

STEM UNIT PLAN

SA PRODUCE MARKETS

2019

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CONTENT



IN THIS SECTION:

- Brainstorming Ideas
- Our Teaching Philosophy
- Unit Overview and Introduction
- Australian Curriculum (ACARA)

Brainstorming Ideas

When we initially discovered that we were making a unit plan in accordance with the SA produce markets, we wanted to focus heavily on local and seasonal produce in schools. Some of our initial lesson and unit ideas included: a research task on seasonal produce, food photography lesson, sourcing local and seasonal recipes and practicals involving seasonal produce. As we knew the SA Produce Market were developing a new Centre with a community kitchen, we had the idea of getting the students to design a recipe book to be placed in the Centre. This recipe book would feature the student's own recipes that contained seasonal and local produce. A representative at SA produce markets suggested that we focus our unit on updating the current café within the markets. The café does not feature many healthy options and therefore does not use much produce from the markets it is situated in the middle of.

After meeting with the team at SA produce, they voiced concerns that local and seasonal produce is not 'trendy' enough amongst young people. We have decided that the food photography lessons can be linked to the SA produce markets trend issue. This can be achieved by getting our students to make seasonal dishes using products from SA produce market vendors. We would set up an Instagram account exclusively to showcase students work with SA produce market vendors. This would provide the students with an opportunity to showcase their work whilst providing the vendors with a marketing opportunity. We have decided to focus the main assessments on Ceravolo Orchards for the trendy seasonal and local produce unit as they were very open to working with us and have a large spectrum of produce that we can focus on.

Teaching Philosophy

Quality learning and teaching

This teaching unit aims to provide a range of quality learning opportunities that allow the students to develop their skills and knowledge in the area of food technology. The unit has a direct focus on community engagement through investigation and the use of local and seasonal produce. Providing quality and relevant learning will allow the students to advance in their understanding and skills through a range of practical skills, investigation and creative activities.

The unit allows students to:

- **Create;** vision boards displaying food photography, sketches of design ideas, a folio, and posters and social media based on SA produce Market and local produce.
- **Produce;** an Instagram post for their final assessment, weekly recipes and dishes highlighting the local business of the week, and recipes to suit the design brief.
- **Analyse;** their dish created in the final practical, social media, food photography, and their design choices.
- **Investigate;** SA Produce Market, sustainability, food photography through social media, local and seasonal produce, and local businesses and their seasonal produce.

Community Involvement

Working with several fresh food producers from the Adelaide Hills and Foothills throughout the unit of work, connects students with local businesses. This is done through both interaction with representatives from the companies and the use of their fresh and seasonal produce. Through students planning, producing and analysing dishes to highlight each local

business. The connections formed between students and businesses allows students to expand their knowledge and experience and have contact with local businesses in the food industry. The connections formed not only benefit the students learning but also their skills for future employment and opportunities.

Learning Environment

This unit of work aims to create a safe and supportive learning environment where students feel safe to question, create and analyse during the learning process. It is essential for students to feel safe and supported to provide the best learning opportunities within the classroom environment to be inquisitive and creative.

Integrated learning

- Science: students will explore and utilise scientific processes in food technology to create design solutions.
- Technology: students will focus on the use of media through a food photography lens. Students utilise technology to produce fresh food items and use IT to research information. Students also expand their knowledge of the technology involved with food production and distribution.
- Engineering: students follow a design brief to create a product that adheres to the requirements and constraints of the brief. Students go through design processes to efficiently and safely operate technology to produce a successful final product.
- Math: Student utilise measurements, quantity, spatial awareness and calculations to produce design solutions and complete tasks.

Teaching Strategies

This unit will promote collaborative learning that encourages investigation and analysis. The tasks and content work towards building upon foundations for critical and creative thinking, and providing a safe and supportive learning environment.

INTRODUCTION

AIM OF THE UNIT:

To understand and apply knowledge of seasonality, local produce and technology to promote sustainable food production. Students become informed consumers and producers around the concept of seasonality and local produce.


UNIT SUMMARY:

The unit plan presents eight weeks-worth of work dedicated to highlighting the importance of seasonality, local produce and how these topics link with STEM and industry processes. The unit plan commences by introducing students to South Australian Produce Markets, wholesalers and the food market industry. Students research and demonstrate a foundation of understanding on the industry and the wholesalers of focus. As each week progresses, students focus on different fresh food wholesalers and utilise their products and other local produce to create a healthy dish. Students will progressively develop knowledge to understand seasonality, local produce, food photography and sustainability. Throughout the unit, students develop their food photography knowledge and skills by practicing photography during practicals and creating an Instagram page. For the final and summative assessment, students will focus on Ceravolo Orchards fresh produce and create a dish that promotes their products, sustainability and seasonality. Students then take a photograph of their final product and promote it on Instagram, to emphasise the importance of sustainability, seasonality and making local produce trendy.

SCHOOL AND CLASSROOM CONTEXT:

The unit plan is aimed to be taught at a year ten level within a Food Technology classroom. The school context is a school dedicated to food technology with appropriate facilities and technology to carry out the unit plan effectively and efficiently.

Unit Overview

Week	Lesson	Outline	STEM
1	1 Single	Introduction to South Australian Produce Market	Technology: Student use a range of technology for research
	2 Double	-Mini research lesson on SA Produce Market. -Student investigate & create A4 poster	Technology: Student use a range of technology for research and poster production.
	3 Double	PRAC: Stuffed Capsicum COMPANY: 4 Ways Fresh Produce	PRACTICAL STEM LINKS=  Science: Process and techniques for cooking food Technology: Utensils and equipment for cooking Engineering: Following the design process and efficiently and safely operate technology Math: Following a recipe, using measurement, temperature, and quantity
2	4 Single	-Continue SA Produce Markets Poster - Present to class SA Produce Market Poster DUE	Technology: Student use a range of technology for research
	5 Double	-Introduce (Country Crisp Fresh Produce) - Introduction to food photography	Technology: Student use a range of technology for research, social media and photography Maths: Spatial awareness and quantity
	6 Double	PRAC: (Spaghetti Squash and Bolognese) COMPANY: Country Crisp Fresh Produce	Science: Process and techniques for cooking food Technology: Utensils and equipment for cooking Engineering: Maths: Following a recipe, using measurement, temperature, and quantity
3	7 Single	Food miles	Technology: researching food miles and the journey our food travels. YouTube video. Mathematics: measuring distances, looking at percentages and statistics on labels.
	8 Double	Food Miles: Food miles calculator activity with written component to show understanding	Mathematics - calculating how far their lunch box has travelled. Science - how food is stored and how the miles impacts our environment. Technology - videos.
	9 Double	PRAC: Apple crumble COMPANY: Lenswood Produce	

4	10 Single	Introduce assessment	Technology: Researching recipes.
	11 Double	Seasonality lesson with activities -Understanding seasonal produce charts -Four seasonal groups: reinvent charts on a poster	Technology: Researching seasonal produce in Adelaide. Creating aesthetically pleasing posters. Mathematics: The seasonal calendar. Science: what foods grow best at what time of year and why.
	12 Double	PRAC: Fig Tart COMPANY: Smith Gully Foods	♦
5	13 Single	Assessment and Finalising recipe choices	Technology: Student use a range of technology for research and pick a recipe that fits the assessment criteria.
	14 Double	Food order and time plans are due	Maths: calculating and estimating time plans and using division to make an appropriate recipe size for one person.
	15 Double	PRAC: Pear Muffins COMPANY: Ceravolo Orchard	♦
6	16 Single	Instagram introduction	Technology: Student use a range of technology for research, social media and photography
	17 Double	Instagram investigation activity -Focus on food photography -Appealing traits Create a vision board for SA produce market site	Technology: Student use a range of technology for research, social media and photography Engineering: Following design processes
	18 Double	Guest speaker Ceravolo and show their food production from previous week in a gallery walk (images and recipes)	Technology: Sharing their final products and gallery walk.
7	19 Single	Plan their food presentation and photography -Sketches -Annotations	Technology: Student use a range of technology for research, social media and photography Maths: Spatial awareness and quantity Engineering: Creating and annotating designs
	20 Double	Vision board for SA Produce Market site	Technology and Engineering: Finalising vision boards
	21 Double	Catch up lesson and finalising folio.	N/A
8	22 Single	Food presentation plan due	Engineering: Students plan how they will design and display their final food product.
	23 Double	FINAL PRAC: Ceravolo Orchard	♦
	24 Double	Evaluation and Instagram upload	Technology: Students use technology to take and upload their food photography to a social media site.

Australian Curriculum (ACARA) Links + Cross Curriculum

Critically analyse factors, including social, ethical and sustainability considerations, that impact on designed solutions for global preferred futures and the complex design and production processes involved (ACTDEK040)

Evaluating design and technology professions and their contributions to society locally, nationally, regionally and globally, for example Aboriginal designers collaborating with international craftspeople for local enterprises

Recognising the impact of past designed solutions and possible decisions when creating preferred futures, for example the design of public transport systems that use renewable energy and the design of rural communities to reduce fire risk

Considering the factors that influence design and professional designers and technologists, including time, access to skills, knowledge, finance, expertise, for example Australian designers working with rapid prototyping manufacturers in China

Explaining how product life cycle thinking can influence decision-making related to design and technologies, for example rethinking products to provide for re-use, selecting a material for a product that has a lower carbon footprint

Critiquing mass production systems taking into account ethics and sustainability considerations, for example the mass production of food, clothing and shoes and why manufacturers produce different versions of the same product

Explain how products, services and environments evolve with consideration of preferred futures and the impact of emerging technologies on design decisions (ACTDEK041)

Considering how creativity, innovation and enterprise contribute to how products, services and environments evolve, for example how designers use biomimicry, the ways plant and animal adaptations can be copied to solve human challenges, such as the Japanese building Sendai Mediatheque based on seaweed-like tubes

Exploring the ways commercial enterprises respond to the challenges and opportunities of technological change, for example e-commerce, and carbon footprint

Explaining the consequences of social, ethical and sustainability decisions for products, services and environments, for example a managed public environment such as a theme park

Predicting the impact of emerging technologies for preferred futures

Constructing scenarios of how the future may unfold (forecasting) and what impacts there may be for society and particular groups, and back casting from preferred futures

Recognising real-world problems and understanding basic needs when considering designed solutions, for example Engineers Without Borders High School Outreach Program allows students to design solutions to problems in a country in Asia

Investigate and make judgments on the ethical and sustainable production and marketing of food and fibre (ACTDEK044)

Examining emerging production technologies and methods in terms of productivity, profitability and sustainability, for example vertical farming, recirculation technologies in aquaculture

Investigating how digital technologies could be used to enhance food production systems, for example global positioning system (GPS) for managing animals, crop sensors or automated animal feeding or milking

Comparing the environmental impacts of intensive and extensive production systems and their contribution to food and fibre production

Investigating the interdependence of plants and animals in food and fibre production

Examining the marketing chain of a range of agricultural products and outlining the effect of product processing and advertising on demand and price

Taking account of animal welfare considerations in food and fibre production enterprises

Investigate and make judgments on how the principles of food safety, preservation, preparation, presentation and sensory perceptions influence the creation of food solutions for healthy eating (ACTDEK045)

Experimenting with food preservation methods such as freezing and dehydrating to determine changes to food structure and how these impact on designing healthy food solutions, for example dehydrating fruit for the lunch box

Conducting sensory assessment testing of a range of foods to determine how these characteristics might be used to enhance food solutions, for example taste testing a variety of milks, comparing freshly squeezed juice to commercial juices

Determining how the causes of food spoilage can be addressed when preparing, cooking, presenting and storing food items, for example developing a comprehensive checklist of considerations for safe and hygienic food storage and preparation including danger zone temperatures for a food service

Preparing and presenting foods using a range of techniques to ensure optimum nutrient content, flavour, texture and visual appeal, for example designing and producing a healthy snack for the canteen and using food photography and digital technologies to promote the item in a healthy eating campaign

Investigate and make judgments on how the characteristics and properties of materials, systems, components, tools and equipment can be combined to create designed solutions (ACTDEK046)

Critiquing the design of an existing product to identify environmental consequences of material selection
justifying decisions when selecting from a broad range of technologies – materials, systems, components, tools and equipment,
for example selecting low-emission paints and locally sourced materials

Analysing and explaining the ways in which the properties and characteristics of materials have been considered in the design
of a product with specific requirements such as reduced weight to reduce transport costs in rural Australia

Investigating emerging materials and their impact on design decisions

Work flexibly to effectively and safely test, select, justify and use appropriate technologies and processes to make designed solutions (ACTDEP050)

Refining technical skills and using production skills with independence to produce quality designed solutions and to reduce
risks in production

Using materials, components, tools, equipment and techniques safely and considering alternatives to maximise sustainability,
for example using timber because it stores carbon and offsets the demand for alternative products

Experimenting with innovative combinations and ways of manipulating traditional and contemporary materials, components,
tools, equipment and techniques, and recording findings in a collaborative space to debate the merits of each with peers

Explaining safe working practices required for a specific classroom design project for individual or community use

Modifying production processes to respond to unforeseen challenges or opportunities, for example when producing bulk
quantities of recipes, lower than average rainfall and impacts on growth, materials with unexpected faults

Work flexibly to effectively and safely test, select, justify and use appropriate technologies and processes to make designed solutions (ACTDEP050)

**Evaluate design ideas, processes and solutions against comprehensive criteria for success
recognising the need for sustainability (ACTDEP051)**



STEM FOCUS/ OVERVIEW



2



IN THIS SECTION:

- Stem Overview
- Unit link to SA Produce Markets

Stem Overview

Science: the students will learn about science by exploring safe food storage, food miles and the measures that food processing companies take to ensure that their food is being grown sustainably. All of which will be done with a focus on local food growers and handlers.

