/the-standards/proficient-teacher) [3.2.2, 3.3.2].

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# References

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