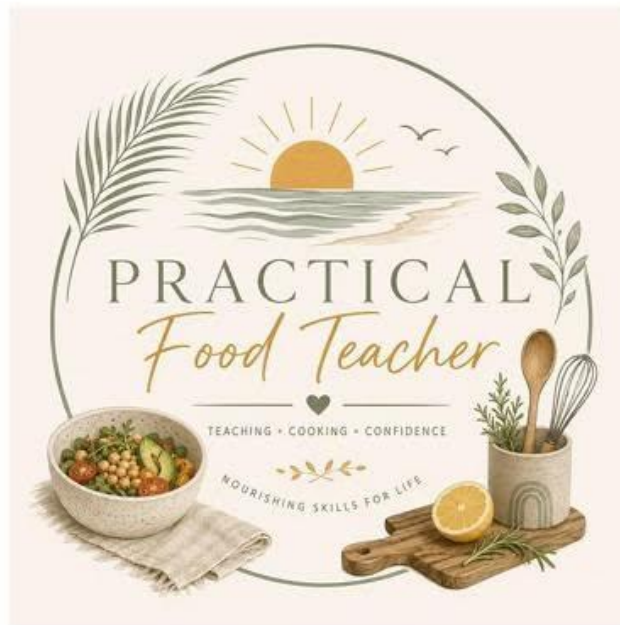




Teaching, Learning and Assessment Plan

Food for Fitness

Year 9 Food Technology

Practical Food Teacher

PUBLISHER: NICOLE REHNER

Unit Title	Year Level	Learning Area	Timing
Food for Fitness	Year 9	Food Technology	Term 1/ 9weeks

Assessment Overview

Assessment Details	Objectives / Evidence	
Part 1 – Prototype Part 2 – Portfolio 9-week unit Students are assessed on their ability to: • Understand and restate the design brief. • Identify and analyse the needs of the target user. • Conduct and interpret nutritional and market research. • Generate, develop, and justify food product ideas. • Plan and manage the design and production process. • Demonstrate practical cooking skills and safe food handling. • Evaluate and reflect on their product and learning.	1.Design Brief & Target User • Task: Restate the design brief in their own words. • Focus: Identify the target audience (e.g., teenage athletes, dancers, those with dietary restrictions). • Portfolio Evidence: Description of target user's lifestyle, activity level, and food needs. 2.Nutritional Research • Task: Research and explain the role of carbohydrates, protein, and hydration in supporting energy and recovery for active teens. • Portfolio Evidence: Nutritional research tables, examples of healthy energy/recovery foods, and explanation of nutrient functions. 3.Market Research • Task: Conduct market research (surveys, interviews, competitor analysis) to identify consumer needs and preferences. • Portfolio Evidence: Market research tables, survey results, analysis of existing products. 4.Product Design & Planning • Task: Generate and sketch two possible food product ideas, annotate with nutritional and practical features. • Portfolio Evidence: Annotated sketches, checklist for nutritional balance, energy/recovery support, appeal, practicality, safety, and sustainability. 5.Recipe Development • Task: Develop a detailed recipe card for the chosen product, including ingredients (metric units), method, and equipment. • Portfolio Evidence: Recipe card (created in Canva), labelled sketch of the planned product.	6.Prototype Testing & Feedback • Task: Trial the recipe, document the process with photos, gather feedback from self and peers, and refine the product. • Portfolio Evidence: Photos of key stages, feedback table, reflection on improvements. 7.Final Production & Reflection • Task: Produce the final product, demonstrate safe and hygienic cooking practices, and reflect on teamwork, time management, and problem-solving. • Portfolio Evidence: Documentation of cooking process, reflection on organisation, challenges, and solutions. 8.Evaluation • Task: Evaluate the final product against design goals (nutrition, appeal, convenience, hygiene, sustainability) using a rating system (Achieved / Partly / Not yet). • Portfolio Evidence: Sensory evaluation (appearance, aroma, texture, flavour), reflection on learning and skills developed. 9.Evaluation • Task: Evaluate the final product against design goals (nutrition, appeal, convenience, hygiene, sustainability) using a rating system (Achieved / Partly / Not yet). • Portfolio Evidence: Sensory evaluation (appearance, aroma, texture, flavour), reflection on learning and skills developed.

Where do the themes / skills/ knowledge of this unit overlap with other faculty areas - Curriculum Links?