Technology: the students will be exposed to the immense amount of technology that is used in every step of food grown, storage and preparation. This expands from the devices used to water crops to the machines that package food all the way to the refrigerators we store fresh produce in. In addition, they will be learning about food photography and the technology behind getting an aesthetically pleasing photograph. They will also be utilising a range of technology to prepare food items with fresh produce.

Engineering: the students will be using engineering skills through interpreting a design brief and meeting assessment criteria.

Math: whilst learning about food handling, preparation and cooking, students will employ the use of many mathematical skills such as measurement, time management, calculation, weighing and creating charts. Spatial awareness is also touched upon throughout design activities.

Unit Links to SA Produce Markets

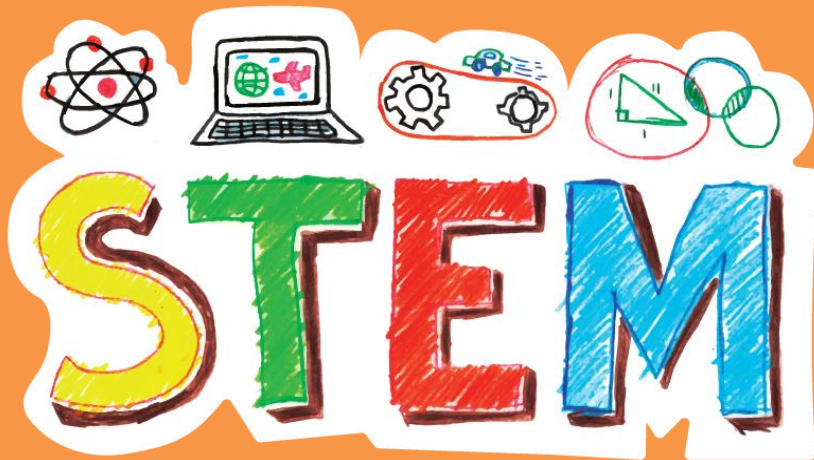
After meeting with SA Produce and their marketing manager, some future aspirations and hopes for the company were discussed. One of the main goals anticipated for the future was expanding the company's online presence through social media sites. Another concern expressed throughout the discussion was the lack of knowledge amongst Australian society regarding seasonality and the importance of using local produce. Our group decided to tackle these issues by creating an Instagram page that students can utilise to promote local and fresh produce that is linked to SA produce Market. Students then also get the opportunity to expand their knowledge on the topic of seasonality and local produce through stem design and processes.

STUDENT HANDOUT

IN THIS SECTION:

- Assessment Rubric
 - Recipes
- Assessment Sheets
 - Resources

Student Hand Out



Name:

Class:

FORMATIVE ASSESSMENT CHECKLIST

Week	Lesson no.	Outline	COMPLETED <i>(TICK)</i>
1	2 <i>Double</i>	Investigate and create an A4 poster on the SA produce market and wholesalers.	
	3 <i>Double</i>	PRACTICAL: Stuffed Capsicum COMPANY FOCUS: 4 Ways Fresh Produce	
2	4 <i>Single</i>	Finish SA Produce Markets Poster. Present to class and place in folder. SA Produce Market Poster DUE	
	5 <i>Double</i>	Complete sketch and presentation planning for Country Crisp practical.	
	6 <i>Double</i>	PRACTICAL: Spaghetti Squash Bolognese COMPANY: Country Crisp Fresh Produce	

FORMATIVE ASSESSMENT CHECKLIST CONTINUED			
Week	Lesson no.	Outline	COMPLETED (TICK)
3	8 <i>Double</i>	Food Miles: Food miles calculator activity with written component to show understanding	
	9 <i>Double</i>	PRAC: Apple crumble COMPANY: Lenswood Produce Company	
4	10 <i>Single</i>	Introduce assessment	
	11 <i>Double</i>	Seasonality lesson with activities Four seasonal groups: reinvent charts on a poster	
	12 <i>Double</i>	PRAC: Fig Tart COMPANY: Smith Gully Foods	

FORMATIVE ASSESSMENT CHECKLIST CONTINUED			
Week	Lesson no.	Outline	COMPLETED (Tick)
5	13 <i>Single</i>	Assessment and finalising recipe choices	
	14 <i>Double</i>	Food order and time plans are due	
	15 <i>Double</i>	PRAC: Sponge Kisses COMPANY: Ceravolo Orchard	
6	17 <i>Double</i>	Instagram investigation activity <ul style="list-style-type: none"> • Focus on food photography • Appealing traits • Create a vision board for SA produce market site 	
	18 <i>Double</i>	Guest speaker Ceravolo and show food production from previous week in a gallery walk (images and recipes printed and displayed)	

FORMATIVE ASSESSMENT CHECKLIST CONTINUED			
Week	Lesson no.	Outline	COMPLETED (Tick)
7	19 <i>Single</i>	Plan food presentation and photography <ul style="list-style-type: none"> • Sketches • Annotations 	
	20 <i>Double</i>	Vision board for SA Produce Market site.	
	21 <i>Double</i>	Catch up lesson and finalising folio.	
8	22 <i>Single</i>	Food presentation plan due	
	23 <i>Double</i>	FINAL PRAC: Ceravolo Orchard	
	24 <i>Double</i>	Evaluation and Instagram upload	

FINAL CHECK:

☐

All tasks completed

☐

Subject folio neatly presented

Student Name:

Teacher Signature:

A4 Poster : SA Produce Market

AIM:

To understand and apply knowledge of seasonality, local produce, and technology to promote sustainable food production.

TASK:

Individually, create an A4 sized poster that promotes SA produce markets, including the five weekly wholesale focuses:

- Country Crisp Fresh Produce
- Lenswood Produce Company
- Smith Gully Foods
- Ceravolo Orchards
- 4 Ways Fresh Produce

Your poster should include images and information on SA products markets including:

- Company Name
- Interesting Information
- Aim/Mission
- Community Involvement
- Sustainability

DUE DATE:

Monday Week 2

Recipes

Week	Practical	Wholesaler Focus
One	Stuffed Capsicum (Stuffed with Mince, Rice and Herbs)	4 Ways Fresh Produce
Two	Spaghetti Squash Bolognese	Country Crisp
Three	Apple Crumble	Lenswood Produce Company
Four	Fig Tarts	Smith Gully Foods
Five	Pear Muffins	Ceravolo Orchard
Eight	Student Selection	Ceravolo Orchard

Recipe: Stuffed Capsicum (Stuffed with Mince, Rice and Herbs)

Ingredients:

¼ cup The Olive Tree Olive Oil
1 large brown onion, finely diced
2 cloves garlic, minced
500g Brannans Butchery Pork and Veal Mince
2 cans Romano Australian Crushed Tomatoes
1 tbsp Stonemill Dried Oregano
1 tsp Stonemill Ground Cinnamon
¾ cup uncooked Imperial Grain White Rice
6 capsicums
500ml Chefs' Cupboard Liquid Chicken Stock



Instructions:

1. Preheat oven to 190°C. Heat oil in a large frypan and add onion and garlic. Saute until onions are soft.
2. Add mince and fry until just browned. Add the crushed tomatoes, oregano and cinnamon. Simmer for 5 minutes. Add the rice and simmer for 15 minutes over a low heat.
3. Cut the stem end off the capsicum to expose the seeds inside. Remove the seeds and membrane from each capsicum, then place capsicums in a baking dish that will fit all 6.
4. Fill each capsicum loosely with the meat mixture and replace the capsicum top. Pour the stock into the baking dish so it surrounds the base of each capsicum.
5. Cover baking dish with foil and bake for 1½ hours. Check that rice is cooked, if not, return to oven for a further 15 minutes. Serve immediately.

Recipe: Spaghetti Squash Bolognese

Ingredients:

- 1 Spaghetti Squash, cut in half lengthwise, seeds removed
- 1/4 cup Olive Oil, separated
- Salt and Pepper
- 2 tablespoons Garlic, minced
- 1 Carrot, peeled and chopped
- 1 Onion, chopped
- 1 Celery stalk, chopped
- 1 1/2 pounds Ground Beef (ground turkey or pork would also work well)
- 1/4 cup Tomato Paste
- 2 cups Crushed San Marzano Tomatoes
- Parmesan Cheese, grated
- 1/4 cup Fresh Basil, chopped



Instructions:

1. Preheat oven to 204 degrees.
2. Drizzle the spaghetti squash halves with 2 tablespoons of olive oil, salt and pepper. Turn the squash halves over onto a baking sheet and bake for about 45 minutes to an hour. Once cooked, flip over and use a fork to grate across the squash. Set aside.
3. In a large pot, add 2 tablespoons of olive oil, garlic, carrot, onion and celery on medium heat. Cook until onions are soft and translucent.
4. In a skillet, brown the ground beef for about 10 minutes. Drain the fat and add to the pot.
5. After stirring the beef into the cooking vegetables, add the tomato paste. Cook for about 3 minutes.
6. Add the tomatoes and bring the mixture to a boil. Once it boils, bring it down to low. Cook uncovered for about 20 minutes.
7. Pour the Bolognese over the spaghetti squash and top with Parmesan and basil.

Recipe: Apple Crumble

Ingredients:

- 2.5 MEDIUM LENSWOOD APPLES, PEELED, CORED AND CUT INTO 2CM DICE
- 1/4 CUP CASTER SUGAR
- 1 TABLESPOONS LEMON JUICE
- 1/4 TEASPOON GROUND CINNAMON

CRUMBLE TOPPING

- 3/4 CUPS PLAIN (ALL-PURPOSE) FLOUR
- 85G CASTER (SUPERFINE) SUGAR
- 1/2 TEASPOON GROUND CINNAMON
- 1/2 CUP (90G) ROLLED OATS
- 115G UNSALTED BUTTER, MELTED



Instructions:

1. Preheat oven to 180°C (350°F). Place the apple, sugar, lemon juice and cinnamon in a large bowl and mix to combine. Transfer to a 1.5-litre-capacity ovenproof dish.
2. To make the crumble topping, place the flour, sugar, cinnamon, oats and butter in a large bowl and mix until just combined.
3. Spoon the crumble mixture over the apple and place the dish on a large baking tray. Bake for 40–45 minutes, or until the crumble is golden and the apples are soft. Serve with vanilla ice-cream. Serves 3

Recipe: Fig Tarts

Ingredients:

- 75G UNSALTED BUTTER, SOFTENED
- 85G CASTER SUGAR
- 1/2 TABLESPOON FINELY GRATED LEMON RIND
- 1/2 TABLESPOON FINELY GRATED ORANGE RIND
- 1/2 VANILLA BEAN, SPLIT AND SEEDS SCRAPED
- 2 EGGS
- 3/4 CUPS (90G) ALMOND MEAL
- 1/4 CUP PLAIN FLOUR, SIFTED
- 1/4 TEASPOON BAKING POWDER, SIFTED
- 1/2 CUP (40G) FLAKED ALMONDS
- 4 SMITH GULLY FIGS, QUARTERED
- 1/4 CUP HONEY



Instructions:

1. Preheat oven to 160°C. Lightly grease muffin tins. Place the butter, sugar, lemon and orange rind and vanilla seeds in the bowl of an electric mixer and beat for 6–8 minutes, or until light and fluffy.
2. Add the eggs, one at a time, beating well after each addition. Add the almond meal, flour and baking powder and mix to combine. Fold in the flaked almonds. Spoon into the tart tins and spread until smooth.
3. Place the figs into the almond filling, pressing down slightly. Place the tart tin on a baking tray and cook for 45 minutes, or until golden. Remove from the oven and, while still hot, brush with the honey.

Vanilla Pear Muffins

Ingredients:

- 1 cup whole wheat flour
- 1/2 cup all-purpose flour 3/4 cup white sugar
- 1 1/2 teaspoons baking powder
- 1/2 teaspoon salt
- 1/2 cup low-fat vanilla yogurt
- 1/2 cup canola oil
- 1 egg
- 2 teaspoons vanilla extract
- 1 ripe pear - peeled, cored, and diced



Instructions

:

1. Preheat oven to 230 degrees C. Grease or line 12 muffin cups with paper liners.
2. Whisk whole wheat flour, all-purpose flour, sugar, baking powder, and salt together in a bowl. Whisk yogurt, oil, egg, and vanilla extract together in a separate bowl until smooth. Stir yogurt mixture into flour mixture until batter is just mixed; fold in pear and pecans.
3. Spoon batter into the prepared muffin cups.
4. Place muffin tin in the preheated oven; reduce heat to (175 degrees C). Bake until tops of muffins are browned and a toothpick inserted in the middle comes out clean, 20 to 25 minutes.
5. Cool in the tin for 5 minutes before transferring to a wire rack to cool completely.



#SAProduceMarket

Weighting: Practical 40% & Folio 60%

Aim: To understand and apply knowledge of seasonality, local produce and technology to promote sustainable food production.

Task: In pairs using the produce from the allocated grower, plan and create one seasonal dish which highlights one or more seasonal ingredients by that grower. Using your food photography skills, present and photograph your dish to be shared on our SA Produce Market Instagram which will highlight a range of growers and their produce featured at the market.

Task	Due Date
Recipe, time plan and food order due	Week 5
Practical	Week 8
Photography upload	Week 8
Taste analysis/ reflection due	Week 8



<i>Design and Technologies</i>	<i>Digital Technologies</i>
<p>Knowledge and understanding</p> <p>Investigate and make judgments on the ethical and sustainable production and marketing of food and fibre</p> <p>Investigate and make judgments on how the principles of food safety, preservation, preparation, presentation and sensory perceptions influence the creation of food solutions for healthy eating</p>	
<p>Processes and production skills</p> <p>Evaluate design ideas, processes and solutions against comprehensive criteria for success recognising the need for sustainability</p>	<p>Processes and production skills</p> <p>Design the user experience of a digital system by evaluating alternative designs against criteria including functionality, accessibility, usability, and aesthetics</p>

Recipe selection:

- Must use one or more ingredients from Ceravolo orchard currently in season.
- Recipe must serve two people (enough to feed both members of the group)
- Recipe must be visually appealing to be uploaded to Instagram

Food photography: consider the following;

- Aesthetics
- Colours
- Textures
- Angles
- Serving dishes
- Garnishes
- Lighting
- Placement
- Themes

Practical assessment

Assessment- suitability to the criteria (seasonal, grown by Ceravolo, serves two and visually appealing)

Skills- you will demonstrate hygiene, portion control, use of technology, safe management practices and time management

Time restrictions- you will have 100 minutes (one double lesson) to cook, clean and present/photograph

Food analysis/reflection: 250 words

Description of your dish and reasoning

Evaluation of practical (time, processes, end product)

Suggestions for improvement

Food Miles Info Sheet

What are food miles?

