Food Technology: Year 8 unit plan

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The New Zealand Curriculum (1)		
Vision: young people who will be confident, connected, actively involved, lifelong learners.		
Principles: high expectations Treaty of Waitangi cultural diversity inclusion learning to learn community engagement coherence future focus		
Key competencies: managing self thinking relating to others participating and contributing using language symbols and texts		
Values: excellence innovation, inquiry and curiosity diversity integrity **School values:** *(please add if required)*		
Learning area: Food Technology (2,1)		
This learning area comprises three strands: Technological Practice, Technological Knowledge, and Nature of Technology. Teaching and learning programmes will integrate all three, though a particular unit of work may focus on just one or two (1).		
Strand	**Achievement objectives (Level 3)** *(please circle)*	**Achievement objectives (Level 4)** *(please circle)*
Technological Practice	*Students will:* **Planning for practice** Undertake planning to identify the key stages and resources required to develop an outcome. Revisit planning to include reviews of progress and identify implications for subsequent decision making. **Brief development** Describe the nature of an intended outcome, explaining how it addresses the need or opportunity. Describe the key attributes that enable development and evaluation of an outcome. **Outcome development and evaluation** Investigate a context to develop ideas for potential outcomes. Trial and evaluate these against key attributes to select and develop an outcome to address the need or opportunity. Evaluate this outcome against the key attributes and how it addresses the need or opportunity.	*Students will:* **Planning for practice** Undertake planning that includes reviewing the effectiveness of past actions and resourcing, exploring implications for future actions and accessing of resources, and consideration of stakeholder feedback, to enable the development of an outcome. **Brief development** Justify the nature of an intended outcome in relation to the need or opportunity. Describe the key attributes identified in stakeholder feedback, which will inform the development of an outcome and its evaluation. **Outcome development and evaluation** Investigate a context to develop ideas for feasible outcomes. Undertake functional modelling that takes account of stakeholder feedback in order to select and develop the outcome that best addresses the key attributes. Incorporating stakeholder feedback, evaluate the outcome's fitness for purpose in terms of how well it addresses the need or opportunity.
Technological Knowledge	*Students will:* **Technological modelling** Understand that different forms of functional modelling are used to inform decision making in the development of technological possibilities and that prototypes can be used to evaluate the fitness of technological outcomes for further development. **Technological products** Understand the relationship between the materials used and their performance properties in technological products. **Technological systems** Understand that technological systems are represented by symbolic language tools and understand the role played by the 'black box' in technological systems.	*Students will:* **Technological modelling** Understand how different forms of functional modelling are used to explore possibilities and to justify decision making and how prototyping can be used to justify refinement of technological outcomes. **Technological products** Understand that materials can be formed, manipulated, and/or transformed to enhance the fitness for purpose of a technological product. **Technological systems** Understand how technological systems employ control to allow for the transformation of inputs to outputs.

Food Technology: Year 8 unit plan

Nature of Technology	*Students will:* **Characteristics of technology** Understand how society and environments impact on, and are influenced by, technology in historical and contemporary contexts and that technological knowledge is validated by successful function. **Characteristics of technological outcomes** Understand that technological outcomes are recognisable as fit for purpose by the relationship between their physical and functional natures.	*Students will:* **Characteristics of technology** Understand how technological development expands human possibilities and how technology draws on knowledge from a wide range of disciplines. **Characteristics of technological outcomes** Understand that technological outcomes can be interpreted in terms of how they might be used and by whom and that each has a proper function as well as possible alternative functions.

Indicators of progression (3) *(please circle)*				
	Level 1	**Level 2**	**Level 3**	**Level 4**
Brief development (BD)	*Students can:* • communicate the outcome to be produced • identify attributes for an outcome.	*Students can:* • explain the outcome to be produced • describe the attributes for an outcome that take account of the need or opportunity being addressed and the resources available.	*Students can:* • describe the physical and functional nature of the outcome they are going to produce and explain how the outcome will have the ability to address the need or opportunity • describe attributes for the outcome and identify those which are key for the development and evaluation of an outcome.	*Students can:* • identify a need or opportunity from the given context and issue • establish a conceptual statement that communicates the nature of the outcome and why such an outcome should be developed • establish the key attributes for an outcome informed by stakeholder considerations • communicate key attributes that allow an outcome to be evaluated as fit for purpose.
Planning for practice (PP)	*Students can:* • identify what they will do next • identify the particular materials, components and/or software they might use.	*Students can:* • identify key stages required to produce an outcome • identify the particular materials, components and/or software required for each key stage.	*Students can:* • identify key stages, and resources required, and record when each stage will need to be completed to make sure an outcome is completed • explain progress to date in terms of meeting key stages and use of resources, and discuss implications for what they need to do next.	*Students can:* • use planning tools to manage time, identify and record key stages, associated resources, and actions to be undertaken, with progress review points clearly indicated • review progress at set review points, and revise time management as appropriate to ensure completion of an outcome.