1. Health & Physical Education

Nutrition and Wellbeing:

Students learn about the role of nutrition in supporting physical activity, energy, and recovery—directly linking to health education topics such as healthy eating, body systems, and personal wellbeing.

Fitness and Performance:

Understanding how food choices impact athletic performance and recovery connects with physical education lessons on training, exercise, and sports science.

2. Science

Biology & Human Body:

Exploration of nutrients (carbohydrates, proteins, fats, vitamins, minerals) and their functions in the body links to biology topics on digestion, metabolism, and body systems.

Food Chemistry:

Investigating the properties of food materials and how they change during cooking relates to chemistry concepts such as chemical reactions, states of matter, and energy transfer.

3. Mathematics

Measurement & Data:

Students use metric units for ingredients, calculate serving sizes, and interpret nutritional information—connecting to maths skills in measurement, ratios, and data analysis.

Survey & Statistics:

Conducting market research and analysing survey results links to statistics and probability.

4. English

Communication & Literacy:

Students develop written briefs, research reports, and reflections, enhancing skills in reading, writing, and presenting information.

Critical Thinking:

Analysing sources, evaluating information, and justifying choices supports literacy and argumentation skills.

5. Design & Technologies

Design Process:

The unit's focus on identifying needs, generating ideas, prototyping, and evaluating solutions is central to design and technologies subjects.

Project Management:

Planning, collaborating, and managing resources are transferable skills for other technology and design projects.

6. Humanities & Social Sciences

Ethics & Sustainability:

Considering social, ethical, and sustainability factors in food design links to humanities topics on responsible citizenship, environmental impact, and ethical decision-making.

7. Digital Technologies

Digital Presentation:

Creating recipe cards and presentations using digital tools (e.g., Canva) supports ICT capability and digital literacy.

Relevant Achievement Standard / Unit Objectives / Standard Elaborations	Relevant Achievement Standard / Unit Objectives / Standard Elaborations
<u>Achievement Standard</u>	<u>Standard Elaborations</u>
Explain how people working in design and technologies occupations consider factors that impact design decisions and the technologies used to produce products, services and environments.	Students explain how people working in design and technologies occupations consider factors that impact design decisions and technologies used to produce products, services, and environments.
- Identify the changes necessary to design solutions to realise preferred futures they have described. - When producing designed solutions for identified needs or opportunities, students evaluate the features of technologies and their appropriateness for the intended purpose. - Students create designed solutions for a range of contexts by investigating and defining, generating and designing, producing and implementing, collaborating and managing, and evaluating. - They develop and communicate design ideas using sketches, models, and digital presentations. - Students work collaboratively, flexibly, and safely to produce food-based solutions. - They evaluate outcomes and processes using criteria such as sustainability, cost, appeal, and feedback.	- Students identify changes necessary to design solutions to realise preferred futures. - When producing designed solutions for identified needs or opportunities, students evaluate the features of technologies and their appropriateness for the intended purpose. - Students create designed solutions for a range of contexts by investigating and defining, generating and designing, producing and implementing, collaborating and managing, and evaluating. - They develop and communicate design ideas using sketches, models, and digital presentations. - Students work collaboratively, flexibly, and safely to produce food-based solutions. - They evaluate outcomes and processes using criteria such as sustainability, cost, appeal, and feedback.

Unit Outline and Curriculum Alignment

Unit Outline and Description	Unit Outline and Description
Content Descriptions (ACARA)	ACTDEK071 <i>Investigate how design and technologies solutions are developed for preferred futures, including social, ethical, and sustainability factors.</i> ACTDEK073 <i>Investigate and make judgments on how the characteristics and properties of food materials determine preparation techniques and presentation.</i> ACTDEP075 <i>Critique needs or opportunities for designing solutions and identify key requirements and constraints. Investigate user needs, preferences, and constraints.</i> ACTDEP076 <i>Generate, develop, and communicate design ideas and possible solutions informed by user research.</i> ACTDEP078 <i>Plan and manage projects individually and collaboratively, considering time, cost, and sustainability.</i> ACTDEP080 <i>Evaluate design ideas, processes, and solutions against criteria for success that include user needs and preferences.</i>
Assumed Prior Knowledge	1. Basic Food Safety and Hygiene • Understanding safe food handling and kitchen hygiene practices. • Ability to follow instructions for safe use of equipment. 2. Fundamental Cooking Skills • Experience with basic cooking methods (e.g., chopping, mixing, grilling). • Ability to read and follow a simple recipe. 3. Nutrition Basics • Awareness of the major food groups. • Understanding the importance of balanced meals. 4. Design Thinking Foundations • Familiarity with the design process: identifying a problem, brainstorming solutions, and evaluating outcomes. • Experience with simple research tasks (e.g., finding information online, recording findings). 5. Portfolio or Project Work • Ability to document learning in a portfolio format. • Experience reflecting on learning and providing feedback.