How can you tell where your food has come from?

How can you reduce your food miles?

"
"
"
"
"

Why does some of our food come from overseas?

What are environmental impacts on the from food miles?

Other information...

Calculating your food miles...

You are to list all the items in your lunch box. You need to find out where these items are from. If it is from Australia, you need to find where in Australia. You will need to google maps that location to here and this will tell you an estimate of how far the item has travelled to get to here...

	Food Item	Location	Distance Travelled
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10			
Total food miles			

What is the total distance your food travelled?

.....

What is the shortest distance of one of your food items have travelled?

.....

What is the farthest distance one of your food items have travelled?

.....

ASSESSMENT RUBRIC

<i>Criteria</i>	<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>	<i>E</i>
<i>Generate- Organisation and quality of folio</i>	High quality product Detailed and sophisticated folio Logical and organised sequence	Quality product Detailed folio Mostly logical and organised sequence	Completed product adequate folio partially disorganised sequence	Partially completed product Some development of folio Disorganised sequence	Not attempted
<i>Investigate- Suitability of recipe</i>	Chosen recipe shows extensive understanding of criteria	Chosen recipe shows in depth understanding of criteria	Chosen recipe shows basic understanding of criteria	Chosen recipe shows little understanding of criteria	Not attempted
<i>Produce- Food photography</i>	Students display a vast range of photography skills and understanding	Students display strong photography skills and understanding	Students display sound photography skills and understanding	Students display basic photography skills and understanding	Not attempted
<i>Evaluate- Evaluation</i>	Students critically analyse their product and performance, reflecting the assessment criteria	Student effectively analyse their product and performance, with mention of the assessment criteria	Students analyse their product and performance with little mention of the assessment criteria	Students attempted to analyse their product and performance, not reflecting the assessment criteria	Not attempted.
<i>Collaborate</i>	Students display extensive collaboration skills	Students display strong collaboration skills	Students display some collaboration skills	Students display limited collaboration skills	Not attempted.

RESOURCES

4

IN THIS SECTION:

- Lesson Plans
- Teaching Resources
(PowerPoints)

4 Ways Fresh Produce

Week One

Lesson Plans

1. 2 & 3

Subject: Food Technology	Context: STEM (Science, Technology, Engineering, Mathematics)	Yr Level: 10
Lesson Number: 1	Lesson Topic: Introduction	Duration: 50 Minutes
Unit Aim or Outcome:		
To understand and apply knowledge of seasonality, local produce, and technology to promote sustainable food production.		
Content Descriptions:		
<p>Critically analyse factors, including social, ethical and sustainability considerations, that impact on designed solutions for global preferred futures and the complex design and production processes involved (ACTDEK040)</p> <p>Explain how products, services and environments evolve with consideration of preferred futures and the impact of emerging technologies on design decisions (ACTDEK041)</p> <p>Investigate and make judgments on the ethical and sustainable production and marketing of food and fibre (ACTDEK044)</p>		
Lesson Outcome:		
<p>Understanding the unit as a whole and provide an overview understanding of South Australian Produce Markets (SA Produce Markets)</p> <ul style="list-style-type: none"> - Who, What and Where (SA Produce Markets) - What is a fresh produce wholesaler? - Wholesalers (Weekly) 		
Resources:		
<ul style="list-style-type: none"> - Access to computers or laptops – one per students - Printouts/online availability to the task outline - PowerPoint (develop students understanding) 		
Lesson Outline:		
<ul style="list-style-type: none"> - Stem Overview - SA Produce Markets (Who, What, Where) - What is a fresh produce wholesaler? - Wholesalers - Tasks 		

Explore the wholesalers the class will be focusing on over the course of the unit. Explain as a teacher the class will need to find 3 points:

- Produce that they sell
- Location
- One interesting fact

Teaching strategy/Learning Activity:

Students will

Ask questions
Create discussion
Research Wholesalers
Knowledge and understanding of STEM
Use a range of technology for research

Teacher will...

Explore the ideas on each slide, facilitating discussion and prompt questioning

Provide knowledge and understanding of the STEM unit

Concluding strategy:

Conclude the lesson with an overview summary of what is expected of the unit and discuss the 5 weekly wholesalers and the focus the unit will have on them.

Assessment:

This lesson involved a formative assessment task where students are required to produce an informative A4 poster to familiarize themselves with SA produce markets. This formative assessment will be added to the students subject folder.

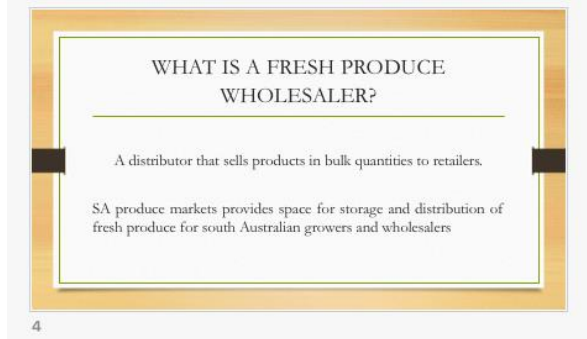
Teaching Resource (Lesson One)



1



2



4



5



3



6

Subject: Food Technology	Context: private school, 20 students (12 girls and 8 boys). Two years of food technology experience	Yr Level: 10
Lesson Number: 2 (Double)	Lesson Topic: Mini Research Lesson	Duration: 100 minutes
Unit Aim or Outcome:		
To understand and apply knowledge of seasonality, local produce, and technology to promote sustainable food production.		
Content Descriptions		
<p>Critically analyse factors, including social, ethical and sustainability considerations, that impact on designed solutions for global preferred futures and the complex design and production processes involved (ACTDEK040)</p> <p>Explain how products, services and environments evolve with consideration of preferred futures and the impact of emerging technologies on design decisions (ACTDEK041)</p> <p>Investigate and make judgments on the ethical and sustainable production and marketing of food and fibre (ACTDEK044)</p>		
Lesson Outcome:		
<p>Students will construct an A4 poster and investigate one specific wholesaler in which will be presented to the class in coming lessons.</p> <p>The class will explore one of 5 wholesalers:</p> <ul style="list-style-type: none"> - Country Crisp Fresh Produce, Lenswood Produce Company, Smith Gully Foods, Ceravolo Orchard Pty Ltd, 4 Ways Fresh Produce. 		
Resources:		
<ul style="list-style-type: none"> • Access to coloured paper, construction paper. • Access to computers or laptops – one per students • Printouts/online availability to the task outline • Access to a smartboard (powerpoint) 		

Lesson Outline:

- Introduce the assessment task to the class, what is expected and the achievement standards. Explain the presentation and 3 points of information needed for the A4 poster. Three points include: products they sell, location, one interesting fact about the wholesaler.
- Students proceed to laptops, or desktops, and begin the research side for the assessment task. Students will utilise technology or A4 coloured paper to construct a poster for presentation.

Teaching strategy/Learning Activity:

Students will	Teacher will...
<ul style="list-style-type: none">• Follow the assessment task sheet• Research one of the 5 wholesalers• Work collaboratively to produce a final outcome.	<ul style="list-style-type: none">• Explore the ideas, facilitating discussion and prompt questioning for A4 Poster.• Provide support and assist with research if students need help.

Subject: Food Technology	Context: STEM	Yr Level: 10
Lesson Number: 3	Lesson Topic: Practical (4 Ways Fresh Produce)	Duration: 100 minutes
Unit Aim or Outcome:		
To understand and apply knowledge of seasonality, local produce, and technology to promote sustainable food production.		
Content Descriptions:		
Critically analyse factors, including social, ethical and sustainability considerations, that impact on designed solutions for global preferred futures and the complex design and production processes involved (ACTDEK040)		
Explain how products, services and environments evolve with consideration of preferred futures and the impact of emerging technologies on design decisions (ACTDEK041)		
Investigate and make judgments on the ethical and sustainable production and marketing of food and fibre (ACTDEK044)		
Work flexibly to effectively and safely test, select, justify and use appropriate technologies and processes to make designed solutions (ACTDEP050)		
Lesson Outcome:		
Students are familiar with 4 ways fresh produce the wholesaler focus, the products they distribute and create a design plan sketch for their practical. Follow processes and techniques for the cooking practical.		
Resources:		
<ul style="list-style-type: none"> • Ingredients for students to practice food photography with • Table space • Presentation plates • Access to projector/smartboard for presentation 		
Lesson Outline:		
<ul style="list-style-type: none"> • Introduce the wholesaler for the week(4 ways fresh produce) what they do, their products and their relation to the weekly focuses. Introducing the produce that we will be using in class for food photography and in the practical. Showing students, the relevance of the lesson and how it links to the weekly practical. • Students proceed to participate in discussions during the presentation that is facilitated by the teacher. Students then utilise technology to research food photography strategies through social media and search engines. • Individually, students bring the relevancy to the unit by practicing creating a design sketch for their upcoming practical. • Students conclude the lesson doing a presentation the final outcome for serving and to be graded. 		

Teaching strategy/Learning Activity:	
Students will	Teacher will...
<ul style="list-style-type: none"> Follow the information on each slide Work collaboratively to in the kitchen environment to follow processes and techniques. 	<ul style="list-style-type: none"> Explore the ideas on each slide, facilitating discussion and prompt questioning Provide suggestions and encouragement for students during the practical Take photos for evidence.
Concluding strategy:	
<p>Conclude the lesson with a summary of the topics discussed today and highlight relevance in relation to utilising the knowledge learnt in the lesson and applying it throughout the next practical lesson in a weeks time.</p>	
Assessment:	
<p>This lesson will involve a formative assessment task that is to be placed in the student' s folder that will contain every activity and assessment for the unit plan. Student' s planning sheets will be placed in this folder, in order to demonstrate planning and understanding. Photos for an evidence sheet will be conducted for folders.</p>	

Country Fresh Crisp

Week Two

Lesson Plans

4, 5 & 6

Subject: Food Technology	Context: private school, 20 students (12 girls and 8 boys). Two years of food technology experience	Yr Level: 10
Lesson Number: 4	Lesson Topic: Continuation of poster development	Duration: 50 Minutes
Unit Aim or Outcome:		
To understand and apply knowledge of seasonality, local produce, and technology to promote sustainable food production.		
Content Descriptions:		
Critically analyse factors, including social, ethical and sustainability considerations, that impact on designed solutions for global preferred futures and the complex design and production processes involved (ACTDEK040) Explain how products, services and environments evolve with consideration of preferred futures and the impact of emerging technologies on design decisions (ACTDEK041) Investigate and make judgments on the ethical and sustainable production and marketing of food and fibre (ACTDEK044)		
Lesson Outcome:		
Students will gain a better understanding of SA produce markets, the focus wholesalers and demonstrate this knowledge on an informative poster.		
Resources:		
<ul style="list-style-type: none">- Access to computers or laptops – one per students- Printouts/online availability to the task outline- Sufficient classroom space for presentation of posters		
Lesson Outline:		
students will use the first half of the lesson to continue to work on their SA produce market poster <ul style="list-style-type: none">- Familiarise themselves with SA produce markets- The lesson will conclude with students presenting their poster to the class		
Teaching strategy/Learning Activity:		
Students will	Teacher will...	
Ask questions Create discussion Create an appealing poster Knowledge and understanding of STEM Use a range of technology for research and poster production	Assist students throughout the production of their posters when questions arise Facilitate discussion Provide encouragement and constructive feedback	
Concluding strategy:		
Conclude the lesson with a summary of the lesson and congratulate students on their efforts. Ensure students place their posters within their folders for formative assessment.		
Assessment:		
This lesson involved a formative assessment task where students are required to produce an informative A4 poster to familiarize themselves with SA produce markets. This formative assessment will be added to the student’ s subject folder.		

Subject: Food Technology	Context: private school, 20 students (12 girls and 8 boys). Two years of food technology experience	Yr Level: 10
Lesson Number: 5	Lesson Topic: Fresh Produce and Food Photography	Duration: 100 minutes
Unit Aim or Outcome:		
To understand and apply knowledge of seasonality, local produce, and technology to promote sustainable food production.		
Content Descriptions:		
Critically analyse factors, including social, ethical and sustainability considerations, that impact on designed solutions for global preferred futures and the complex design and production processes involved (ACTDEK040)		
Explain how products, services and environments evolve with consideration of preferred futures and the impact of emerging technologies on design decisions (ACTDEK041)		
Investigate and make judgments on the ethical and sustainable production and marketing of food and fibre (ACTDEK044)		
Work flexibly to effectively and safely test, select, justify and use appropriate technologies and processes to make designed solutions (ACTDEP050)		
Lesson Outcome:		
Students should be able to understand the basic concepts and processes involved in food photography, creating a foundation of knowledge for further exploration throughout the unit. Students are familiar with Country Crisp Produce, the wholesaler focus, the products they distribute and create a design plan sketch for their practical.		
Resources:		
<ul style="list-style-type: none"> • Ingredients for students to practice food photography with • Access to internet • Cameras or smartphones • Table space • Plates and other features for photography • Access to projector/smartboard for presentation 		
Lesson Outline		
<ul style="list-style-type: none"> • Introduce the wholesaler for the week, what they do, their products and their relation to the weekly focuses. Introducing the produce that we will be using in class for food photography and in the practical. Showing students, the relevance of the lesson and how it links to the weekly practical. • Students proceed to participate in discussions during the presentation that is facilitated by the teacher. Students then utilise technology to research food photography strategies through social media and search engines. 		