Food Technology: Year 8 unit plan

Indicators of progression (3) *(please circle)*				
Outcome development and evaluation (ODE)	*Students can:* • describe potential outcomes, through drawing, models and/or verbally • identify potential outcomes that are in keeping with the attributes, and select one to produce • produce an outcome in keeping with identified attributes.	*Students can:* • describe potential outcomes, through drawing, models and/or verbally • evaluate potential outcomes in terms of identified attributes to select the outcome to produce • produce an outcome in keeping with the brief • evaluate the final outcome in terms of how successfully it addresses the brief.	*Students can:* • describe design ideas (either through drawing, models and/or verbally) for potential outcomes • evaluate design ideas in terms of key attributes to develop a conceptual design for the outcome • select materials/components, based on their performance properties, for use in the production of the outcome • produce an outcome that addresses the brief • evaluate the final outcome against the key attributes to determine how well it met the need or opportunity.	*Students can:* • describe design ideas (either through drawing, models and/or verbally) or potential outcomes • undertake functional modelling to develop design ideas into a conceptual design that addresses the key attributes • test the key performance properties of materials/components to select those appropriate for use in the production of a feasible outcome • produce and trial a prototype of the outcome • evaluate the fitness for purpose of the final outcome against the key attributes.
Characteristics of technology (CT)	*Students can:* • identify that technology helps to create the made world • identify that technology involves people designing and making technological outcomes for an identified purpose • identify that technological practice involves knowing what you are making and why, planning what to do and what resources are needed, and making and evaluating an outcome.	*Students can:* • describe the relationship between technology and the made, natural and social world • identify social and/or environmental issues that may have influenced particular technological practices and/or the attributes of outcomes produced • describe how particular technological outcomes have changed over time and identify if this resulted in changing how people do things • describe examples to illustrate when technology has had a positive impact on society and/or the environment • describe examples to illustrate when technology has had a negative impact on society and/or the environment.	*Students can:* • describe how societal and/or environmental issues can influence what people decided to make, how they would undertake planning, the selection of resources, and how they would make and test an outcome • explain why particular technological outcomes have changed over time • describe examples of how technology has impacted on the social world over time • describe examples of how technology has impacted on the natural world over time • identify that technological knowledge is knowledge that technologists agree is useful in ensuring a successful outcome.	*Students can:* • identify examples where technology has changed people's sensory perception and/or physical abilities and discuss the potential short and long term impacts of these • identify examples of creative and critical thinking in technological practice • identify and categorise knowledge and skills from technology and other disciplines that have informed decisions in technological development and manufacture.