Teaching Sequence

Week 1

Rational	Weblink
Rationale: <i>Students complete OnGuard to develop essential knowledge and skills related to safety, wellbeing, responsible behaviour, and digital citizenship. The program supports students in understanding school expectations, managing risks, acting responsibly in learning environments, and contributing positively to the school community. These skills underpin safe participation in practical Food Technology lessons and future workplace settings.</i>	On Guard Safety Training Education Portal OnGuard v3 NeXT GeN

Week 2

Curriculum / Objectives	Learning Intentions & Success Criteria	Learning Experiences
ACTDEK071 – Investigate how design and technologies solutions are developed for preferred futures. ACTDEP075 – Critique needs or opportunities for designing solutions and identify key requirements and constraints. ACTDEP076 – Generate and develop design ideas and possible solutions. ACTDEP078 – Plan and manage projects individually and collaboratively, considering time, cost, and sustainability. ACTDEP075 – Critique needs or opportunities for designing solutions, identifying user needs, preferences, and constraints. ACTDEP076 – Generate, develop and communicate design ideas and possible solutions informed by user research. ACTDEP080 – Evaluate design ideas, processes, and solutions against criteria for success that	LI Understand what the design brief is asking them to do. Identify key requirements and constraints of the task. Restate the brief in their own words to show understanding. Begin researching food choices suitable for fitness and wellbeing. SC Explain the purpose of the Food for Fitness challenge. Identify the target audience and problem. Restate the design brief clearly in their own words. Start a short research plan (what, where, and how to research). LI Identify the target user for their "Food for Fitness" product. Understand how user needs, preferences, and lifestyles influence design decisions. Develop a clear user profile to guide their food product design. SC	Lesson 1 - Opening Questioning "Why is food important for fitness?" "What types of meals do athletes or active people need?" Examples (e.g., smoothie bowl, protein snack box, healthy wrap). THE DESIGN BRIEF The Challenge: You've just been hired as a Junior Food Product Developer for a new youth-focused food brand called "Fuel Up!" — a company on a mission to help active teens stay healthy, energised, and ready to move! Your job? To create a delicious, nutritious, and convenient food product that supports energy and recovery for busy, active teenagers like YOU — whether they're heading to training, dance, the gym, or just trying to survive a full day of school and sport. As a class, highlight key parts: Who is it for? What do they need? Why is it important? What are the constraints (ingredients, time, nutrition, etc.)? Restate the design brief in your own words. Students restate the brief in their own words, using prompts such as: "I need to design and make..." "This is for..." "The purpose of my meal is to..." "It needs to include..." Example: Original brief: Design and produce a nutritious meal suitable for a person who participates in regular physical activity. Restated: I need to create a healthy and balanced meal that gives energy and nutrients to people who exercise regularly, helping them stay strong and recover quickly. Fast Finisher

include user needs and preferences.	Describe the characteristics and needs of their target user. Explain how their user's lifestyle affects food choices. Create a detailed user profile to include in their design folio.	Start Research Students identify what they need to find out: What nutrients are important for fitness? What foods provide these nutrients? What recipes or meals suit active people? Where can I find reliable information? (e.g., Eat for Health, Nutrition Australia) Students complete a simple research planner: Lesson 2 - Target user - Who will the product be for? Revisit the Design Brief: The Challenge: You've just been hired as a Junior Food Product Developer for a new youth-focused food brand called "Fuel Up!" — a company on a mission to help active teens stay healthy, energised, and ready to move! Your job? To create a delicious, nutritious, and convenient food product that supports energy and recovery for busy, active teenagers like YOU — whether they're heading to training, dance, the gym, or just trying to survive a full day of school and sport. Class discussion: Who else might need special food products for fitness? (e.g., athletes, gym-goers, busy professionals, vegetarians). Show examples (images or ads) of existing fitness foods (protein balls, smoothies, pre-workout snacks) Groups of 3 to pick one image and analyse the image using a visual thinking model Select a TARGET GROUP: Teenage athletes Teenage dancers Teenagers trying to build muscle or lose weight Teenagers with dietary restrictions (gluten-free, plant-based, etc.) Brainstorm your selected groups needs in their food (sources)? Type of food? What influences their food choices in their over all daily activity and bodily function? Complete assessment portfolio task Target User Who is your product for? (e.g., teenage athlete, teenage dancer, teenage dietary restrictions) Describe their lifestyle, activity level, and what kind of food they might need Target User:
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Week 3