- Individually, students bring the relevancy to the unit by practicing creating a design sketch for their upcoming practical.
- Students conclude the lesson by practicing food photography with the ingredients for the weekly practical, focusing on fresh Country Crisp Produce

Teaching strategy/Learning Activity:

Students will

- Follow the information on each slide
- Work collaboratively to experiment with food photography techniques

Teacher will...

- Explore the ideas on each slide, facilitating discussion and prompt questioning
- Provide suggestions and encouragement for students during photography exploration

Concluding strategy

Conclude the lesson with a summary of the topics discussed today and highlight relevance in relation to utilising the knowledge learnt in the lesson and applying it throughout the next practical lesson.

Assessment:

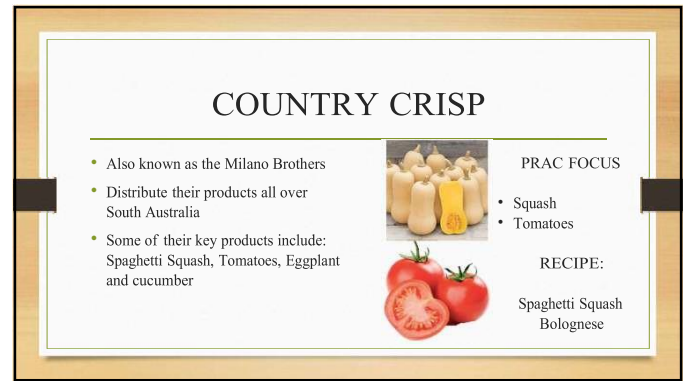
This lesson will involve a formative assessment task that is to be placed in the student' s folder that will contain every activity and assessment for the unit plan. Student' s planning sheets will be placed in this folder, in order to demonstrate planning and understanding.

Subject: Food Technology	Context: private school, 20 students (12 girls and 8 boys). Two years of food technology experience	Yr Level: 10
Lesson Number: 6	Lesson Topic: Fresh Produce and Food Photography	Duration: 100 minutes
Unit Aim or Outcome:		
To understand and apply knowledge of seasonality, local produce, and technology to promote sustainable food production.		
Content Descriptions:		
Investigate and make judgments on the ethical and sustainable production and marketing of food and fibre (ACTDEK044)		
Work flexibly to effectively and safely test, select, justify and use appropriate technologies and processes to make designed solutions (ACTDEP050)		
Investigate and make judgments on how the principles of food safety, preservation, preparation, presentation and sensory perceptions influence the creation of food solutions for healthy eating (ACTDEK045)		
Lesson Outcome:		
The purpose of this lesson is for students to be able to utilise fresh produce from the focus wholesaler (Country Crisp) and produce a final product successfully, safely and sustainably. Students work collaboratively to create Spaghetti Squash Bolognese. Once completed, students get the opportunity to apply their previously learnt knowledge of food photography and photograph their final product using fresh country crisp produce.		
Resources:		
<ul style="list-style-type: none"> • Ingredients from Country Crisp • Access to utensils and equipment • Aprons • Recipes • Clock for time management 		
Lesson Outline:		
<ul style="list-style-type: none"> • Students are given a brief explanation of the recipe and a demonstration of certain cooking techniques if required. The purpose of the practical will be overviewed through a discussion of utilising Country Crisp' s fresh produce and sustainability. • Students then complete hygiene routines and processes before collecting their ingredients • During the practical students work collaboratively to create a Spaghetti Squash Bolognese • Students then present their dish and photograph their use of Country Crisp produce, utilising their previously learnt food photography knowledge. • Students clean and tidy their kitchens before concluding the lesson. 		

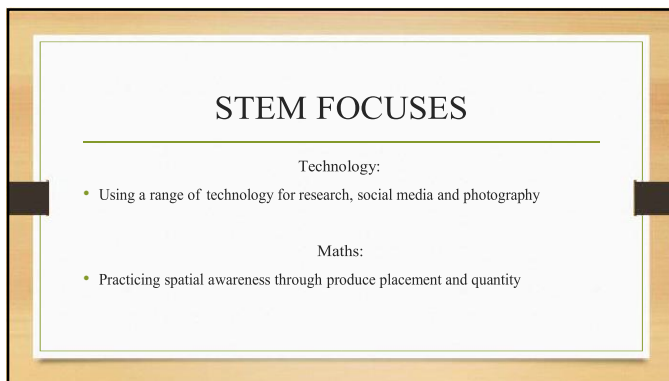
Teaching strategy/Learning Activity:	
Students will	Teacher will...
<ul style="list-style-type: none"> • Listen carefully to instructions and overview of the lesson • Work in pairs or groups of three to safely and sustainably make a final food product • Utilise previous knowledge to photograph final product. • Clean and tidy work spaces 	<ul style="list-style-type: none"> • Provide concise and clear instructions and overview of the lesson, checking for student understanding • Encourage and assist students when needed throughout the practical • Provide feedback on final product.
Concluding strategy:	
Conclude the lesson with overall feedback on how the groups worked collaboratively and ask students how they thought the practical went. Conclude with debrief on the technology, math and science used throughout the lesson, to highlight STEM.	
Assessment:	
This lesson will involve a formative assessment task that includes the food photography image of student' final product. A short individual reflection on students' efforts, outcomes and improvements will be completed and added to the unit folder, along with the image.	



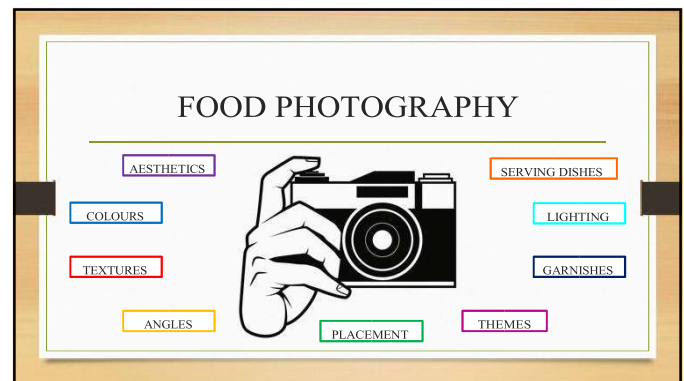
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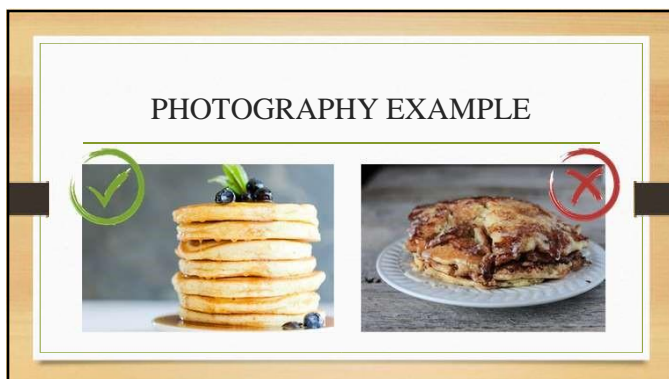
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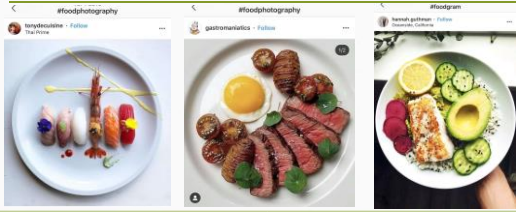


5



6

EXAMPLES



7

PLANNING

Planning food presentation is essential for food photography.

- Sketching informs ideas and ingredient use
- Quality presentation promotes ingredients and produce to a high standard



8

PLANNING PRACTICE

Country Crisp

PRACTICAL: Spaghetti Squash Bolognese

Components:

- Bolognese Sauce
- Spaghetti Squash
- Bowls or plates
- Garnishes



Create a sketch to show your presentation plans for the practical

9

PHOTOGRAPHY PRACTICE

Using your mobile phones, practice taking images of food using the ingredients for the practical tomorrow.



10

Lenswood

Week Three

Lesson Plans

7, 8 & 9

Subject: STEM – Food Technology	Context: private school, 20 students (12 girls and 8 boys). Two years of food technology experience	Yr Level: 10
Lesson Number: 7	Lesson Topic: Food Miles	Duration: 50 Minutes
Unit Aim or Outcome: Content Description (For this lesson)		
<p>Aim: To understand and apply knowledge of seasonality, local produce and technology to promote sustainable food production.</p> <p><i>Knowledge and understanding:</i></p> <p>-Critically analyse factors, including social, ethical and sustainability considerations, that impact on designed solutions for global preferred futures and the complex design and production processes involved.</p> <p><i>Process and production:</i></p> <p>-Evaluate design ideas, processes and solutions against comprehensive criteria for success recognising the need for sustainability.</p>		
Lesson Outcome:		
Students gain an understanding of what food miles is, understand where our food comes from to get to us and to know how to find out where the food they are eating has come from. Gain an understanding of how far some our food travels.		
Resources:		
<ul style="list-style-type: none"> -Prepared power point. -Printed handout sheets for the continued task. One per students -Large A3 paper for the group timeline. One per group. -Food packages. Many! -A4 maps of the world, one for each student. -Video link – projector. 		
Lesson Outline		
<p>Start the lesson with getting the students to do a think, pair and share of ‘what is food miles?’</p> <ul style="list-style-type: none"> -1 minute to think. -2 minutes to share. -5 minutes for class discussion. 		

Teaching strategy/Learning Activity:	
Students will ...	Teacher will...
<p>What is food miles?</p> <ul style="list-style-type: none"> -thinking -discussing -sharing <p>Journey:</p> <ul style="list-style-type: none"> -Group collaboration. -Looking at the photo, thinking and writing ideas. -Adding what the teacher had discussed. <p>Globalisation:</p> <ul style="list-style-type: none"> -Class discussion. -listening to information; writing notes. <p>Labels:</p> <ul style="list-style-type: none"> -Looking at the labels in the packages. -Taking notes of what they have found. -Finding the country of origin on each package and placing it on the map. -Answering class discussion questions about globalization and food miles. <p>Ending:</p> <ul style="list-style-type: none"> -Watch video. -begin writing answers on their task sheet. 	<p>What is food miles?</p> <ul style="list-style-type: none"> -Discuss the students' responses to what is food miles. -Tell students what food miles is. <p>Journey:</p> <ul style="list-style-type: none"> -Get students in groups of three. They are to create a journey of where they think the food in the photo begins until it gets to the plate. Using large A3 paper. (10 minutes). -Go through the journey of the different foods on that plate. <p>Globalisation:</p> <ul style="list-style-type: none"> - Ask students the questions have class discussion. <p>Labels:</p> <ul style="list-style-type: none"> -Labelling – ask students what they have seen on labels. <p>Hand out packages. Allow students to look at them take 5 minutes to look and notice the different labels. Ask leading questions; what do you notice about where it is from?</p> <ul style="list-style-type: none"> -Get students to write the different origins of where the food packages have come from. <p>Ending:</p> <ul style="list-style-type: none"> -Show video on Adelaide's local produce. -Begin questions on their sheet.
Concluding strategy:	
Go through some key questions (areas we focused on today) on the task sheet with the students.	
Assessment:	
<ul style="list-style-type: none"> - Collect students timeline. -Collect their task sheet with their answers so far 	

Teaching Resource (Lesson 7)

An introduction to food miles.



1

Lesson Overview:

- 50 Minutes - Single:
- Introduce task for the next two lessons.
- What is food miles?
- Where does our food come from? Timeline
- Labels - How far has our food travelled activity.

2

'A typical Melbourne shopping basket has travelled a staggering 70000 kilometres which is almost two trips around the world'

5

Where does our food come from?

In groups of three create a journey of all the possible places this meal had to visit before it reached the plate.



6

Labelling



9

Packages



10

What is food miles?

- Think
- Pair
- Share

The distance food travels from where it is grown to where it is ultimately purchased or consumed by the end user. The more miles the more greenhouse gasses.

3

★

Task: due during the prac lesson...

- Over the next two lessons you will explore the term food miles.
- You are to answer the questions thoroughly on the sheet using the information provided throughout the next two lessons.
- This is due during our practical lesson at the end of the week!
- Collect a sheet...

4

Add to your journey...

Chicken Sequence:

- Hatchery.
- Farm.
- Processors.
- Storage.
- Markets.
- Supermarkets.
- Plate

Fresh fruit and veg:

- Farm.
- Sorting shed.
- Cleaning shed.
- Packaging shed.
- Storage.
- Markets.
- Supermarkets/ restaurants.
- Plate

Dairy:

- On the paddock
- Harvesting.
- Storing.
- Lab testing.
- Processing.
- Packaging.
- Markets.
- Supermarkets.
- Plate

7

Globalisation

What is globalisation?

Why would some of our food come from overseas?

How does it get here?

What are some impacts from transporting from overseas?