Food Technology: Year 8 unit plan

Indicators of progression (3) *(please circle)*				
Characteristics of technological outcomes (CTO)	*Students can:* • identify technological outcomes in a group of technological and non-technological objects and systems • identify who might use particular technological outcomes • identify the physical attributes of technological outcomes • identify the functional attributes of technological outcomes.	*Students can:* • describe what technological outcomes are and explain how they are different to natural objects and other things created by people • identify a technological product and describe relationships between the physical and functional attributes • identify a technological system and describe relationships between the physical and functional attributes • describe the physical and/or functional attributes of a technological outcome that provide clues as to who might use it.	*Students can:* • describe possible users and functions of a technological outcome based on clues provided by its physical attributes • describe examples of technological outcomes with different physical natures that have similar functional natures • describe examples of technological outcomes with different functional natures that have similar physical natures • explain why a technological outcome could be called a 'good' or 'bad' design.	*Students can:* • describe possible users and functions of a technological outcome based on clues provided by its physical attributes • describe examples of technological outcomes with different physical natures that have similar functional natures • describe examples of technological outcomes with different functional natures that have similar physical natures • explain why a technological outcome could be called a 'good' or 'bad' design.
Technological modelling (TM)	*Students can:* • describe what a functional model is • identify the purpose of functional modelling • describe what a prototype is • identify the purpose of prototyping.	*Students can:* • describe the sorts of things that functional modelling can be used for in technology • identify the design concept being tested in particular functional models • identify why prototyping is important in technology • identify the specifications used to evaluate particular prototypes.	*Students can:* • discuss examples to identify the different forms of functional models that were used to gather specific information about the suitability of design concepts • identify the benefits and limitations of functional modelling undertaken in particular examples • describe examples of particular prototypes that did not meet specifications • explain why functional modelling and prototyping are both needed to support decision making when developing an outcome.	*Students can:* • explain how functional modelling and prototyping allows for consideration of both what 'can' be done and what 'should' be done when making decisions • discuss examples to illustrate how particular functional models were used to gather specific information about the suitability of design concepts • identify information that has been gathered from functional models about the suitability of design concepts and describe how this information was used • describe examples to illustrate how prototypes were tested to evaluate a technological outcome's fitness for purpose • identify information that has been gathered from prototyping and describe how this information was used.

Food Technology: Year 8 unit plan

Indicators of progression (3) *(please circle)*				
Technological products (TP)	*Students can:* • describe design ideas (either through drawing, models and/or verbally) or potential outcomes • undertake functional modelling to develop design ideas into a conceptual design that addresses the key attributes • test the key performance properties of materials/components to select those appropriate for use in the production of a feasible outcome • produce and trial a prototype of the outcome • evaluate the fitness for purpose of the final outcome against the key attributes.	*Students can:* • describe the performance properties of a range of materials and use these to suggest things the materials could be used for • describe feasible ways of manipulating a range of materials • suggest why the materials used in particular technological products were selected.	*Students can:* • describe design ideas (either through drawing, models and/or verbally) or potential outcomes • undertake functional modelling to develop design ideas into a conceptual design that addresses the key attributes • test the key performance properties of materials/components to select those appropriate for use in the production of a feasible outcome • produce and trial a prototype of the outcome • evaluate the fitness for purpose of the final outcome against the key attributes.	*Students can:* • describe examples to illustrate how the manipulation of materials contributed to a product's fitness for purpose • describe examples to illustrate how the transformation of materials contributed to a product's fitness for purpose • describe examples to illustrate how the formulation of new materials contributed to a product's fitness for purpose • communicate using specialised language and drawings, material related details that would allow others to create a product that meets both technical and acceptability specifications.
Technological systems (TS)	*Students can:* • identify the components of a technological system and how they are connected • identify the inputs and outputs of particular technological systems • Identify that a system transforms an input to an output.	*Students can:* • describe the change that has occurred to the input to produce the output in simple technological systems • identify the role each component has in allowing the inputs to be transformed into outputs within simple technological systems.	*Students can:* • describe what 'black box' refers to within a technological system and the role of particular black boxes within technological systems • identify possible advantages and disadvantages of having black boxed transformations within particular technological systems • describe how the components, and how they are connected, allow particular systems to be technical feasible and socially acceptable • describe particular technological systems using specialised language and symbol conventions.	*Students can:* • explain how transformation processes within a system are controlled • describe examples to illustrate how the fitness for purpose of technological systems can be enhanced by the use of control mechanisms • communicate, using specialised language and drawings, and system related details that would allow others to create a system that meets both technical and acceptability specifications.

Food Technology: Year 8 unit plan

Indicators of progression (3) *(please circle)*

All learning should make use of the natural connections that exist between learning areas and that link learning areas to the values and key competencies (1).

Links to other learning areas:

- English – listening, reading, writing, presenting
- Health and Physical Education – food and nutrition
- Learning Languages – oral language, presenting, reading, receptive listening
- Mathematics and Statistics – measurement, using appropriate units and instruments
- Science – physical world, heat, electricity, living world (micro-organisms, bacteria)
- Social Sciences – economic decisions.