Curriculum / Objectives	Learning Intentions & Success Criteria	Learning Experiences
ACTDEK071 – Investigate how design and technologies solutions are developed for preferred futures, including social, ethical, and sustainability factors. Applied: Students explore how nutrition affects teen health,	LI Identify key nutrients that support teen health, energy, and recovery. Understand the functions of carbohydrates, proteins, and fluids in the body.	Lesson 1 - Nutritional Research – Carbs/Protein/Hydration – Energy/Recovery Foods Scenario "You're about to play a netball final- what foods would help you perform best?" With a partner or 2 brainstorm using the knowledge gained from previous lesson Today's focus: Energy and Recovery Nutrition for Teens — looking at carbs, protein, and hydration. Carbohydrates: Body's main energy source (wholegrains, fruits, starchy veg). Protein: Builds and repairs muscle (lean meats, eggs, beans, dairy). Hydration: Maintains body temperature and performance (water, electrolyte drinks).

energy, and recovery to guide food design decisions. ACTDEK073 – Investigate and make judgments on how the characteristics and properties of food materials determine preparation techniques and presentation. Applied: Students analyse nutrients in foods (carbohydrates, proteins, fluids) and their functional effects on energy and recovery. ACTDEP075 – Critique needs or opportunities for designing solutions and investigate user needs, preferences, and constraints. Applied: Students research teen dietary requirements and energy need to inform their Food for Fitness product design. ACTDEP076 – Generate, develop, and test design ideas and solutions. Applied: Students use nutritional knowledge to plan and justify food choices for pre- and post-exercise meals.	Analyse which foods are best for energy before exercise and recovery after exercise. Apply nutritional knowledge to inform food design decisions for their Food for Fitness Folio. SC Describe the role of carbohydrates, protein, and hydration in supporting energy and recovery. Identify foods high in these nutrients suitable for teenagers. Explain how nutrition choices relate to physical activity and performance. Use reliable sources to research and record nutrition information.	You will research three key nutrients that support energy, strength, and recovery for active teenagers in your portfolio task: Carbohydrates (Energy foods) Protein (Growth and repair) Hydration (Fluids and electrolytes) Use reliable websites such as: Eat for Health Nutrition Australia Sports Dietitians Australia Better Health Channel Task 3 Assessment Portfolio Task: Nutritional Research Tables Explain what foods and nutrients help with energy, performance, and recovery. What nutrients are most important for active teens? Give examples of healthy energy or recovery foods. How do carbs, protein, and hydration support activity? Lesson 2 – Cooking Practical Mediterranean Chicken Wraps (serves 2) Method • Grill or pan-fry chicken with olive oil and herbs until cooked through. • Slice chicken into strips. • Spread Greek yoghurt on the wrap. • Add spinach, tomatoes, cucumber, onion, feta, and chicken. • Drizzle with lemon juice, roll up the wrap, and serve. • Nutrient Overview (per serve – approximate) • Why It's Great for Fitness • Balanced with carbs, protein, and healthy fats. • Quick and portable – ideal for lunch or post-training meals. • Supports energy, performance, and recovery.
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Week 4

Curriculum / Objectives	Learning Intentions & Success Criteria	Learning Experiences
ACTDEK071 – Investigate how design and technologies solutions are developed for preferred futures, considering social, ethical, and sustainability factors. Applied: Students explore how understanding consumer needs and preferences influences healthy food product design. ACTDEP075 – Critique needs or opportunities for designing solutions and investigating user needs, preferences, and constraints.	LI Understand what market research is and why it is used in food design. Identify target audiences for fitness-related food products. Collect and interpret market research data to inform their own design ideas. SC Define what market research is and explain its purpose.	Lesson 1 – Market Research – Complete Table Class discussion: "What makes a food product successful?" → Students brainstorm ideas Explain market research - the process of finding out what consumers want and why. Types: Primary (surveys, taste tests, interviews) Secondary (websites, articles, competitor research) Explore Existing Market (15 mins) Students examine examples of "Food for Fitness" products (e.g., protein wraps, smoothie bowls, energy snacks). In pairs, they answer: Who is the product aimed at? What makes it appeal? What are its strengths and weaknesses?