8



11

Local Produce

- <https://www.youtube.com/watch?v=M1r7ZVPrs8&feature=youtu.be>

12

Subject: STEM – Food Technology	Context: private school, 20 students (12 girls and 8 boys). Two years of food technology experience	Yr Level: 10
Lesson Number: 8	Lesson Topic: Food Miles	Duration: 100 Minutes
Unit Aim or Outcome: Content Description (of this lesson)		
<p>Aim: To understand and apply knowledge of seasonality, local produce and technology to promote sustainable food production.</p> <p><i>Knowledge and understanding:</i></p> <p>-Critically analyse factors, including social, ethical and sustainability considerations, that impact on designed solutions for global preferred futures and the complex design and production processes involved.</p> <p><i>Process and production:</i></p> <p>-Evaluate design ideas, processes and solutions against comprehensive criteria for success recognising the need for sustainability.</p>		
Lesson Outcome:		
Students to gain an understanding of the impact’ s food miles can have. How food miles can be reduced and what they can do to help these impacts. Gain an understanding of how far their food has travelled.		
Resources:		
<p>-Prepared power point.</p> <p>-Whiteboard markers.</p> <p>-Butchers paper for brainstorm.</p> <p>-Projector; video.</p> <p>-Handouts of calculating activity.</p> <p>-Students task sheets from last lesson.</p>		
Lesson Outline		
<p><u>Introduction:</u></p> <p>_As a recap from last lesson...</p> <p>-Ask the whole class ‘what is food miles?’ write students answers on the board.</p> <p>-Hand out student’ s task sheets they began last lesson because they will need to work on it during the lesson. Remind them that it is due at the beginning of next lesson.</p>		
Teaching strategy/Learning Activity:		
Students will	Teacher will...	
<p>Recap:</p> <p>Thinking about what they learnt last lesson, looking through their notes.</p> <p>Brainstorm impacts:</p>	<p>Recap:</p> <p>Writing on the board students answers this will help all students remember and help them throughout the lesson.</p> <p>Brainstorm impacts:</p>	

<p>In pairs thinking of possible impacts from food miles. Creating them brainstorm in their book.</p> <p>Video: Taking notes during the video. Add to their brainstorm.</p> <p>Info on impacts: Taking notes, asking questions.</p> <p>How to reduce food miles? Thinking collaboratively of ways to reduce your food miles.</p> <p>Calculate food miles: Calculating the food miles in their own lunch box. Answering the questions.</p>	<p>Asking prompting questions to get students thinking of impacts. E.g.</p> <ul style="list-style-type: none"> -how does the food get to the shop? -How is the food stored? -what does transportation do to the environment? <p>Video: Get students to take notes on the impacts from food miles and add them to their brainstorm.</p> <p>Info on impacts: Provide students with info on the different impacts coming from food miles.</p> <p>How to reduce food miles?</p> <ul style="list-style-type: none"> -Facilitate the game. -Get students in groups of three. -one A4 piece of paper. -Five minutes to come up with as many ways. -once time is up, go around to each group and say one, whoever lasts the longest wins. <p>Calculate food miles: Explain the hand out. Go through an example with the students. Let them complete it for the rest of the lesson. Helping students.</p>
<p>Concluding strategy:</p>	
<ul style="list-style-type: none"> -Tell students the importance of reducing their food miles because the impacts it has on the environment and to them. -Go through the answers on the students calculating sheet. 	
<p>Assessment:</p>	
<ul style="list-style-type: none"> -Get students to fill in their task sheet. Take it home with them and have it completed by the next lesson. -Collect students calculation activity. 	

Teaching Resource (Lesson 8)



Food Miles Impacts

Lesson Overview:

- 100 minutes - Double:
- Food Mile impacts brainstorm.
- Food Mile impacts - video.
- Information on environmental impacts.
- Quick break activity...
- How do we reduce our food miles?
- Calculate your food miles.

Food Mile Impacts:

• <http://education.abc.net.au/home#!/media/488574/>

Green House Gas Emissions

- What are green house gases?
- What human activities increase green house gases?
- How does this relate to food miles?
- How is our food transported?
- What do our transportation burn?
- How can this affect us?

How do we reduce our food miles?

Game:

-In groups of three you have 5 minutes to come up with as many possible ways you think you can reduce your food miles.

- Buy local foods.
- Most foods in the supermarkets have a label stating where they are from.
- Buy from local markets.
- Buy in season produce.
- Grow your own...

Calculate your food miles...

- Looking at your lunch box you are going to calculate your food miles from it.



Brainstorm

Impacts



Subject: STEM – Food Technology	Context: private school, 20 students (12 girls and 8 boys). Two years of food technology experience	Yr Level: 10
Lesson Number: 9	Lesson Topic: Lenswood Apples – Seasonal Produce / food miles.	Duration: 100 Minutes
Unit Aim or Outcome: Content Description (for this lesson)		
<p>Uni Aim: To understand and apply knowledge of seasonality, local produce and technology to promote sustainable food production.</p> <p><i>Knowledge and understanding:</i></p> <p>-Investigate and make judgments on how the principles of food safety, preservation, preparation, presentation and sensory perceptions influence the creation of food solutions for healthy eating.</p> <p><i>Process and production:</i></p> <p>-Evaluate design ideas, processes and solutions against comprehensive criteria for success recognising the need for sustainability.</p>		
Lesson Outcome:		
<p>Students to understand the use of seasonal produce by using locally grown apples from ‘Lenswood’ .</p> <p>Students will gain skills in the processes and production area by preparing and presenting an apple crumble dish. They will practice their evaluation skills relating to their preparation and presentation.</p>		
Resources:		
<p>-Printed out recipes for each student.</p> <p>-Ensure all equipment needed is in the kitchens.</p> <p>-Ingredients for recipe and enough to be completed in pairs.</p> <p>-Questions prepared to ask students when evaluating their practical.</p>		
Lesson Outline		
<p><u>Introduction:</u></p> <p>After students have entered the room, they will complete their hygiene routine (put hair up, wash hands and apron on). Students will collect a recipe and gather round the demonstration bench.</p> <p>Teacher will discuss with students about local seasonal foods. Students will gain an understanding on why they are cooking with apples today and where they came from. Talk about ‘Lenswood’ .</p> <p>Food Miles: how far have these apples travelled?</p>		
Teaching strategy/Learning Activity:		
Students will	Teacher will...	
<p>-Be in pairs.</p> <p>-Hygiene routine.</p> <p>-Collect recipe.</p>	<p>-With the students read through the recipe, getting students to read out steps and analyzing what they have to do exactly in that step. (No demonstration needed for this recipe just talk</p>	

<ul style="list-style-type: none"> -Listen to teachers' instructions. (Reading through and discussing the recipe.) -Collect ingredients. -Cook. -Clean -Present. -Follow the clean up roster. -Answer evaluation questions in their book. 	<ul style="list-style-type: none"> about what they have to do). Showing what equipment will be needed and how to use it. -Observe students skills; take notes. -Ensure students know what they on, on the clean up roster. -Orally evaluate with each pair when they present. -Read through evaluation questions and provide examples for students.
<p>Students will answer a few concluding questions based on the practical, these questions will assist students in their understanding of the topic seasonality and processes and production skills.</p> <p>Questions:</p> <ol style="list-style-type: none"> 1. Why did you prepare and present apple crumble? 2. What processes did you use today? Methods, equipment, techniques... 3. What was the outcome? Taste, texture and quality. 4. Performance...Time management, mistakes and strengths. 5. What would you do differently next time? 	
Assessment:	
Observations: skills in preparation and production processes. An understanding of seasonality.	

Ceravolo

Week Four

Lesson Plans

10, 11 & 12

Subject: STEM – Food Technology	Context: private school, 20 students (12 girls and 8 boys). Two years of food technology experience	Yr Level: 10
Lesson Number: 10	Lesson Topic: Assessment Introduction – SA Produce Market	Duration: 50 Minutes
Unit Aim or Outcome: Content Description (For this lesson)		
<p>Aim: To understand and apply knowledge of seasonality, local produce and technology to promote sustainable food production.</p> <p><i>Knowledge and understanding:</i></p> <ul style="list-style-type: none"> - Investigate and make judgments on how the principles of food safety, preservation, preparation, presentation and sensory perceptions influence the creation of food solutions for healthy eating. -Critically analyse factors, including social, ethical and sustainability considerations, that impact on designed solutions for global preferred futures and the complex design and production processes involved <p><i>Process and production:</i></p> <ul style="list-style-type: none"> -Develop project plans using digital technologies to plan and manage projects individually and collaboratively taking into consideration time, cost, risk and production processes. 		
Lesson Outcome:		
For students to thoroughly understand the assessment task.		
Resources:		
<ul style="list-style-type: none"> -Prepared PowerPoint. -Hand out assessment sheets. One per student. -Computers / laptops for recipe research. 		
Lesson Outline		
<p>Introduction:</p> <p>Talk about SA Produce! What is it?? Get students thinking about it again...quick discussion.</p> <p>Report back and then handout the task sheets.</p>		
Teaching strategy/Learning Activity:		
Students will	Teacher will...	
<p>Recap:</p> <p>Thinking and collaboratively discussing. Reporting back to the class.</p> <p>Looking at their Cerevalo poster.</p> <p>Assessment Sheets:</p> <p>Reading through for 2 minutes. Analysing what their task is.</p>	<p>Recap:</p> <p>Quick recap with the person next to them... ask, what is SA Produce and what do they do?</p> <p>Get students to get out their Cerevalo poster. This assessment is based on Cerevalo Orchards.</p> <p>Assessment Sheets:</p>	

<p>Due dates: Noting down due dates.</p> <p>Recipe: Taking notes. Asking questions.</p> <p>Food photography: Thinking about food photography.</p> <p>Practical: Reflection: Understanding what they need to do, what their considerations and limitations are. Asking questions.</p> <p>Find a recipe: Exploring, asking questions.</p>	<p>Hand out one per person. Get students to get a pen out to take notes during the explanation. -Give exactly 2 minutes for the students to read through the task sheet silently. Then ask a random student to explain what they think they must do. This get them reading and analysing it also allows the teacher to see if the students understand.</p> <p>Then proceed to go through the whole task in details.</p> <p>Due dates: -Get students to write these due dates in their diary' s.</p> <p>Recipe: Explain the limitations, provide examples... answer questions. Get students thinking about the type of dishes they can choose.</p> <p>Food photography: Has anyone heard of food photography? What is it? Explain what they will have to consider. '</p> <p>Practical: Go through what their considerations and limitations are for their practical completing their dish.</p> <p>Reflection: They will also need to write a reflection... they don' t need to know this part in detail yet...</p> <p>Find a recipe: Allow students for the rest of the lesson to explore and find ideas for suitable recipes.</p>
<p>Concluding strategy: Before students leave, get them to tell me an idea of what they think they will cook for their final dish. Also, double check with the students asking them what the different components of the assessment? Remember that it must relate to Cerevalo.</p>	

Teaching Resource (Lesson 10)

Assessment Introduction #SAProduceMarket

- Single lesson...
- Handout task sheet.
 - Discuss each section.
 - Begin looking for a suitable recipe idea.

1

2

Recipe

- Must use one or more ingredients from Ceravolo orchard currently in season.
- Recipe must serve two people (enough to feed both members of the group)
- Recipe must be visually appealing to be uploaded to Instagram



Ceravolo Orchards



5

6



Food Photography

- Aesthetics
- Colours
- Textures
- Angles
- Serving dishes
- Garnishes
- Lighting
- Placement
- Themes



9

10

Find a recipe...

- Begin looking for a recipe!

Task

In pairs using the produce from the allocated grower, plan and create one seasonal dish which highlights one or more seasonal ingredients by that grower. Using your food photography skills, present and photograph your dish to be shared on our SA Produce Market Instagram which will highlight a range of growers and their produce featured at the market.

Task

Due Date

Recipe, time plan and food order due

Practical

Photography upload

Taste analysis/ reflection due

3

4



7

8

Practical Assessment

- **Assessment**- suitability to the criteria (seasonal, grown by Ceravolo, serves two and visually appealing).
- **Skills**- you will demonstrate hygiene, portion control, use of technology, safe management practises and time management.
- **Time restrictions**- you will have 100 minutes (one double lesson) to cook, clean and present/photograph.

Food analysis / Reflection:

- Description of your dish and reasoning.
- Evaluation of practical (time, processes, end product).
- Suggestions for improvement.

11

12

Subject: STEM – Food Technology	Context: private school, 20 students (12 girls and 8 boys). Two years of food technology experience	Yr Level: 10
Lesson Number: 11	Lesson Topic: Seasonality	Duration: 100 Minutes
Unit Aim or Outcome: Content Description		
<p>Aim: To understand and apply knowledge of seasonality, local produce and technology to promote sustainable food production.</p> <p><i>Knowledge and understanding:</i></p> <ul style="list-style-type: none"> - Investigate and make judgments on how the principles of food safety, preservation, preparation, presentation and sensory perceptions influence the creation of food solutions for healthy eating. - Investigate and make judgments on the ethical and sustainable production and marketing of food and fibre. <p><i>Process and production:</i></p> <ul style="list-style-type: none"> -Evaluate design ideas, processes and solutions against comprehensive criteria for success recognising the need for sustainability 		
Lesson Outcome:		
Students to gain an understanding of what seasonal produce is. When the different produce is available in the different seasons and why we should consume seasonal produce.		
Resources:		
<ul style="list-style-type: none"> -Prepared PowerPoint. -Projector to show seasonal charts. -Laptops/ computers. -White board markers. -Scissors -Glue -Coloured paper. 		
Lesson Outline		
Ask; what is seasonality? Allow 5 minutes for students to think and discuss collaboratively.		
Teaching strategy/Learning Activity:		
Students will	Teacher will...	
What is seasonality? -Thinking. Collaborating. Writing down what it is.	What is seasonality? Allow 5 minutes for collaborative thinking. Class discussion.	
When are the different seasons? Thinking of prior knowledge.	When are the different seasons? Get students to see if they can tell you when the different seasons are, write this on the board.	
Why should we eat seasonal produce?		

Collaborating in groups to come up with reasons. Participate in discussion. Then adding as the teacher goes through.

Group activity;

Researching Adelaide produce. Adding on the board. Participating in class discussion.

Task;

Become creative. Designing your own chart! In pairs collaborate help each other out. Researching.

Why should we eat seasonal produce?

In their table groups get students to think of reasons why we should eat seasonal. 5 minutes write down as much as you can!

Discuss answers. Show answers on board.

Group activity;

Assign a season in groups of three. They are to research which foods are available in Adelaide within that season. They are to write these on the board in their section.