Opportunities for e-learning:

- digital camera to take photos of meals
- skill and recipe videos
- Heart Foundation website
- Google Classroom.

Opportunities for engaging gifted and talented students: *(please tick or extend as required)*

- use uncommon vegetables
- further preparation techniques (e.g. French vegetable cuts, dehydration)
- presentation/plating techniques
- use recipes that allow for creativity, choice and modification
- use open-ended questions.

Opportunities for engaging Māori, Pasifika, Asian and non-European/Pakeha students: *(please tick or extend as required)*

- lessons with a New Zealand and multi-cultural focus
- use recipes/resources in different languages
- engage parent community (e.g. parent helpers, workshops)
- use traditional vegetables/spices from different cultures (e.g. kawakawa, okra, taro)
- story telling (e.g. students talk about how their family uses and cooks food, invite guest speakers)
- Karakia mō te kai (prayer to bless food).

Food Technology: Year 8 unit plan

Unit title: 'Vege MasterChef'	Year group: 8 (Level 3-4)	Duration: 8-10 lessons of 1.5 hr

Description of context

Students will further develop their practical cooking skills to make functional and healthy food products that can be recreated at home. They will also consider constraints, hygiene, specification and sustainability issues that inform decisions about preparing and cooking healthy meals.

They will work through designing, making and presenting a dish using seasonal vegetables. During the unit, they will also make a range of other recipes that further develop their cooking skills and knowledge and use of ingredients.

This unit builds upon the knowledge and skills learnt from Year 7 by discussing the technology process in more detail.

Concepts of attitudes and values, hauora (wellbeing), health promotion and socio-ecological perspectives will be considered.

Scenario

People often think that cooking healthy meals is difficult and costs too much money. However, knowing simple cooking techniques and buying vegetables in season helps families to make healthy and affordable meals.

Brief

It is your turn to cook dinner for your family. Show off your cooking skills by creating a one-course meal using seasonal vegetables.

Specifications

In pairs
Your main meal must:

- be colourful (at least **three** different colours from the rainbow)
- use at least **three** different vegetables that are in season
- meets key stakeholder needs (at least **one** important need)
- be made and ready to eat within the time frame (1.5 hours or as per your programme).

You will be given a recipe by your teacher (or asked to find your own). You may need to trial your recipe and make changes before presenting your final product. Although you are working as a team, you must **complete each writing task individually.** This means that you will **each hand in your own assignment.**

Food Technology: Year 8 unit plan

Teaching notes *(please choose and add as required)*

Students will learn:

- the technology process
- to modify and create recipes using seasonal vegetables
- simple food preparation and cooking skills
- to describe key attributes of foods and ingredients
- to work cooperatively and manage time
- to evaluate food products.

Messages to reiterate during each lesson:

- safety, hygiene and kitchen rules
- use of equipment
- accurate measuring
- nutrition and healthy eating, e.g. use posters such as the Visual food guide and Eat your colours
- sustainability and the importance of not wasting ingredients
- cultural links to certain vegetables and ingredients
- how products could be developed further.

Technology language: attribute, brief, evaluation, working drawings, fit(ness) for purpose, need, opportunity, outcome, plan of action, scheduling, specifications, stakeholder, sustainability, technological modelling, transformation processes, usability (see glossary).

Preparation and cooking skills: bake, beat, blend, boil, brown, chop, dice, drain, fry, grate, grill, make sauces from scratch, marinate, mix, peel, prepare and cook raw meat/fish/poultry, roast, simmer, slice, steam, stew, stir, stir fry, use herbs and spices to flavour dishes, zest.

Assessment:

- Use the assignment as the main assessment for this unit. However, there are additional assessment opportunities indicated throughout the lessons.
- Comment on student evaluation sheets. You could use Google Classroom, in which parents can also review or add comments.
- Use a simple tick chart, e.g. tick next to student name if criteria for cleaning up is successfully met.
- Use peer assessment where possible, e.g. students can complete each other's lesson evaluation sheets or a simple tick chart.

Additional teaching notes:

e.g. saying, "Hands up if you're listening", when students are busy and I need to stop them to listen – I can immediately see who is focussed and it also engages those who aren't.

