

KS4 Chill Out

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 specific cake making methods • 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 • 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 food processing and manufacture • combine ingredients creatively • use knowledge gained from research, demonstrations and product evaluation • manage production runs & the realisation of ideas • comment critically on products and their quality, including cost and value for money 	<p>Examine with students the cook-chill ready meals market. Use actual samples, students' experiences, packaging and the 'New Foods' CD-ROM, plus Internet sites to illustrate a broad variety of examples.</p> <p>Use video and/or Internet, CD-ROMs (eg. HACCP) to present and explain the cook-chill process as a system. Use www.sainsburys.co.uk/tasteofsuccess Product Case Studies where you will find a case study of cook-chill food and many good photos of the process.</p> <p>Get students to develop their own ideas for a cook-chill product that would be suitable for serving in the school canteen. After developing some initial designs, get them to swap ideas with a partner or in a group, combine interesting and good elements from one another and combine them to develop or refine their ideas further.</p> <p>They should then detail their ideas and produce a specification against which they will work which takes account of the needs of young people their age.</p> <p>Explore the 'HACCP' CD-ROM case study on cook-chill products and model the variables that impact on quality and safety.</p> <p>Get students to use the templates on the 'HACCP' CD-ROM to produce a HACCP flowchart for their own cook-chill product.</p> <p>Get them to make a list or presentation to show how computers are used to control manufacture and, alongside this to show how they might use computers and computer-aided devices to control their own making on a smaller scale.</p> <p>Carry out a nutritional analysis of their product and write a set of bullet points that justifies why it is a suitable lunchtime meal for the school canteen.</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 safely <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 • swapping ideas with 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.sainsbury.co.uk/tasteofsuccess www.eatmesoftware.com www.marksandspencer.co.uk www.surf4health.org.uk RCA 'Routes books, Hodder & Stoughton Collins 'Real World Food Technology' BNF Food Technology video and pack Ridgwell Press, 'New Foods' CD-Rom 'Design & Make it! Food technology for KS4', Stanley Thornes 'HACCP' CD-ROM from Economatics Classroom Videos 'ICT in Food Technology' MVM videos, from BMES</p>