Applied: Students identify target audiences and analyse user requirements for fitness-related food products. ACTDEP076 – Generate, develop, and test design ideas and solutions. Applied: Students use market research data to inform their own food design ideas. ACTDEP078 – Plan and manage projects individually and collaboratively, considering constraints such as time, cost, and sustainability. Applied: Students organise data collection and plan research methods within project limitations. ACTDEK071 – Investigate how design and technologies solutions are developed for preferred futures, considering social, ethical, and sustainability factors. Applied: Students explore how designing food products can support health, nutrition, and wellbeing for active teens. ACTDEP075 – Critique needs or opportunities for designing solutions and identify user needs, preferences, and constraints. Applied: Students identify the target audience, requirements, and constraints of the Food for Fitness design challenge. ACTDEP076 – Generate, develop, and communicate design ideas and solutions. Applied: Students restate the design brief in their own words and begin brainstorming suitable food products. ACTDEP078 – Plan and manage projects individually and collaboratively, considering constraints such as time, cost, and sustainability. Applied: Students begin planning and researching food options suitable for active teenagers.	Identify the target market for a food product (e.g., active teens, athletes, and health-conscious adults). Gather and record data (surveys, interviews, online research). Use findings to guide food product decisions in their folio. LI Understand the purpose of a design brief in a food design project. Identify the requirements and constraints of the Food for Fitness task. Restate the brief in their own words to show understanding. Begin thinking about suitable food products for active teenagers. SC Explain what the design challenge is asking them to do and why. Identify key nutrients and needs for active teens. Write a clear design brief in their own words.	Record findings on a Market Research Table: e.g. CUT & PASTE Conduct Simple Market Research You will create 3–5 survey questions to ask your peers about their preferences, for example: What type of meal/snack do you prefer after sport? How important is taste vs. nutrition? Do you prefer hot or cold fitness meals? Students record responses in a questionnaire digital and hand drawn table Discuss quick class results and identify common trends. Complete Assessment Market Research (Task 4) independently Lesson 2 – Design Brief Discuss the unit focus: Food for Fitness – designing nutritious meals for active teens. Ask: “What makes a food product suitable for someone who’s active?” “Why is nutrition important for performance and recovery?” Explain what a design brief is and why it’s used in food technology. Highlight key points A design brief is used in Food Technology to guide the design process. It explains what you need to make, why you’re making it, and who it’s for. It helps you plan, create, and evaluate your Food Portfolio and/or Food Product, so it meets the needs of the task and target audience. You will now write your own design brief for a nutritious meal or snack designed for active teenagers. Using the research and planning already completed on: Nutrition and key nutrients The benefits and functions of foods Consumer needs and preferences Energy and recovery requirements for teens You will: State the purpose of their product (what they are designing and why). Identify the target audience (active teens, athletes, etc.). Outline the key requirements – nutritional value, ingredients, appeal, and practicality. Explain the goals for how the product will support energy, performance, and recovery. Their design brief should be clear, concise, and show an understanding of how nutrition supports an active lifestyle. CUT & PASTE WORKSHEET INTO ASSESSMENT Part 2 Define & Design Part 1: Understanding the Task 1. What is the design challenge asking you to do? (Explain in your own words what you need to create and why.) 2. Who is your target audience? (Who are you designing this meal or snack for?) Part 2: Design Brief Use the prompts below to write your design brief in full sentences. Now write your design brief formally using the work organised above Example: “I will design and produce a healthy, high-energy snack bar called for teenage netball players to eat before training.”
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Week 5