Food Technology: Year 8 unit plan

Lesson sequence						
Lesson	**Learning outcomes**	**Contents/strategies**	**Activity/skills/terminology**	**Underlying concepts**	**Resources** *(please tick)*	**Assessment**
1 **Getting started with healthier cooking**	• Demonstrate safe practices in the kitchen. • Manage time and identify key tasks (PP). • Work cooperatively (PP). • Evaluate a product (OED).	**Introduction:** safety, hygiene, dish washing, orientation. **Make one of these recipes** (pairs/groups) • Pick 'n' mix smoothie • Rainbow vege kebabs **Evaluation** **Assignment:** Introduction.	**ACTIVITY** • Make recipe • Evaluation **Skills:** blend, chop, peel (smoothie) or peel, roast, slice, thread onto skewers (kebabs). **Tech language:** attribute, brief, evaluation, need, opportunity, specifications.	Attitudes and values, hauora, sustainability.	☐ recipe ☐ food and equipment ☐ lesson evaluation ☐ assignment **Extension** ☐ equipment find activity ☐ visual food guide activity sensory evaluation ☐ the technology process activity ☐ skill cards	Evaluation and outcome reflects appropriate skills, language, planning and teamwork.
2 **Attributes of a healthy and tasty meal**	• Develop cooking skills (TM). • Identify and describe key attributes of ingredients (BD, TP). • Manage time and identify key tasks (PP). • Work cooperatively (PP). • Evaluate a product (OED).	**Introduction:** physical and functional attributes. **Make recipe** (pairs) • Courgette fritters **Evaluation** **Assignment:** Research task. This can be completed over the next few lessons. Provide extension tasks to talented students.	**ACTIVITY** • Whiteboard – brainstorm attributes • Make recipe • Evaluation **Skills:** beat, fry, grate, stir. **Tech language:** attributes, fit(ness) for purpose, stakeholder.	Sustainability.	☐ recipe ☐ food and equipment ☐ lesson evaluation ☐ assignment **Extension** ☐ eat most - vegetables and fruit activity ☐ foods and functions activity ☐ sensory evaluation ☐ recipe video (corn fritter	Evaluation and outcome reflects appropriate skills, language, planning and teamwork. **Suggest peer assessment of teamwork or handwashing.**

Food Technology: Year 8 unit plan

Lesson sequence						
Lesson	**Learning outcomes**	**Contents/strategies**	**Activity/skills/terminology**	**Underlying concepts**	**Resources** *(please tick)*	**Assessment**
3 **Using seasonal vegetables**	• Develop cooking skills. • Manage time and identify key tasks (PP). • Work cooperatively (PP). • Evaluate a product (OED).	**Introduction:** using seasonal vegetables. **Make recipe** (pairs) • Vege-up macaroni cheese **Evaluation** **Assignment:** Research task (continue/complete).	**ACTIVITY** • Make recipe • Evaluation **Skills:** boil, chop, grill, make sauces from scratch, mix, simmer, slice. **Tech language:** attributes, sustainability.	Hauora, socio-economic perspective, sustainability.	☐ recipe ☐ food and equipment ☐ lesson evaluation ☐ assignment **Extension** ☐ label the foods activity ☐ sensory evaluation ☐ skill cards ☐ recipe video (veg-up macaroni cheese)	Evaluation and outcome reflects appropriate skills, language, planning and teamwork. Identify knowledge gained from using seasonal vegetables.
4 **Sketch a meal concept**	• Develop cooking skills. • Understand the technology process (PP, TS, TP). • Create effective working drawings. • Manage time and identify key tasks (PP). • Work cooperatively (PP). • Evaluate a product (OED).	**Introduction:** working drawings. **Make recipe** (pairs) • Wedges with tomato salsa **Working drawings activity** **Evaluation** **Assignment:** Generate ideas task. This can be completed over the next few lessons.	**ACTIVITY** • Make recipe • Whiteboard – make a working drawing • Evaluation **Skills:** dice, mix, roast, slice. **Tech language:** design ideas, fit(ness) for purpose, technological modelling, usability, working drawings.	Hauora, sustainability.	☐ recipe ☐ food and equipment ☐ lesson evaluation ☐ assignment **Extension** ☐ working drawings activity sensory evaluation ☐ skills cards ☐ recipe video (tomato salsa; healthy potato wedges)	Evaluation and outcome reflects appropriate skills, language, planning and teamwork. Identify knowledge gained from making recipe and describe how this was used. **Suggest peer assessment of product outcome.**