By the end there will be a whole board of foods available in the seasons.

Analyse it with the class. Ask questions; what do you notice? Are there any overlapping foods?

Take a photo.

Task;

In pairs students are to create their own seasonal chart for Adelaide. This need to be handed up completed at the practical lesson.

Explain what they need to do, their considerations and limitations.

Show examples of previous ones to help get them started.


Concluding strategy:

Explain the importance of seasonal and local produce. Get every student as they leave the class to tell you a fruit / vegetable that is in season in Adelaide at the moment or one during a different season. (This will help you understand if students grasped the concept.)

Assessment:

Reinvention of a seasonal chart.

Teaching Resource (Lesson 11)



Seasonality

Lesson Overview:

Double lesson:


- What is seasonal produce?
- When are the different seasons?
- Why should we eat seasonal foods?
- Seasonal produce in South Australia.
- Reinvent a seasonal produce charts.

Why should we eat seasonal foods?


- It has many benefits for our health. Fresh, local produce is not picked prematurely and has unbeatable freshness and nutritional value.
- It costs less.
- Less impact on the environment.
- It reduces our carbon footprint through less around-the-world transportation and storage.
- And it supports local businesses.

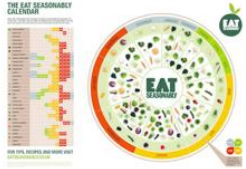
Group Activity:

1. Each group is assigned a season.
2. Look up what foods are grown in South Australia in your specific season.
3. Add it to the board for the whole class to see.



Examples:





What is seasonality?

All fruits and veggies have a particular time of year when they are at their peak. Eating according to the seasons is important for a healthy and sustainable diet.

- **Spring Produce** (September – October – November)
- **Summer Produce** (December – January – February)
- **Autumn Produce** (March – April – May)
- **Winter Produce** (June – July – August)


Resources to help:

- <https://www.adelaidefarmersmarket.com.au/food-and-produce/seasonal-produce-guide/>
- <http://seasonalfoodguide.com/australia-sa-seasonal-fresh-produce-guide-fruits-vegetables-in-season-availability-australia.html>

Task: Reinvent your own!

- Create a seasonal produce poster.
- Easy to read.
- Be creative!
- Design a chart that shows the different fruits and vegetables available in the different seasons... locally.
- Use pictures, titles and make it clear!
- If you do not finish it by the end of the lesson it needs to be handed up before you do your practical next lesson.

Create your own



Subject: STEM – Food Technology.	Context: private school, 20 students (12 girls and 8 boys). Two years of food technology experience	Yr Level: 10
Lesson Number: 12	Lesson Topic: Seasonal produce, Smith Gully figs.	Duration: 100 Minutes
Unit Aim or Outcome: Content Description (for this lesson)		
<p>Aim: To understand and apply knowledge of seasonality, local produce and technology to promote sustainable food production.</p> <p><i>Knowledge and understanding:</i></p> <p>-Investigate and make judgments on how the principles of food safety, preservation, preparation, presentation and sensory perceptions influence the creation of food solutions for healthy eating.</p> <p><i>Process and production:</i></p> <p>-Evaluate design ideas, processes and solutions against comprehensive criteria for success recognising the need for sustainability.</p>		
Lesson Outcome:		
<p>Students to understand the use of seasonal produce by using locally grown figs from ‘Smith Gully’ .</p> <p>Students will gain skills in the processes and production area by preparing and presenting an apple crumble dish. They will practice their evaluation skills relating to their preparation and presentation.</p>		
Resources:		
<p>-Printed out recipes for each student.</p> <p>-Ensure all equipment needed is in the kitchens.</p> <p>-Ingredients for recipe and enough to be completed in pairs.</p> <p>-Questions prepared to ask students when evaluating their practical.</p> <p>-Seasonality posters.</p>		
Lesson Outline		
<p>Students seasonality charts are due when they walk in...</p> <p>Seasonality: Ask students to think back to the past two lessons we just had on seasonality. Ask student if they remember when figs are in season. They can use their seasonal charts. Show students on a seasonal chart the figs.</p> <p>Explain to students about Smith Gully, what they do and how their produce is all seasonal and local.</p>		

Teaching strategy/Learning Activity:	
Students will	Teacher will...
<ul style="list-style-type: none"> -Be in pairs. -Hygiene routine. Hair up, hands washed and apron on. -Collect recipe. -Listen to teachers' instructions. (Reading through and discussing the recipe.) -Collect ingredients. -Cook. -Clean -Present. -Follow the cleanup roster. -Answer evaluation questions in their book. 	<ul style="list-style-type: none"> -Observe students... take notes. -Read through the recipe with the students being active participants... students reading through and interpreting the instructions. This way will allow students to go back to their kitchen and complete the recipe without too many questions. -Talking through the different sections of the recipe. -Emphasizing the correct measurements showing examples. -Ensure students have their ovens on. -Reminders... cleaning roster. -Orally evaluate the dish with each pair... asking leading questions. -Go through evaluation questions with students and examples. -Check kitchen bays before students leave.
Concluding strategy:	
<p>Students will answer a few concluding questions based on the practical, these questions will assist students in their understanding of the topic seasonality and processes and production skills.</p> <p>Questions:</p> <ol style="list-style-type: none"> 1. Why did you prepare and present a fig dish? 2. What processes did you use today? Methods, equipment, techniques... 3. What was the outcome? Taste, texture and quality. 4. Performance...Time management, mistakes and strengths. <p>What would you do differently next time?</p>	
Assessment:	
Observations: skills in preparation and production processes. An understanding of seasonality.	

Ceravolo

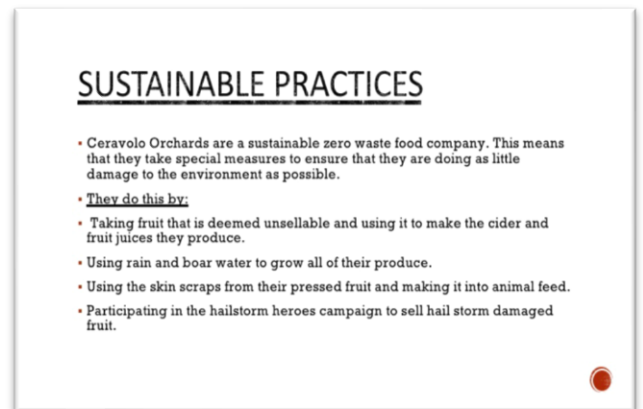
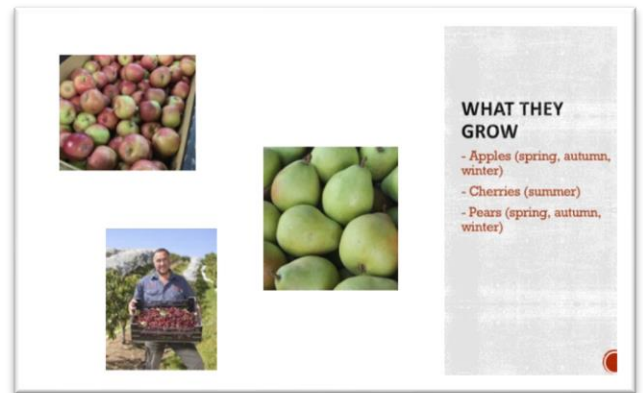
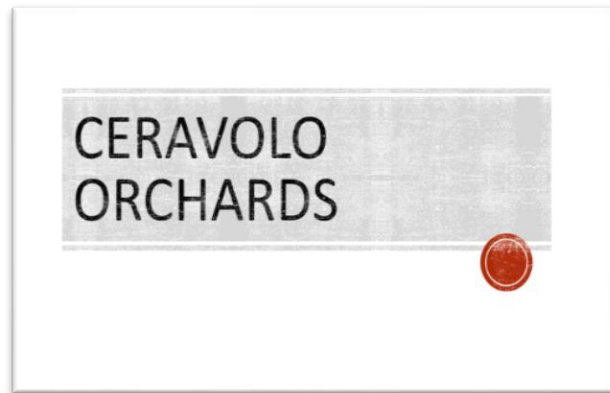
Week Five

Lesson Plans

10, 11 & 12

Subject: Food Technology	Context: Private school, 20 students(12 girls and 8 boys). Two years of Food Technology experience	Yr Level: 10
Lesson Number: 13	Lesson Topic: Ceravolo Orchards recipe	Duration: 50 minutes
Unit Aim or Outcome: Content Description To understand and apply knowledge of seasonality, local produce and technology to promote sustainable food production.		
Lesson Outcome: The students have been learning about identifying seasonal and local South Australian produce. In this lesson they will need to find recipes that they can use in a practical based on Ceravolo Orchards. This means the recipe must contain apples, pears or cherries.		
Resources: <ul style="list-style-type: none">- Computer access- Internet access		
Lesson Outline		
<u>Introduction:</u> The students will be shown a PowerPoint the introduces them to Ceravolo Orchards as a south Australian business. It will discuss what they grow and what measures they take to be a sustainable company. I will remind the students of their research on the SA produce markets in addition to their seasonality practical the week before.		
<u>Teaching strategy/Learning Activity:</u>		
Students will	Teacher will...	
Begin looking for a recipe that is seasonal and uses at least one of the types of fruit that are sold at Ceravolo Orchards. Once the students have found an appropriate recipe, they will have it approved by the teacher.	Pose to the students that the recipe does not have to be a dessert just because it involves fruit. (Fig pizza example) Remind students that they need to pick a recipe that they can successfully complete in the 100-minute time limit	
<u>Concluding strategy:</u> <i>Ask the students to share what recipe they’ ve picked with the class so the students see the wide range of what can be done with apples, cherries and pears.</i>		
Assessment: The students need to select a recipe that includes seasonal ingredients that are relevant to Ceravolo Orchards. To complete this assessment, they must select an appropriate recipe, fill out a food order and time plan and successfully cook the recipe in a timed practical.		

Teaching resource (lesson 13) Ceravolo Orchards introductory PowerPoint



Subject: Food Technology	Context: Private school, 20 students(12 girls and 8 boys). Two years of Food Technology experience	Yr Level: 10
Lesson Number: 14	Lesson Topic: Food orders and time plans	Duration: 100 minutes
Unit Aim or Outcome: Content Description		
To understand and apply knowledge of seasonality, local produce and technology to promote sustainable food production.		
Lesson Outcome: This lesson the students will be filling out their time plans and food orders.		
Resources: <ul style="list-style-type: none">- Food order sheets- Time plan sheets		
Lesson Outline		
<u>Introduction:</u> <i>To begin the lesson I will get everyone to pull up their chosen recipes and confirm that they’ re still comfortable with their choice. Then I will pull up the food order sheets and time plans on the whiteboard and remind students how to fill them out correctly.</i>		
<u>Teaching strategy/Learning Activity:</u>		
Students will	Teacher will...	
Students will begin by filling out their food order sheets and time plans.	The teacher will confirm with the students that they know what’ s expected of them this lesson.	
If they complete these two tasks they will be given time to work on other assessments.	Then they will walk around the room and assist students in correctly filling out their forms.	
<u>Concluding strategy:</u> <i>In the last 15 minutes remind the students that the food order and time plan will be collected at the end of the lesson.</i>		
Assessment: The students need to select a recipe that includes seasonal ingredients that are relevant to Ceravolo Orchards. To complete this assessment they must select an appropriate recipe, fill out a food order and time plan and successfully cook the recipe in a timed practical.		
Self-reflection <i>Ask myself if the lesson was successful and what the students have taken from it? Make sure that every student has completed the task I set.</i>		

Teaching resource (lesson 14) Food order form

1Teacher: Recipe: Year level: 10 Week: 4 Day: wed/thurs Lesson: 6 and 1						
Groceries						
1t	Baking powder		Herbs/Spices		Sauces/vinegar	Miscellaneous
	Bi-carb soda		Salt			Baking paper
	Breadcrumbs		Pepper			Bamboo skewers
	Rolled oats		Beef stock		Soy	Patty pans
	Dark Chocolate		Fennel seeds		Sweet chilli	Piping bags
	Cocoa		Red chilli flakes		Oyster	Cling wrap
	Shredded Coconut		Minced garlic		Tomato	Alfoil
	Custard powder		Minced ginger		Worcestershire	Paper bags
	Acia powder		Ground cinnamon		Balsamic vinegar	300g 70% Dark chocolate
	Granola		Ground cumin			Chicken stock
	Dried Fruits		Chilli			750ml Vegetable stock
	Raisins		Dried oregano			Capers
	Dates		Mixed spice		Sugar	400g Chopped tinned tomatoes
	Apricots		Mixed herbs	100g	Caster	1 T Lemon juice
	Sultanas		Ground coriander	300g	White	1 T Edible gold paint
			Sweet paprika		Brown	100g Amaretti biscuits
					Raw	5T Vanilla extract
	Essence, vanilla		Nuts		Maple syrup	1t Almond extract
			Pepitas		Honey	40g Flaked almonds
7	Eggs		Sunflower seeds	50g	Golden caster sugar	1 cup stevia
			Almond butter	5 cup	icing sugar	1 cup applesauce
3cups	Flour		Almonds	3T	Coconut sugar	45g Unsweetened cocoa powder
	Corn		OIL		Tins/cans	2 T Rainbow sprinkles
	Plain	1 cup	Olive			
	Self-raising		Walnuts		Corn	1 cup Almond meal
1 cup	Coconut	1 T	Vegetable		Tomato	1 cup Caster sugar
	Gluten free, SR	1 cup	Canola		Black Beans	1 cont. Pink food colouring
	Wholemeal		Coconut oil		Lite coconut milk	200g White chocolate
	Bicarbonate of soda		Pasta		Pineapple	
	sea salt	500g	Penne dried			

