

KS3 In The Fast Lane

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 including recipe books, magazines and Internet to help their designing • generate ideas based on existing recipes • clarify ideas and develop criteria for their designs • describe and represent ideas through discussion, drawing, testing, trialling and modelling • plan and manage production individually and in pairs <p>Making skills</p> <ul style="list-style-type: none"> • select materials and manufacturing methods appropriately • use and adapt recipes • use a range of skills and techniques to measure, mark out, prepare, combine and cut materials • test and evaluate ideas <p>Knowledge and understanding</p> <ul style="list-style-type: none"> • use knowledge about foods to improve recipes • use knowledge gained from research and product evaluation • manage production runs & the realisation of ideas • comment critically on products and their nutritional and cost value 	<p>Introduce the context of eating on the move. Discuss the choice and range of food outlets that cater for this market. What are the class favourites?</p> <p>As a class, students survey different outlets in the neighbourhood and pool their findings.</p> <p>Carry out a product evaluation of a variety of packed lunches and snack foods.</p> <p>Having undergone a quick class survey, or presented the class with national data, carry out cost and nutritional analyses of the class or nation's favourite fast foods. Produce a set of summary bullet points of the findings.</p> <p>Making fast foods healthy - egs. a better burger, pizza, pasty, coated or encased product. In pairs, decide which fast food to tackle, research recipes then develop an improved version. This could be lower in fat or sugar, higher in fibre or all three!</p> <p>Test out the idea with a panel of friends. How do they rate the improved version? How does it compare cost-wise and nutritionally?</p> <p>In pairs, take it in turns to argue the case for and against fast foods in the diet. Discuss with another pair in the class. Which is the winning argument?</p> <p>Make suggestions re encouraging young people to eat plenty of fresh foods.</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 which to develop 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 which to develop 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 of the topic • have gathered appropriate information from which to develop ideas • 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"> • researching • data handling and analysis <p>Problem solving</p> <ul style="list-style-type: none"> • trialling and prototyping • recipe development • working out how to produce products <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 as a group and class <p>Communication</p> <ul style="list-style-type: none"> • using the computer • discussion • presenting ideas to others <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.deliaonline.com www.garyrhodes.com www.bbc.co.uk www.thinkfast.co.uk www.sainsbury.co.uk/tasteofsuccess www.safeway.co.uk www.tesco.co.uk www.surf4health.org.uk RCA 'Challenges' books, Hodder & Stoughton DATA 'Food Technology in Practice' BNF Food Technology pack Ridgwell Press, 'New Foods' CD-Rom Bender 'The Foods we Eat'</p>