Food Technology: Year 8 unit plan

Lesson sequence

Lesson	Learning outcomes	Contents/strategies	Activity/skills/terminology	Underlying concepts	Resources *(please tick)*	Assessment
5 **Time management**	• Develop cooking skills. • Manage time and identify key tasks (PP). • Work cooperatively (PP). • Evaluate a product (OED).	**Introduction:** time management. **Make recipe** (pairs) • Savoury mince in lettuce cups **Evaluation** **Assignment:** Generate ideas task (continue/complete).	**ACTIVITY** • Make recipe • Evaluation **Skills:** brown, dice, prepare/cook raw meat, simmer, stir. **Tech language:** scheduling.	Hauora, health promotion, sustainability.	☐ recipe ☐ food and equipment ☐ lesson evaluation ☐ assignment **Extension** ☐ timeline activity ☐ sensory evaluation ☐ skill cards ☐ recipe videos (pork mince in lettuce cups)	Evaluation and outcome reflects appropriate skills, language, planning and teamwork. **Suggest teacher completes a marked assessment of time management.**
6 **Healthier fast food**	• Demonstrates food safety. • Describe how cost, social/environmental issues influence decisions (TC). • Understand how materials can be manipulated, transformed or formed (TP). • Understand what makes a product fit for purpose (TP). • Evaluate a product (OED).	**Introduction:** takeaway makeovers, food safety, cost. **Make recipe** (pairs) • Baked popcorn chicken with slaw **Evaluation** **Assignment:** Generate ideas task (continue/complete).	**ACTIVITY** • Make recipe • Evaluation **Skills:** Bake, beat, juice, marinate, mix, prepare and cook raw poultry, slice, use herbs and spices to flavour dishes, zest. **Tech language:** technological modelling, transformation processes, usability.	Hauora, health promotion, socio-economic perspective, sustainability.	☐ recipe ☐ food and equipment ☐ lesson evaluation ☐ assignment **Extension** ☐ burger takeaway makeover activity ☐ cost comparison activity ☐ sensory evaluation ☐ skill cards ☐ recipe video (popcorn chicken)	Evaluation and outcome reflects appropriate skills, language, planning and teamwork. Identify knowledge gained from makeover and describe how this was used. **Suggest teacher completes a marked assessment of hygiene practices.**

Food Technology: Year 8 unit plan

Lesson sequence						
Lesson	**Learning outcomes**	**Contents/strategies**	**Activity/skills/terminology**	**Underlying concepts**	**Resources** *(please tick)*	**Assessment**
7 **Planning for assessment**	• Design one dish which meets the brief and selected attributes (BD, PP, CT, TP).	**Introduction:** planning for assessment. **Assignment:** Plan of action task and any unfinished or extension tasks.	**ACTIVITY** • Assignment tasks	Hauora, health promotion, socio-economic perspective, sustainability.	☐ assignment ☐ computers/tablets for research ☐ recipes ☐ skill cards ☐ recipe videos	
8 **Assessment**	• Design one dish which meets the brief and selected attributes (BD, PP, CT, TP). • Evaluate product (OED).	**Introduction:** assessment. **Recipe** • Student's own creation **Assignment:** Evaluation task.	**ACTIVITY** • Make recipe • Complete assignment tasks	Hauora, health promotion, socio-economic perspective, sustainability.	☐ assignment ☐ food and equipment ☐ recipes **Extension** ☐ sensory evaluation ☐ skill cards ☐ recipe videos	**Marked assessment.**
ADDITIONAL LESSONS *(substitute or add the following lessons to suit your programme)*						
Cultural foods	• Identify and describe key attributes of ingredients (BD, TP). • Describe how societal and/or environmental issues can influence product decisions (TC). • Understand how particular technological outcomes have changed, impacted on the social world and natural world over time (TC). • Manage time and identify key tasks (PP). • Evaluate product (OED).	**Introduction:** cultural foods (Pasifika, Asian, Middle Eastern, etc.) **Pasifika recipes** • Corned silverside fry-up • Kamo kamo • Sapasui – chop suey **Asian recipes** • Sweet and sour pork • Thai chicken salad • Thai fish cakes **Middle Eastern recipe** • Red lentil and vegetable curry	**ACTIVITY** • Make recipe • Evaluation **Skills:** *(please add as appropriate)* **Tech language:** attributes, evaluation, sustainability.	Hauora, health promotion, socio-economic perspective, sustainability.	☐ recipe ☐ food and equipment ☐ lesson evaluation **Extension** ☐ Toi te kupu (Te Reo Māori and English Dictionary) ☐ sensory evaluation ☐ skill cards ☐ recipe videos	Outcome reflects appropriate skills, language, planning and teamwork. Identify knowledge gained about culture and socio-economic influences and how this was used.

