

## KS3 Food in fashion

Learning Objectives	Teaching activities	Learning outcomes	Points to note
<p><b>Children should learn to:</b></p> <p><b>Designing skills</b></p> <ul style="list-style-type: none"> <li>• use a variety of information sources including recipe books, magazines and Internet to help their designing</li> <li>• generate ideas based on specific styles and trends</li> <li>• clarify ideas and develop criteria for their designs</li> <li>• describe and represent ideas through discussion, drawing, testing, trialling and modelling</li> <li>• plan and manage production individually and in pairs</li> </ul> <p><b>Making skills</b></p> <ul style="list-style-type: none"> <li>• select materials and manufacturing methods appropriately</li> <li>• use and adapt recipes</li> <li>• use a range of skills and techniques to measure, mark out, prepare, combine and cut materials</li> <li>• test and evaluate ideas</li> </ul> <p><b>Knowledge and understanding</b></p> <ul style="list-style-type: none"> <li>• use knowledge about food product development</li> <li>• combine ingredients creatively</li> <li>• use knowledge gained from research and product evaluation</li> <li>• manage production runs &amp; the realisation of ideas</li> <li>• comment critically on products and their marketing</li> </ul>	<p>Examine the following sources of information to identify current food trends: TV, food magazines, celebrity chefs, local restaurants, retailer web sites. Show BNF 'Food Technology' video or Classroom Videos Food Product Development' to give an overview of what is involved in developing food products. Refer to <a href="http://www.sainsburys.co.uk/tasteofsuccess">www.sainsburys.co.uk/tasteofsuccess</a> and F-files on <a href="http://www.foodforum.org.uk">www.foodforum.org.uk</a> and show, or get students to explore, what is involved in product development.</p> <p>As a class, make a list of the different techniques that can be used when developing products, egs. product evaluation, competitor shopping, modifying or extending a range, special offers, change in packaging and try some of these out as ways of developing ideas.</p> <p>TV or celebrity chefs are people who cook for a living, ie. professionally, so there is much to be learnt about product development from how they go about their work. They encourage us to take an interest in food and to enjoy cooking and eating. They may also inspire people who want to experiment with different ingredients and try out new ways of preparing food and they influence food fashions. In pairs, students choose one chef and research their style, recipes and dishes, then produce a short report to summarise the main findings.</p> <p>Collect examples of your chef's dishes from recipe books, magazines, recipe cards, or TV/teletext and produce a list of words that can be used to describe the overall style of the chef.</p> <p>Take one or two of these dishes and try them out. Evaluate them to see how well they have turned out. Were the recipes easy to follow or could they have been improved?</p> <p>Students, in pairs, take one of the chef's dishes they have tried out and suggest how they would change or improve it and why, eg. to make it more cheaply, using slightly different ingredients or changing the recipe so that it is simpler to make. Alternatively, come up with some ideas of their own in the style of their chosen chef.</p> <p>Prepare and present the dish in the style of their chef and get friends or family members to evaluate to say what they did/did not like about it and why, and how well they think the chosen chef has been represented.</p> <p>Some celebrity chefs work with food manufacturers or retailers to produce products from their recipes. Show the class some examples. How could the recipes they have trialled be manufactured for such a range?</p>	<p><b>Formative assessment</b></p> <p>Students should be assessed during the unit of work against the learning objectives in Column 1. A simple scale may be used to keep track of students' progress:</p> <p>3 excellent understanding, making outstanding progress in this aspect  2 reasonable understanding, making good progress in this aspect  1 very little understanding in this aspect, experiencing some difficulties, some progress</p> <p><b>Summative assessment</b></p> <p>Overall, students should make progress in relation to the learning objectives planned for the unit. The formative assessment records (see above) should indicate which of the following three levels of expectation students will achieve. This can be checked at the end of the unit and feedback given to students.</p> <p><b>End of unit expectations</b></p> <p><b>Most students will:</b></p> <ul style="list-style-type: none"> <li>• have learnt about the topic and applied the information practically</li> <li>• have gathered information from which to develop ideas</li> <li>• have taken their ideas through to a satisfactory conclusion</li> </ul> <p><b>Some will not have made as much progress and will:</b></p> <ul style="list-style-type: none"> <li>• have developed some knowledge of the topic</li> <li>• with direction, have gathered information from which to develop ideas</li> <li>• have used some designing and making skills to produce a reasonable outcome</li> </ul> <p><b>Some will have progressed further and will:</b></p> <ul style="list-style-type: none"> <li>• have developed an in-depth understanding of the topic</li> <li>• have gathered appropriate information from which to develop ideas</li> <li>• applied this depth of knowledge in their product development work</li> <li>• have developed products successfully using a range of skills</li> </ul>	<p><b>Key skills</b></p> <p><b>ICT</b></p> <ul style="list-style-type: none"> <li>• researching</li> <li>• data handling and analysis</li> </ul> <p><b>Problem solving</b></p> <ul style="list-style-type: none"> <li>• trialling and prototyping</li> <li>• recipe development</li> <li>• working out how to produce products</li> </ul> <p><b>Managing own learning</b></p> <ul style="list-style-type: none"> <li>• time and resource management</li> <li>• self assessment and review</li> </ul> <p><b>Collaborative working</b></p> <ul style="list-style-type: none"> <li>• developing ideas</li> <li>• evaluating as a group and class</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• using the computer</li> <li>• discussion</li> <li>• presenting ideas to others</li> </ul> <p><b>Citizenship</b></p> <ul style="list-style-type: none"> <li>• being an informed consumer</li> <li>• understanding different preferences</li> <li>• considering consumer needs</li> <li>• making decisions and justifying actions</li> </ul> <p><b>Resources</b></p> <p><a href="http://www.nutrition.org.uk">www.nutrition.org.uk</a>  <a href="http://www.deliaonline.com">www.deliaonline.com</a>  <a href="http://www.garyrhodes.com">www.garyrhodes.com</a>  <a href="http://www.bbc.co.uk">www.bbc.co.uk</a>  <a href="http://www.sainsbury.co.uk/tasteofsuccess">www.sainsbury.co.uk/tasteofsuccess</a>  <a href="http://www.safeway.co.uk">www.safeway.co.uk</a>  <a href="http://www.tesco.co.uk">www.tesco.co.uk</a>  <a href="http://www.surf4health.org.uk">www.surf4health.org.uk</a>  RCA 'Challenges' books, Hodder &amp; Stoughton  DATA 'Food Technology in Practice'  BNF Food Technology pack  Ridgwell Press, 'New Foods' CD-Rom</p>