Curriculum / Objectives	Learning Intentions & Success Criteria	Learning Experiences
ACTDEK071 – Investigate how design and technologies solutions are developed for preferred futures, considering social, ethical, and sustainability factors. Applied: Students explore how nutritious food supports teen health, energy, and recovery for active lifestyles. ACTDEK073 – Investigate and make judgments on how the characteristics and properties of food materials determine preparation techniques and presentation. Applied: Students examine the nutritional composition of foods (carbohydrates, protein, fats, fluids) and their effect on energy and recovery. ACTDEP075 – Critique needs or opportunities for designing solutions and identify user needs, preferences, and constraints. Applied: Students identify the “must-have” features for energy and recovery meals to meet the needs of active teens. ACTDEP076 – Generate, develop, and test design ideas and solutions. Applied: Students apply nutritional knowledge to plan and justify their own realistic food product ideas.	LI Identify the key nutrients and features of energy and recovery meals. Understand how nutrition supports energy, performance, and recovery for teens. Apply this knowledge to plan a realistic and nutritious food product idea. SC List the key “must-have” features of an energy or recovery meal. Explain how nutrients (carbs, protein, fats, hydration) support active teens. Apply these ideas to their own meal design.	Lesson 1&2 - Success Criteria and Idea Generation - Sketch - Final Choice Present the five main categories of must-haves: - Nutritional Balance - Supports Energy and Recovery - Suitable for Active Teenagers - Appealing and Practical - Safe and Sustainable Research a recipe that is in line with at least 1 of your ideas and complete the checklist below Instructions: Use this checklist to plan and evaluate your energy or recovery meal for active teenagers. Tick (✓) each box when your product meets the requirement and write notes or examples to explain your choices. ✓ 1. Nutritional Balance ⚡ 2. Supports Energy and Recovery ↑ 3. Suitable for Active Teenagers ↑↑ 4. Appealing and Practical 🌱 5. Safe and Sustainable 🧠 Reflection: 1. What are two key things your meal does well? 2. What could you improve to make your product even better? 3. How will your product help active teens with energy, performance, or recovery? Assessment Task: List 5–6 points your final product must achieve including annotations (based on nutrition, appearance, convenience, and sustainability). Use the checklist to support you. 1. 2. 3. 4. 5. 6. Idea Generation Sketch 2 possible designs (digital or hand drawn) including annotations. Use the checklist for acceptable annotations.

Week 6

Curriculum / Objectives	Learning Intentions & Success Criteria	Learning Experiences
ACTDEK071 – Investigate how design and technologies solutions are developed for	LI Students will select their best Food for Fitness product idea, justify their	Lesson 1&2 - Final Design Choice (Assessment Task) Complete questions Which idea will you choose and why?

preferred futures, considering social, ethical, and sustainability factors. Applied: Students justify their product choice based on nutrition, sensory appeal, and suitability for active teens. ACTDEP075 – Critique needs or opportunities for designing solutions and identify user needs, preferences, and constraints. Applied: Students evaluate how their product idea meets the design brief, target audience needs, and success criteria. ACTDEP076 – Generate, develop, and communicate design ideas and solutions. Applied: Students create a labelled sketch and a detailed recipe card including ingredients (metric units), method (using cooking verbs), and equipment. ACTDEP078 – Plan and manage projects individually and collaboratively, considering constraints such as time, cost, and sustainability. Applied: Students organise their prototype plan and complete any catch-up tasks to maintain portfolio progress.	choice, and develop a prototype plan including a detailed recipe card and labelled sketch. SC Choose a product idea and clearly explain why it best meets the design brief and success criteria. Create a labelled sketch showing the planned product. Develop a complete recipe card in Canva, including: Product name and serving size Ingredients with Australian metric units Step-by-step method using cooking verbs Equipment required Complete any outstanding assessment or catch-up tasks to ensure their portfolio is up to date.	Explain how it best meets your design brief and success criteria. Attach a labelled sketch of your planned product. Assessment Plan & Prototype Create a recipe card using Canva Name of product, feeds how many? Ingredients including Australian metric units of measurement, steps, equipment. Complete any catch-up assessment tasks
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Week 7

Curriculum / Objectives	Learning Intentions & Success Criteria	Learning Experiences
ACTDEK073 – Investigate and make judgments on how the characteristics and properties of food materials determine preparation techniques and presentation. Applied: Students trial their recipe to test how ingredients and methods affect the final product. ACTDEP075 – Critique needs or opportunities for designing solutions and identify user needs, preferences, and constraints. Applied: Students collect and analyse feedback from themselves and peers to evaluate strengths and areas for improvement. ACTDEP076 – Generate, develop, and test design ideas and solutions. Applied: Students refine their recipe and method based on feedback and update their recipe card accordingly. ACTDEP080 – Evaluate design ideas, processes, and solutions against comprehensive criteria for success. Applied: Students assess how well their trial meets design criteria such as nutrition, sensory appeal, and practicality.	LI Students will trial their Food for Fitness recipe, document the process, gather feedback, and refine their product and recipe card based on evaluation. SC Trial their recipe and take 3–5 clear photos of key stages (preparation, cooking, final product). Record feedback from themselves and at least two peers, noting what worked well and what could be improved. Analyse feedback and explain how they will adjust their recipe or method. Update their recipe card to reflect improvements based on trial and feedback.	Lesson 1 – Cooking/ Prototype Testing Trial your recipe before the final production. Take 3–5 photos of key stages (preparation, cooking, final product). Lesson 2 – Prototype snapshot Record feedback from yourself and your peers. How will you improve your recipe or method based on this feedback? Adjust Recipe Card using feedback

