

KS3 The Right Combination

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 about nutrition and meal planning to help their designing • generate ideas based on specific user groups • 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 groups <p>Making skills</p> <ul style="list-style-type: none"> • select materials and manufacturing methods appropriately • take account of working characteristics of materials, eg. thickening • use a range of 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 nutrition and mealplanning • combine ingredients to create the required sensory characteristics/product attributes, egs. colour, texture, shape • use knowledge gained from product evaluation • manage production runs & the realisation of ideas • comment critically on products and their marketing 	<p>This unit explores the different ways in which foods may be combined into successful meals. It looks at meals as products.</p> <p>Display and discuss how pasta, rice and potatoes may be combined with other foods to create a balanced meal . In particular, you may want to focus on protein foods.</p> <p>Analyse the constituent parts of a number of pre-prepared meals, specifically examples that include sauces. Produce a class or group list or an image board that students can refer to for ideas.</p> <p>Demonstrate to students the different ways of making sauces, showing how these would be incorporated into familiar dishes, egs. curry, macaroni cheese, vegetable bake, spaghetti bolognaise.</p> <p>In groups, students make up different sauce types and consider how they may be incorporated into products. They should learn about thickening agents by looking up about food functions on www.nutrition.org.uk and produce a summary table of their findings.</p> <p>Present students with the current dietary guidance on healthy eating and the balance of Good Health Plate. Get them to complete a worksheet, or set of questions, about the different nutritional needs of people of different ages, occupations and gender. Good web sites to use include: www.nutrition.org.uk; www.food.gov.uk</p> <p>Following on from this students design and make a sauce-based meal of their choice with a particular user group in mind, egs. adults, vegetarian teenagers. They should refer to the nutritional information when developing their ideas and ensure that they address this in their specification.</p> <p>As part of the development of ideas students use the 'New Foods' CD-ROM to investigate range, prices and packaging of the sector of the market in which they have chosen to work.</p> <p>If the product were to be manufactured in volume, how would its shelf-life be preserved and in what form would it be sold, egs. frozen, cook-chilled, dried etc - the Product Case Studies area of www.sainsburys.co.uk/tasteofsuccess/ may be used as a reference.</p> <p>Identify the quality control and safety procedures that would need to be put in place and produce a storyboard or diagram to show the process (maybe using the computer).</p> <p>Consider how the product would be marketed, including how it would be packaged and presented for sale.</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 • graphics and presentation <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 <p>Communication</p> <ul style="list-style-type: none"> • using the computer • discussion • presenting ideas in groups <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 DATA 'Food Technology in Practice' BNF Food Technology pack Ridgwell Press, 'New Foods' CD-Rom</p>