Government of **Western Australia**
School Curriculum and Standards Authority

SAMPLE TEACHING AND LEARNING OUTLINE

TECHNOLOGIES

DESIGN AND TECHNOLOGIES: FOOD SPECIALISATIONS

YEAR 7

2018/32248v3 [PDF 2020/33414]

This document is an introduction to planning a teaching and learning outline with syllabus content for Year 7 Design and Technologies: Food specialisations context. It provides suggested sequencing and timing for teaching the syllabus content, giving students the opportunity to study at least one of the contexts for Design and Technologies. For further details on curriculum requirements and available options, teachers should refer to the School Curriculum and Standards Authority's (the Authority's):

- *Policy Standards for Pre-primary to Year 10: Teaching, Assessing and Reporting*
- Table 1: *Western Australian Curriculum and Assessment Outline*: curriculum requirements and available options.

Schools may choose to teach the syllabus content for two hours per week for a semester, **or** one hour per week for the year. Sample plans provide a range of possible learning experiences from which assessment should be drawn. This *Year 7 Sample Teaching and Learning Outline* provides teachers with possible learning experiences over eight weeks and unpacks the syllabus content to assist teachers in their understanding.

A presentation (*Western Australian Curriculum Technologies Presentation*), which unpacks the process to develop this plan, is available on the Presentations page of the Authority website (https://k10outline.scsa.wa.edu.au/home/resources/presentations).

Year 7 Syllabus Content – Design and Technologies: Food specialisations context

Content	Description
Technologies and society	Competing factors, including social, ethical and sustainability considerations, in the development of technologies Ways in which products, services and environments evolve locally, regionally and globally
Food specialisations	Nutritional value and physical properties of food determine preparation techniques and presentation
Investigating and defining	Define and break down a given task, identifying the purpose Consider components/resources to develop solutions, identifying constraints
Designing	Design, develop, review and communicate design ideas, plans and processes within a given context, using a range of techniques, appropriate technical terms and technology Follow a plan designed to solve a problem, using a sequence of steps
Producing and implementing	Safely make solutions using a range of components, equipment and techniques
Evaluating	Independently apply given contextual criteria to evaluate design processes and solutions
Collaborating and managing	Work independently, and collaboratively when required, to plan, develop and communicate ideas and information, using management processes

Year Level Description

Learning in Design and Technologies builds on concepts, skills and processes developed in earlier years, and teachers will revisit, strengthen and extend these as needed.

In Year 7, students have opportunities to learn about technologies in society at least once in the following technologies contexts: Engineering principles and systems; Food and fibre production; Food specialisations; and Materials and technologies specialisations. Students are provided with opportunities to design and produce products, services and environments.

Students have opportunities to select from a range of technologies, materials, components, tools and equipment. They consider the ways characteristics and properties of technologies can be combined to design and produce sustainable solutions. They develop strategies which enable them to consider society and ethics; social, ethical and sustainability factors. Students' use of creativity, innovation and enterprise skills is encouraged to increase independence and collaboration.

Students are given opportunities to respond to feedback from others and evaluate their design processes and solutions. They investigate design and technology solutions and the implications for each on society, locally, regionally and globally. Students develop their techniques for evaluating the advantages and disadvantages of design ideas.

Students have opportunities to engage with a range of technologies, including a variety of graphical representation techniques to communicate ideas. Students generate and clarify ideas through sketching, modelling and perspective drawings.

Students identify the increasingly complex sequences and steps involved in design tasks. They develop plans to manage design tasks, including safe and responsible use of materials and tools to successfully complete design tasks.

