

Year 9 Technology Designer Food	Strand: Technological Practice.
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Key Competencies	The Learning Context
Thinking. Relating to others.	<p>Objective: In small teams, ask students to design a food product for a specific recreational activity – e.g. sailing.</p> <ul style="list-style-type: none"> • Get each team to link with a local organisation associated with the specific recreational activity. • Undertake a survey of participants in the activity and, if possible, have a go at the activity to gain first hand knowledge of the needs. • Undertake an analysis of the information collected and investigate any constraints or regulations associated with preparation of the food for the particular activity. • Design and develop several options for evaluation. Make up some samples for participants in the activity to use. • Trial the products and gain feedback from participants through interviews and questionnaires. • Each team should evaluate the trial of their product using collectively developed criteria. These criteria need to relate to the particular activity. • Choose the best product using the evaluation process and an effective decision making model. • Develop the product and consider market potential, production costs and distribution possibilities. • Develop a marketing strategy including merchandising, such as a logo, packaging and advertising. • Students could approach a business to take up the challenge to make and market the product.
Enterprising Attributes	
Creative and lateral thinking. Decision making. Problem solving. Effective communication. Negotiating.	
Content	Assessment Ideas
Brief. Development Planning. COPS – Components of practice.	An on-going portfolio approach of assessment evidence collection could apply. Evidence such as photos, surveys, stakeholder comments, student reflections, interviews via Dictaphone/video/written statements etc.