	Golden Syrup	100g	Thick linguine		peach		
			Rice				
	Meat		Bakery		Vegetables		
	Bacon		Bread, white		Avocado		
			Wholemeal		Bean sprouts		
	Beef mince		Gluten free		Broccoli		
	Beef steak		Baguette or roll with chia seeds		Chinese Cabbage (wonbok)		
			Tortillas		asparagus		
	Chicken breast		Rolls, white		Carrots		
	Chicken mince	445g	Shortcrust pastry		Capsicum, red		
	Atlantic salmon fillet		Muffins		Green		
	Smoked salmon	Fruit		1	Butternut squash		
	Lamb		Apples		Cauliflower		
	Pork	1	Vanilla bean		Celery		
	prosciutto		Bananas		Cucumber		
			Grapes		kale		
	Refrigerated goods		Kiwifruit		Lettuce		
410g	salted Butter		Lemons		leeks		
	Margarine		Limes		Mushrooms		
	Cheese		Pears	2 can	Chickpeas		
150g	Mozzarella ball		Rockmelon		Onions, brown		
3T	Ricotta		Mango		Spring		
100g	parmesan	250g	Strawberries	1	Red		
420ml	Cream	200g	Raspberry		White		
600ml	Vanilla Custard	200g	Blue Berries		Potatoes, white		
2 cup	Heavy cream	200g	blackberries		Sweet		
	Yoghurt		Herbs				
250ml	Milk	1 bunch	Basil		Pumpkin		
	Low fat Milk	4 cloves	Garlic				
	Frozen Goods		Ginger		Snow peas		
	Pastry		Parsley				
	Vegetables		Mint	1 small bunch	Spinach		
			Coriander		Bunch		

Subject: Food Technology	Context: Private school, 20 students(12 girls and 8 boys). Two years of Food Technology experience	Yr Level: 10
Lesson Number: 15	Lesson Topic:	Duration: 100 minutes
Unit Aim or Outcome: Content Description To understand and apply knowledge of seasonality, local produce and technology to promote sustainable food production.		
Lesson Outcome: The students will be completing a practical where they are making pear muffins using ingredients from Ceravolo Orchards.		
Resources: <ul style="list-style-type: none">- <i>Pear muffin recipe sheets</i>- <i>Kitchen access</i>- <i>Necessary ingredients</i>		
Lesson Outline		
<u>Introduction:</u> <i>The students will be given a quick example of how to make and distribute the batter of pear muffins. Then they will pair up and begin cooking their own pear muffins.</i>		
<u>Teaching strategy/Learning Activity:</u>		
Students will	Teacher will...	
Students will come into the classroom and prepare themselves to cook (wash hands, get aprons etc.) They will then get into pairs and listen to the teachers instructions. Once they have finished cooking they will pack up their food and make sure their cooking area is clean.	Instruct students to follow cooking hygiene practices. Gives students instructions and demonstration. Do a kitchen check before letting the students leave.	
<u>Concluding strategy:</u> <i>In the last 15 minutes make sure that the kitchen is cleaned properly.</i>		
Assessment: The students need to select a recipe that includes seasonal ingredients that are relevant to Ceravolo Orchards. To complete this assessment they must select an appropriate recipe, fill out a food order and time plan and successfully cook the recipe in a timed practical.		

Ceravolo

Week Six

Lesson Plans

13, 14 & 15

Subject: Food technology	Context: private school, 20 students (12 girls and 8 boys). Two years of food technology experience	Yr Level: 10
Lesson Number: 16	Lesson Topic: food photography revisited	Duration: 50
Unit Aim or Outcome:		
To understand and apply knowledge of seasonality, local produce and technology to promote sustainable food production.		
Lesson Outcome:		
Students will be able to identify and apply the necessary skills and knowledge of food photography to a class visual analysis		
Resources:		
<i>PowerPoint with links, information and visuals</i>		
<i>Smart board to display PowerPoint and to take notes down in class discussion</i>		
Lesson Outline		
<u>Introduction:</u> <i>Welcome students to class, allow class to settle down and take the roll</i> <i>Bring up PowerPoint from first slide displaying week 6- single lesson</i> <i>Inform class that we will be looking in depth at food photography techniques which they will use in their photography later in this unit of work. Show the initial video, following the link on the second slide</i> <i>Go to next slide and have a class discussion on the techniques and points listed</i> <i>Allow students to write down the point listed, and any extra information discussed</i> Go to the next slide and as a class, use the points discussed to analyse the photography features of that photograph to ensure the class understands the techniques they will be required to use in their summative practical. If time permits, follow the same process with the second image displaying different techniques.		
<u>Teaching strategy/Learning Activity:</u>		
Students will	Teacher will...	
-View video and discuss techniques listed -Use their knowledge to identify the techniques in two images of food photography	<ul style="list-style-type: none">- Introduce the topic- show video- discuss the video in depth and allow students an opportunity for reflection- provide an image for students to apply their knowledge and display their understanding of the techniques	
<u>Concluding strategy:</u>		
The listed points of food photography must be considered and applied to create an aesthetic which is appealing and appropriate to promote local and season produce through Instagram as a media platform		
Assessment: Students can display and apply their knowledge of food photography techniques through class discussion and image analysis		

Subject: Food technology	Context: private school, 20 students (12 girls and 8 boys). Two years of food technology experience	Yr Level: 10
Lesson Number: 17	Lesson Topic: Instagram vision boards	Duration: 100
Unit Aim or Outcome:		
To understand and apply knowledge of seasonality, local produce and technology to promote sustainable food production.		
Lesson Outcome:		
Students investigate and design a vision board which reflects their theme and dish for their summative assessment		
Resources:		
PowerPoint with information and visuals Smart board to display PowerPoint		
Lesson Outline		
<u>Introduction:</u> Welcome students to class, allow class to settle down and take the roll Bring up PowerPoint from slide 6, <u>Insta vision boards</u> - week 6 double Introduce the task using the prompting points on the next slide. This discusses the requirements for student’ s vision boards to be displayed int their folios. The vision board must reflect the theme of the task and display a range of photos which can be used as inspiration for the student’ s own photography. Go to the next slide to show an example of a vision board. outline the techniques of food photography explored last lesson. Allow students to begin research and construction of their vision boards. Students have this lesson and two lessons next week to complete their vision boards.		
<u>Teaching strategy/Learning Activity:</u>		
Students will	Teacher will...	
-listen to task introduction -ask questions when necessary -begin investigation and construction of vision board in relation to their theme and summative dish	<ul style="list-style-type: none">- Introduce the task- Outline the criteria listed on the PowerPoint- Show students the example on the slide and briefly outline the photography techniques used in the vision board- Ensure each student understands the task- Manage student behavior when necessary	
Concluding strategy:		

Vision boards must display a range of images that reflect the theme of the task and student's summative dish to be used as inspiration for presentation and photography.

Assessment:

Students use their knowledge of food photography to investigate and begin to create a vision board for inspiration for their summative assessment

Subject: Food technology	Context: private school, 20 students (12 girls and 8 boys). Two years of food technology experience	Yr Level: 10
Lesson Number: 18	Lesson Topic: Ceravolo guest speaker and gallery walk	Duration: 100
Unit Aim or Outcome:		
To understand and apply knowledge of seasonality, local produce and technology to promote sustainable food production.		
Lesson Outcome:		
Students are visited by a guest speaker who will inform them of about their business students will present their dishes and food photography outlining produce from Ceravolos in a gallery walk		
Resources:		
Smart board to be used by guest speaker Gallery walk set up around the class for students to present their dishes to the guest speaker		
Lesson Outline		
<u>Introduction:</u> Welcome students to class, allow class to settle down and take the roll Introduce the guest speaker to the students Guest speaker will present to the students Students will present their dish and food photography from the practical lesson which focused on Ceravolo produce to the guest speaker. This will be done through photos or stations around the room where students will explain and present their dish. The guest speaker will choose a winning dish which they would use to promote their business. If time permits, students can use the lesson to work on any remaining tasks.		

Teaching strategy/Learning Activity:

Students will

- listen to guest speaker
- ask questions and interact with the presentation
- present their dish to the guest speaker which outlines Ceravolos produce

Teacher will...

- Introduce the guest speaker
- Prompt student' s presentation to the guest speaker
- Manage behavior when necessary

Concluding strategy:

Students must understand the reasoning behind our focus on using local and sustainable food from a producer' s perspective

Assessment:

Students interact with the guest speaker and present their dishes

WEEK 6- SINGLE LESSON

HOW TO PHOTOGRAPH FOOD



• <https://www.youtube.com/watch?v=RCUKSr5w5Lg>

FOOD PHOTOGRAPHY DISCUSSION POINTS

- Discussion points
- Aesthetics
- Colours
- Textures
- Angles
- Serving dishes
- Garnishes
- Lighting
- Placement
- themes

PHOTO ANALYSIS

Using the previously mentioned elements of food photography, can you identify these within this photograph?



PHOTO ANALYSIS

- Using the previously mentioned elements of food photography, can you identify these within this photograph

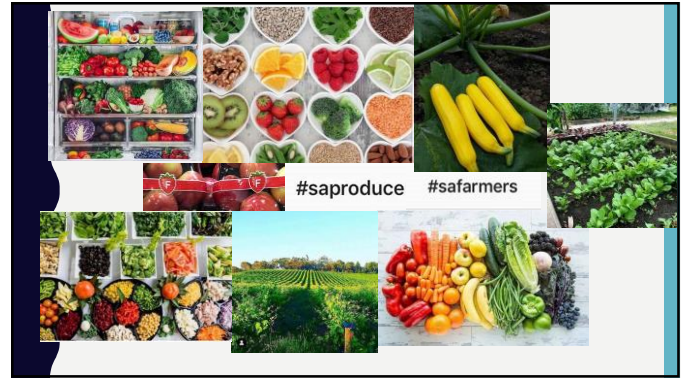


INSTA VISION BOARDS

WEEK 6-DOUBLE LESSON

YOUR TASK

- Your task is to investigate and research a range of food Instagram pages as inspiration for your own Instagram post of your dish to be created in week 8.
- Use a range of photos and captions to share your ideas and intentions for your post in a vision board.
- If you do not have an Instagram account, you can research food blogs, food websites and other accounts to find images for your vision board
- Keep in mind that it must be related to SA Produce Market with the themes of seasonality and food miles



PRESENTATION

- Your vision board can be done as an a4 poster or created on your computers but must be presented in your folios
- This task is done individually
- Due week 7- first double lesson

WEEK 7- SINGLE LESSON

DESIGN SKETCHES

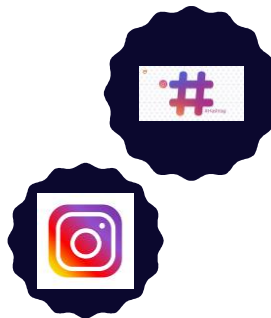
- This lesson you are required to draw upon your vision board as inspiration to create three presentation designs for your week 8 practical. Deciding on a final design (you may need to draw another to incorporate elements from your three sketches) you will have a final sketch which you will use as your presentation plan for your final practical.
- You will then annotate and place within your folio as part of your final assessment

WEEK 7- DOUBLE LESSON 2

11

TIME TO CREATE OUR INSTAGRAM!!!!

- We need:
- A name
- A bio
- Some hashtags
- A username



12

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Week Seven

Lesson Plans

19, 20 & 21

Subject: Food technology	Context: private school, 20 students (12 girls and 8 boys). Two years of food technology experience	Yr Level: 10
Lesson Number: 19	Lesson Topic: food presentation sketches	Duration: 50
Unit Aim or Outcome:		
To understand and apply knowledge of seasonality, local produce and technology to promote sustainable food production.		
Lesson Outcome:		
Students will design and create an annotated sketch for their summative dish presentation incorporating their food photography knowledge		
Resources:		
PowerPoint with information Smart board to display PowerPoint		
Lesson Outline		
<u>Introduction:</u> Welcome students to class, allow class to settle down and take the roll Bring up PowerPoint from tenth slide <u>week 7</u> - single lesson Explain to students that they must design three annotated sketches for their summative presentation using their vision boards as inspiration The sketches must be finished by the end of the lesson and placed in their folios.		
<u>Teaching strategy/Learning Activity:</u>		
Students will		Teacher will...
-design three sketches as ideas for their final presentation -Students will annotate their sketches to outline the techniques and decisions made -Students must decide on their final sketch or alternatively, create a final sketch incorporating elements from their three sketches		- Introduce the task - Answer any questions - Ensure students understand the task - Manage any behavior necessary
Concluding strategy:		
Students must have their final sketch and plan for their summative assessment presentation		

Assessment:
<i>Students create and finalise their plan for presentation for their summative assessment</i>

Subject: Food technology	Context: private school, 20 students (12 girls and 8 boys). Two years of food technology experience	Yr Level: 10
Lesson Number: 20	Lesson Topic: Instagram vision boards	Duration: 100
Unit Aim or Outcome:		
To understand and apply knowledge of seasonality, local produce and technology to promote sustainable food production.		
Lesson Outcome:		
Students investigate and design a vision board which reflects their theme and dish for their summative assessment		
Resources:		
PowerPoint with information and visuals Smart board to display PowerPoint		
Lesson Outline		
<u>Introduction:</u> Welcome students to class, allow class to settle down and take the roll Inform students that they will continue working on their vision boards this lesson and should aim to finalise their vision boards by the end of this lesson but will have time next lesson to catch up on any work which they have missed or need to alter. During this lesson, as a class, we will create our Instagram platform using the prompts on the PowerPoint		
<u>Teaching strategy/Learning Activity"</u>		
Students will		Teacher will...