Week 8

Curriculum / Objectives	Learning Intentions & Success Criteria	Learning Experiences
CTDEK073 – Investigate and make judgments on how the characteristics and properties of food materials determine preparation techniques and presentation. Applied: Students produce their final product, applying appropriate cooking methods and techniques. ACTDEP075 – Critique needs or opportunities for designing solutions and identify user needs, preferences, and constraints. Applied: Students plan and organise their workflow, considering teamwork, time management, and safety requirements. ACTDEP076 – Generate, develop, and test design ideas and solutions. Applied: Students apply their planned recipe and adapt processes as needed to solve problems during production. ACTDEP078 – Plan and manage projects individually and collaboratively, considering constraints such as time, cost, and sustainability. Applied: Students work collaboratively, manage resources efficiently, and demonstrate safe and hygienic practices. ACTDEP080 – Evaluate design ideas, processes, and solutions against comprehensive criteria for success. Applied: Students reflect on what went well, challenges encountered, and problem-solving strategies applied during the cooking process.	LI Students will produce their final Food for Fitness product while demonstrating safe, hygienic, and organised cooking practices, and reflect on their teamwork, time management, and problem-solving. SC Prepare and cook their final product according to their recipe plan. Demonstrate effective time management to complete tasks efficiently. Work collaboratively, showing teamwork and shared responsibilities. Follow safe work practices and maintain hygiene throughout cooking. Reflect on their organisation, describe what went well, and identify challenges. Explain how they solved any problems encountered during cooking.	Lesson 1&2- Produce and Present Plan – Document Cooking Lesson 1 Final Cook Lesson 2 Describe and evaluate your use of time, management of plans, teamwork, hygiene, and safety.

Week 9

Curriculum / Objectives	Learning Intentions & Success Criteria	Learning Experiences
ACTDEK071 – Investigate how design and technologies solutions are developed for preferred futures, considering social, ethical, and sustainability factors. Applied: Students evaluate how their product promotes healthy eating, supports fitness, and consider sustainability and ethics in food choices. ACTDEK073 – Investigate and make judgments on how the characteristics and properties of food materials determine	LI Students will evaluate and reflect on their Food for Fitness product, considering nutrition, sensory appeal, safety, sustainability, and personal learning, to identify successes and areas for improvement. SC Assess how well their product meets the design goals (energy, nutrition, taste, texture, convenience, hygiene, sustainability) using a clear rating system (Achieved / Partly / Not yet). Conduct a detailed sensory evaluation, describing appearance, aroma, texture, and flavour.	Lesson 1- Evaluation and Reflection / Catch Up Explain and rate how well your product met your goals ( Achieved /  Partly /  Not yet). For each question below: Sensory Evaluation Describe the appearance, aroma, texture, and flavour of your product. How did it look, smell, and taste? Did it match your expectations? Reflection What did you learn about food and fitness through this project? What skills did you develop? If you did this again, what would you change or improve? How can food technology help promote healthy lifestyles?

preparation techniques and presentation.

Applied: Students reflect on how ingredient choices and cooking methods affected the taste, texture, aroma, and appearance of their final product.

ACTDEP080 – Evaluate design ideas, processes, and solutions against comprehensive criteria for success.

Applied: Students rate how well their final product met design goals for nutrition, appeal, convenience, hygiene, and sustainability.

ACTDEP078 – Plan and manage projects individually and collaboratively, considering constraints such as time, cost, and sustainability.

Applied: Students reflect on the effectiveness of their planning, time management, and teamwork throughout the unit.

Reflect on their learning, including knowledge of food and fitness, practical skills developed, and challenges overcome.

Identify improvements for future projects and explain how food technology can support healthy lifestyles.

Complete any catch-up tasks to ensure their portfolio is complete and accurate.

Lesson 2 - Due