| **Year 9 Technology** | **Strand:**  
Designer Food | **Technological Practice.** |
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### Key Competencies
- Thinking.
- Relating to others.

### Enterprising Attributes
- Creative and lateral thinking.
- Decision making.
- Problem solving.
- Effective communication.
- Negotiating.

### Content
- Brief.
- Development Planning.
- COPS – Components of practice.

### The Learning Context

**Objective:**
In small teams, ask students to design a food product for a specific recreational activity – e.g. sailing.

- 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.

### Assessment Ideas

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.