<ul style="list-style-type: none"> -work on and finalise their vision boards -students should aim to finish and present their vision boards within their folios by the end of this lesson -discuss and brainstorm ideas to create the Instagram - vote on the final names and elements of the page 	<ul style="list-style-type: none"> - Ensure students are on track to finish their vision boards by the end of this lesson - Answer any questions and assist students when necessary - Scaffold students using the PowerPoint to create the Instagram page, correlate all ideas and allow students who are ahead to create the page using the ideas of the other students - Manage student behavior when necessary
<u>Concluding strategy:</u>	
<i>Vision boards must display a range of images that reflect the theme of the task and student's summative dish to be used as inspiration for presentation and photography.</i>	
Assessment:	
<i>Students use their knowledge of food photography to finalise their vision board for inspiration for their summative assessment</i>	

Subject: Food Technology	Context: Private school, 20 students (12 girls and 8 boys). Two years of food technology experience	Yr Level: 10
Lesson Number: 21	Lesson Topic: Catch up lesson	Duration: 100
Unit Aim or Outcome:		
To understand and apply knowledge of seasonality, local produce and technology to promote sustainable food production		
Lesson Outcome:		
Students finalise any outstanding work for their assessment folios		
Resources:		
<i>PowerPoint with information and visuals</i>		

Lesson Outline	
<p><u>Introduction:</u></p> <p>Welcome students to class, allow class to settle down and take the roll</p> <p>Inform students that they will have this lesson to catch up on any outstanding work for their folios to allow for students who have missed lessons.</p>	
Teaching strategy/Learning Activity:	
Students will	Teacher will...
-work on and finalise any outstanding work for their folios and summative practical	<ul style="list-style-type: none"> - Ensure students are on track to finish all outstanding tasks - Mark off all submitted work from students to ensure each element of their folios have been submitted and to the appropriate standard - Manage student behavior when necessary
Concluding strategy:	
Students must submit all outstanding work by the end of this lesson unless negotiated with the teacher prior to the lesson.	
Assessment:	
Students submit all outstanding work and documents	

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Week Eight

Lesson Plans

22, 23 & 24

Subject: Food Technology	Context: Private school, 20 students(12 girls and 8 boys). Two years of Food Technology experience	Yr Level: 10
Lesson Number: 22	Lesson Topic: Food presentation plan due	Duration: 50 minutes
Unit Aim or Outcome: Content Description To understand and apply knowledge of seasonality, local produce and technology to promote sustainable food production.		
Lesson Outcome: Students will be given a sheet on food presentation and a food presentation plan sheet.		
Resources: <ul style="list-style-type: none">- <i>Students will need access to computers</i>- <i>Food presentation plan and resource sheet.</i>		
Lesson Outline <u>Introduction:</u> <i>Go over the criteria for the food presentation plan so students know what is expected of them.</i>		
<u>Teaching strategy/Learning Activity:</u> <i>Ask yourself 'What will support the students to learn the concepts I'm trying to teach and to reach the outcomes I'm aiming for? What will students be doing? What will I as teacher be doing?'</i>		
Students will	Teacher will...	
Complete their food presentation plans	Make themselves available if students have questions about the assessment	
<u>Concluding strategy:</u> Make sure that all students have completed and handed up their food presentation plans.		
Assessment: The students need to select a recipe that includes seasonal ingredients that are relevant to Ceravolo Orchards. To complete this assessment they must select an appropriate recipe, fill out a food order and time plan and successfully cook the recipe in a timed practical.		
Any special considerations or contingency plans: N/A		
Self-reflection <i>Ask myself if the lesson was successful and what the students have taken from it? Make sure that every student has completed the task I set.</i>		

Teaching resource (lesson 22) food presentation sheet

ELEMENTS OF THE PLATE

A plate should engage the senses and draw the diner into it much as a painting will draw in the observer. The dish should be carefully planned to balance **tastes**, **textures**, **colors**, and **cooking methods**. Intertwine the components to bring a sense of composition and harmony. The process begins by incorporating the best and freshest ingredients, executing accurate knife cuts, and using precise cooking techniques that highlight the quality of the food and the talents of the chef. The dish is pulled together by the sauces and other complementary ingredients. The final touch is the judicious use of garnishes. Each element should be there for a reason, adding dimensions of flavor, texture, and color that is in harmony with the finished plate.

Main Item

The main item is usually the focal point of the plate. On a savory dish this is often a protein such as meat, fish, or poultry that requires butchering skills, portion control, and cooking techniques of the highest caliber, to achieve the desired results that are essential to the success of the plate presentation. Vegetarian dishes frequently highlight pasta, risotto, grains, and legumes, which are delicate items that, once prepared and plated, must be served immediately to retain their fresh appeal.

Appetizers, including soups, salads, charcuterie,

or small shared plates, should be plated with care and precision for maximum visual impact. Fresh, crisp, colorful salad greens with attractive garnishes, soups presented with the proper consistency and adornments, and charcuterie precisely prepared and sliced, are important for the opening of the meal. Desserts, as the closing chapter of the dining experience, should include fresh, rich, and sweet flavors with textural variety including cookies, crusts and garnishes, bright color variance from the use of fruits, herbs, and sauces, and visual appeal. Proper execution requires the crisp textures of pastry, the smooth and creamy consistency of a gelato or mousse, and colorful garnishes of herbs. For appetizers and desserts that serve as bookends of a meal, there may be one single focal point or several, in which case creative plating will achieve the best results.

Supporting Elements

Vegetables and fruits often constitute the supporting elements of a dish. Whereas proteins tend to be various shades of brown, beige, and white, fruits and vegetables add color and provide a high visual impact. Precise cuts help to create an elegant presentation. Carefully controlled cooking techniques will yield vibrant colors and accents. Textures achieved through variety in cooking techniques include starches, grains, and legumes prepared as smooth purees, al dente pastas, and creamy risottos; or as crisp textured frites, chips, and croquettes. Supporting components provide height in the form of mounded purees, pastas, and grains to support the main item. They contribute to the overall appearance by providing variety in taste, color, shapes, and textures.

Sauces

Sauces tie the elements of the dish together providing color and luster. They should be of the correct color, consistency, and texture. Sauces variations include compotes, chutneys, or salsas, as well as the traditional brown, white, and butter sauces. Cold sauces include vinaigrette, mayonnaise emulsions, purees, pesto, and coulis. Sauces may be served under, over, or alongside the item and should have a light consistency yet flavorful punch. The combination of 2 sauces on a plate, for example a chocolate sauce paired with a raspberry coulis adds

Garnishes

Garnishes provide color and a finished touch to the dish. Choose items that are appropriate to the dish and that echo some of the ingredients. They should be functional, not merely a sprig of rosemary or a wedge of lemon, but incorporated as part of the plate concept. A tuile cookie for enhancing a gelato dessert, a tempura fried Meyer lemon slice to complement a sautéed fillet of fish, or delicate micro-greens to garnish a salad are all examples of functional garnishes. As the final touch of the plate presentation, garnishes must be precisely prepped to maximize their impact and give the plate the final visual pop.



We often speak of plates when plating food but service ware includes plates of varying sizes, bowls, cups, and other vessels used to hold the food. Plates and serving vessels come in a variety of colors, shapes, and sizes. They may be simple white, starkly black, or earth tone colors. Other materials may also be incorporated including metal or wood. The style of dinnerware used depends on the type of operation whether casual or formal. Plating choices also are influenced by the style of food, the chef's vision, and the overall image the operation is trying to convey.

Styles

Carefully consider your audience and the venue when choosing the style of service ware. For example, a fine dining restaurant might consider china or porcelain that conveys a sense of elegance. A casual restaurant may choose ceramic or stoneware that matches a more rustic dining experience, while a quick service operation could opt for economical plastic and melamine. An off-premise catered venue might decide that eco-friendly, disposable and compostable service ware made of bamboo or other recycled materials is a good fit. Service ware also includes materials like glass, wood, slate, tile, and metals of cast iron or stainless steel. Some chefs choose custom-made plates as a way to distinguish their cuisine using natural materials, reclaimed wood, or architecturally unique designs that are as artistic as the food itself. Plates and service ware come in a variety of geometric shapes including classic round, as well as square, oval, or rectangular. They may be teardrop shaped, oblong, or spoon-shaped.



Bamboo Veneerware

Plate Size

The size of the plate is dependent on the style of restaurant; for example a family-style restaurant might use larger plates, while a restaurant that features small plates for sharing would logically use small plates. Fine dining restaurants tend to use oversized plates, for example a 12 inch/30 cm dinner plate is a 7 0



Colors

The color of service ware affects the overall presentation as well as our taste perceptions and even our appetite. **White plates** are a traditional color favored by chefs because it makes the vibrant colors of the food more visually appealing to the guest. White plates are like a blank canvas that chefs can design without concern for color clashes from contrasting plate colors. **Black plates** provide an opposite contrast that can be used effectively with brightly colored foods. However, **earth tones of brown, tan, warm gray, and greens** that emulate the natural colors found in dirt, moss, trees and rocks can be used when paired with the right food colors. Green foods, including salads and vegetables pair well with yellow plates. Beige foods including pasta, chicken and potatoes pairs well with black and brown plates. Red foods including tomatoes, beef, and red sauces pair well on white plates, while yellow and orange foods including eggs, corn, and curries pair well with blue colors. Solid colors tend to dominate but some restaurants use patterns as a signature style. Some chefs today commission and even help design custom serving pieces and tableware.



Wild Honey, London

Colors affect not only how the food appears but also how appetizing it looks to us. Foods with high contrast, for example a grilled steak with asparagus, sweet potato puree, and béarnaise sauce on a white plate, usually appears more appetizing than those with low contrast, for example pasta with a white sauce on a white plate. Foods served on **white plates** tend to **enhance sweet flavors** in food, while **black plates** bring out more **savory flavors**, and serving food on a **red plate** has shown to reduce the amount diners eat. Service ware should be chosen to match the food, its shapes, and colors.

Tools for Plating

There are a broad variety of tools that are used for plate presentations including **squeeze bottles**, **spoons**, **thin-offset spatulas**, and **brushes** for applying sauces on the plate. **Tweezers** and **chop sticks** assist in placement of components and delicate garnishes. Slotted, flexible **fish spatulas** work well for delicate fish and similar items. **Stacking rings** and **geometric molds** help to keep the food contained and add height to the layout. Although **tongs** are useful for sturdy items like steaks and chops, **small serving spoons** should be used when plating delicate foods including vegetables.

Teaching resource (lesson 22) food presentation planning sheet

Food presentation planning sheet	
What am I making? (Main item and supporting elements)	
Plating style? (Traditional, deconstructed etc.)	
Colours ? (Warm, contrasting etc.)	
Plating tools ? (Spoons, tweezers, chopsticks etc.)	

Subject: Food Technology	Context: Private school, 20 students(12 girls and 8 boys). Two years of Food Technology experience	Yr Level: 10
Lesson Number: 23	Lesson Topic: Ceravolo Orchards practical	Duration: 50 minutes
Unit Aim or Outcome: Content Description To understand and apply knowledge of seasonality, local produce and technology to promote sustainable food production.		
Lesson Outcome: This lesson the students will be cooking the recipes that they selected and ordered ingredients for in week 5. The students should successfully complete their recipe and take an Instagram worthy photo of their work by the end of the lesson.		
Resources: <ul style="list-style-type: none">- Camera for food photography- Necessary ingredients- Kitchen access		
Lesson Outline		
<u>Introduction:</u> <i>How best to motivate and explain the importance of this lesson? This should be for about 5 minutes with links to prior learning or experiences.</i>		
<u>Teaching strategy/Learning Activity:</u> <i>Ask yourself 'What will support the students to learn the concepts I'm trying to teach and to reach the outcomes I'm aiming for? What will students be doing? What will I as teacher be doing?'</i>		
Students will	Teacher will...	
Students will come into the classroom and prepare themselves to cook (wash hands, get aprons etc.) They will then get into pairs and listen to the teachers instructions. Once they have finished cooking they will pack up their food and make sure their cooking area is clean.	Instruct students to follow cooking hygiene practices. Gives students instructions and demonstration. Do a kitchen check before letting the students leave.	
<u>Concluding strategy:</u>		
Assessment: The students need to select a recipe that includes seasonal ingredients that are relevant to Ceravolo Orchards. To complete this assessment they must select an appropriate recipe, fill out a food order and time plan and successfully cook the recipe in a timed practical.		
Self-reflection <i>Ask myself if the lesson was successful and what the students have taken from it? Make sure that every student has completed the task I set.</i>		

Subject: Food Technology	Context: Private school, 20 students(12 girls and 8 boys). Two years of Food Technology experience	Yr Level: 10
Lesson Number: 24	Lesson Topic: Ceravolo Orchards practical	Duration: 50 minutes
Unit Aim or Outcome: Content Description To understand and apply knowledge of seasonality, local produce and technology to promote sustainable food production.		
Lesson Outcome: This lesson the students will be competing the evaluation of their practical assessment and uploading their food photography to the class Instagram account.		
Resources: - Computers with internet access		
Lesson Outline <u>Introduction:</u> <i>How best to motivate and explain the importance of this lesson? This should be for about 5 minutes with links to prior learning or experiences.</i>		
<u>Teaching strategy/Learning Activity:</u>		
Students will	Teacher will...	
Spend the lesson finishing their evaluations and uploading their food photography.	Help the students upload their photography.	
<u>Concluding strategy:</u> Wrap up the assessment with a concluding statement and show their students the Instagram (final product).		
Assessment: The students need to select a recipe that includes seasonal ingredients that are relevant to Ceravolo Orchards. To complete this assessment they must select an appropriate recipe, fill out a food order and time plan and successfully cook the recipe in a timed practical.		
Self-reflection <i>Ask myself if the lesson was successful and what the students have taken from it? Make sure that every student has completed the task I set.</i>		

PRODUCT:

Instagram is a social media site that shares images and ideas with followers interested in certain topics, people, places or themes. Instagram can be a private account, making it safe for students to operate and the application can be monitored by the educator. Instagram meets industry needs by giving the students an opportunity to promote images of fresh and seasonal produce sourced through SA product markets, thus enhancing online presence. We have created an example of what this Instagram page would look like.

LINK TO INSTAGRAM PAGE: <https://www.instagram.com/theseasonalteam/>