Food Technology: Year 8 unit plan

Lesson sequence						
Lesson	**Learning outcomes**	**Contents/strategies**	**Activity/skills/terminology**	**Underlying concepts**	**Resources** *(please tick)*	**Assessment**
		Italian recipe • Courgette pasta carbonara				
Vegetarian foods	• Identify and describe key attributes of ingredients (BD, TP). • Describe how societal and/or environmental issues can influence product decisions (TC). • Manage time and identify key tasks (PP). • Evaluate product (OED).	**Introduction:** vegetarian foods. **Recipes** • Baked frittata • Carrot salad • Chilli beans with eggs • Dahl curry with cauliflower and spinach • Potato roti • Vegetable rice paper rolls • Steamed vegetables • Vegetable and bean burgers • Vegetable tom yum soup • Zesty courgette muffins	**ACTIVITY** • Make recipe • Evaluation **SKILLS** *(add as appropriate)* **TECH LANGUAGE:** attributes, evaluation, sustainability.	Hauora, health promotion, socio-economic perspective, sustainability.	☐ recipe ☐ food and equipment ☐ lesson evaluation **Extension** ☐ foods and functions activity ☐ label the foods activity ☐ visual food guide activity ☐ sensory evaluation ☐ skill cards ☐ recipe videos	Evaluation and outcome reflects appropriate skills, language, planning and teamwork. Identify knowledge gained about culture, socio-economical influences and how this was used.
Food transform-ations	• Develop cooking skills (TM). • Identify and describe key attributes of ingredients (BD, TP). • Understand how materials can be manipulated, transformed or formed (TP). • Manage time and identify key tasks (PP). • Work cooperatively (PP). • Evaluate a product (OED).	Introduction: transformation processes. **Make one of these recipes** • Egg and vegetable burrito • Deconstructed burger • Chicken four ways **Evaluation**	**ACTIVITY** • Make recipe • Evaluation **Skills:** *(add as appropriate)* **Tech language:** technological modelling, transformation processes, usability.	Hauora, sustainability.	☐ recipe ☐ food and equipment ☐ lesson evaluation **Extension** ☐ deconstructed burger activity ☐ sensory evaluation ☐ skill cards ☐ recipe videos	Evaluation and outcome reflects appropriate skills, language, planning and teamwork. Identify knowledge gained from makeover and describe how this was used.

Food Technology: Year 8 unit plan

LIST OF SUPPORTING RESOURCES *(pick and choose to suit your programme)*				
POSTERS/FLYERS			**ACTIVITIES**	
Healthy Eating	**Food Safety**	**Food Technology and Cooking Skills**		
• Eat your colours (poster) • Seasonal vegetables (flyer) • Visual food guide (poster)	• Clean, Cook, Chill (website) • Wash and dry your hands for 20 seconds (wall sticker)	• Kids in the kitchen lesson plans (booklet) • Skill cards and recipe videos • The technology process (flyer/poster) • Toi te kupu (Te Reo Māori and English Dictionary)	• Burger makeover • Cost comparison • Deconstructed burger • Eat most – vegetables and fruit • Equipment find	• Foods and functions • Label the foods • The visual food guide • Timeline activity • Working drawings

References:

1. Ministry of Education. The New Zealand Curriculum Wellington: Learning Media Ltd; 2007.
2. Ministry of Education. Food Technology in the New Zealand Curriculum Wellington: Learning Media Ltd; 2017.
3. Compton V, Harwood C. Indicators of Progression Wellington: Ministry of Education; 2010.

Acknowledgements: developed with funding from the Ministry of Health.