

KS3 Foods are Us

Learning Objectives	Teaching activities	Learning outcomes	Points to note
<p>Children should learn to:</p> <p>Designing skills</p> <ul style="list-style-type: none"> • use a variety of information sources to help their designing • generate ideas based on users and purposes • clarify ideas and develop criteria for their designs • describe and represent ideas through discussion, drawing, testing, trialling and modelling • plan and manage practical work <p>Making skills</p> <ul style="list-style-type: none"> • select materials and manufacturing methods appropriately • take account of working characteristics of materials • use a range of techniques to measure, mark out, combine, cut, form and shape materials • test and evaluate ideas as they develop and against criteria <p>Knowledge and understanding</p> <ul style="list-style-type: none"> • use knowledge about the functional properties of materials • combine ingredients to create the required sensory characteristics/product attributes, egs. colour, texture, shape • use knowledge gained from product evaluation • consider the quality of design ideas, eg. fitness for purpose • take account of nutrition and the functions of foods when developing ideas for products • ways of planning for production • manage production runs & the realisation of ideas • comment critically on products and their applications 	<p>Investigate how foods are marketed at children and their parents, egs. Sainsbury, M&S, Safeway, Tesco – on TV, in magazines, on the Internet, in stores. What marketing tactics are used?</p> <p>Use information on www.nutrition.org.uk and from books to find out about the nutritional needs of children aged 5-11. Produce a summary table to show what nutrients they need, why and which foods are good sources.</p> <p>Go to www.sainsbury.co.uk/tasteofsuccess and find out about the Blue Parrot café children’s range. Why was it designed and what are its aims? Are there any additional or different aims that you would suggest?</p> <p>In a group, evaluate a small number of foods designed for children. To what extent do they meet children’s nutritional needs?</p> <p>Suggest ways in which children could be encouraged to eat 5 portions of fruit/vegetables daily. Test out some of your ideas. What basic information would you provide in a leaflet for parents about ‘5 a-day’.</p> <p>Carry out an evaluation of Angel Delight as a dessert for children. What is the role of modified starches? Check this out under Smart foods on www.nutrition.org.uk</p> <p>Test out one or two ideas for fruit based desserts for children that could be marketed as Fruity Air. How would you set and aerate your dessert? Produce diagrams to explain how the product is made, set and aerated.</p> <p>Discuss whether we really need specially produced children’s foods. Produce a list of arguments for and against them and write a couple of sentences to show what you think and why.</p>	<p>Formative assessment</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>Summative assessment</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>End of unit expectations</p> <p>Most students will:</p> <ul style="list-style-type: none"> • have learnt about the topic and applied the information practically • have gathered information from the Internet • have applied some of this knowledge to the development of product ideas • have taken their ideas through to a satisfactory conclusion <p>Some will not have made as much progress and will:</p> <ul style="list-style-type: none"> • have developed some knowledge of the topic • with direction, have gathered information from the Internet • with prompting have applied that knowledge in developing their own ideas • have used some designing and making skills to produce a reasonable outcome <p>Some will have progressed further and will:</p> <ul style="list-style-type: none"> • have developed an in-depth understanding • have gathered information from the Internet and made use of it • applied this depth of knowledge in their product development work • have developed products successfully using a range of skills 	<p>Key skills</p> <p>ICT</p> <ul style="list-style-type: none"> • modelling • researching • data handling and analysis • graphics and presentation <p>Problem solving</p> <ul style="list-style-type: none"> • trialling and prototyping • product development • considering how industry works <p>Managing own learning</p> <ul style="list-style-type: none"> • time and resource management • self assessment and review <p>Collaborative working</p> <ul style="list-style-type: none"> • developing ideas • evaluating with children <p>Communication</p> <ul style="list-style-type: none"> • using the computer • discussion • presenting information <p>Citizenship</p> <ul style="list-style-type: none"> • being an informed consumer • understanding different preferences • considering consumer needs • making decisions and justifying actions <p>Resources</p> <p>www.nutrition.org.uk www.sainsbury.co.uk/tasteofsuccess www.safeway.co.uk www.tesco.co.uk www.surf4health.org.uk RCA ‘Challenges’ books, Hodder & Stoughton Anne Barnett ‘Understanding Ingredients’ BNF Food Technology pack and ‘If²’ CD-ROM Linnet ‘Food for a PC’</p>