Year 7 Learning Area: Technologies – Design and Technologies (context: Food specialisations)			
Year 7 Achievement Standard At Standard, students outline ways in which products, services and environments evolve locally, regionally and globally and recognise competing factors, including social, ethical and sustainability in the development of technologies. In Engineering principles and systems, students identify the use of motion, force and energy to manipulate and to control electromechanical and mechanical systems. In Food and fibre production, students identify components of food and fibre production systems including key features of their design. In Food specialisations, students identify nutritional values and physical properties of food to determine preparation techniques and presentation. In Materials and technologies specialisations, students identify how the selection of material and technology process is influenced by the combination of materials, systems, components, tools and equipment. With all Design and Technologies contexts, students develop solutions and identify the purpose for a given task by considering constraints and components/resources. Students use a range of techniques, appropriate technical terms and technologies to design, develop, review and communicate design ideas, plans and processes. They follow sequenced steps to a problem-solving plan. Students apply safe procedures to make solutions, using a range of components, equipment and techniques. They apply given contextual criteria to independently evaluate design processes and solutions. Students work independently, and collaboratively, to plan, develop and communicate ideas and information, when using management processes.			
Weeks	**Syllabus content**	**Content unpacked**	**Suggested teaching and learning experiences**
1	**Food specialisations** Nutritional value and physical properties of food determine preparation techniques and presentation **Technologies and society** Competing factors, including social, ethical and sustainability considerations, in the development of technologies Ways in which products, services and environments evolve locally, regionally and globally	• Nutritional value of food determines: ▪ food for good health ○ nutrient content of a food ○ serving portion ○ effects of consumption on the body ○ recommended daily intake, e.g. number of serves per day ▪ preparation techniques ○ determine appropriate size for recipe, e.g. slice, grate, chop ○ efficient preparation time ○ impact of the application of heat, such as boiling, grilling etc. • Physical properties of food, such as size, shape, colour, texture determines: ▪ food choices ○ likes and dislikes ▪ preparation techniques ○ alter or change some physical properties during preparation ▪ presentation ○ various combinations of colour, shape and texture for interest and taste. • Identifies competing factors in the development of technologies, including: ▪ social considerations ○ sustainability and development of technologies ○ individuals and the choices they make ▪ ethical considerations ○ commercial versus homemade options, such as flavoured water, family pizza, burger patties and ethical decision-making ▪ sustainability considerations ○ seasonal selection of ingredients (what is in season depending on time of year course is delivered) ○ use of selected foods for quality, freshness etc., to limit wastage (including packaging) ○ perishable foods ○ greenhouse (monoculture) requirements/conditions ○ distribution pathways, movement of food materials ○ logistics, transport networks and systems. • Explains ways in which an individual food product may evolve: ▪ locally ○ place of origin, place where food is grown/sourced ○ proximity of resources, knowledge and skilled personnel/community members	• Research and define a common understanding for the term ‘nutritional value’. • Investigate the nutritional value of food – include favourite foods and foods for special occasions. • Identify and discuss a range of physical properties for various selected food items. • Explain how various physical properties entice selection, consumption and enjoyment of different foods. • Compare individual food choices and choices made by other class members. • Develop a table/list of favourite foods – identify the nutritional value and physical properties for each of the foods. • Discuss a variety of ways food can be prepared and how different preparation techniques may increase/impact nutritional value; for example, eating a whole apple compared to apple juice. • Compare a commercially prepared pizza with a homemade pizza, as demonstrated by the teacher, and for each pizza discuss the: ▪ physical properties, such as colour, shape, texture ▪ nutritional value, such as fat, vegetable content ▪ taste, including salt. • Prepare comparisons in chart form or use a graphic organiser. • In-class activity – food preparation techniques (chop, chomp and recharge): ▪ prepare a bowl or platter of fresh fruit/vegetables – wash, chop, peel, slice etc. ▪ use fresh fruit/vegetables to prepare flavoured water ▪ snack (chomp) on prepared fresh fruit/vegetable and recharge (drink) flavoured water and: ○ discuss appropriate foods and drinks to give energy ○ taste and describe the texture for the fresh fruit/vegetables and flavoured water ○ rate each food and the flavoured water for flavour and appearance ○ discuss selection of seasonal foods ○ link sustainability issues and the use of plastic water bottles. • Investigate the term ‘seasonal foods’: ▪ explain reasons for the selection and use of foods ‘in season’ ▪ explore ways to incorporate seasonal foods in meal planning ▪ discuss advantages for the consumption of local food products and sustainable food production. • The following links may be useful: ▪ Parenthub (www.parenthub.com.au) ▪ Sustainable Table (www.sustainabletable.org.au) ▪ Seasonal Food Guide Australia (www.seasonalfoodguide.com)

Weeks	Syllabus content	Content unpacked	Suggested teaching and learning experiences
		○ seasonal, availability, cost ▪ regionally ○ best growing conditions for specific foods, e.g. bananas and mangoes in tropical areas ○ centralised sorting, packing and storage facilities ○ cost of materials which contribute to production and are available regionally.	
2	**Designing** Follow a plan designed to solve a problem, using a sequence of steps **Producing and implementing** Safely make solutions using a range of components, equipment and techniques	• Follow a logical sequence of steps: ▪ a recipe is a plan using a sequence of steps to prepare and present food ▪ consider various design adaptations, such as for size, colour, components, packaging ▪ consider quantity requirements, including measuring techniques ▪ solve a problem, such as prepare a snack food, simple meal, consider time constraints, ingredient availability etc. • Safely make solutions, use a range of: ▪ components, such as ingredients list, quality measures, pre-preparation (mise en place), parts of recipe, elements, sections, step-by-step procedure etc. ▪ equipment – suitable/appropriate tools, utensils suitable for given task, safe use and storage ▪ techniques – to prepare food safely, risk assessment, appropriate method of use, systems for safety, practice specific skill development, rehearse procedure. • Select and consistently apply safe procedures for the scheduled production plan, time allocation and documents progress, such as making notes, images, adaptations.	Unpack a given recipe and identify the parts of a recipe, such as name, ingredients (components) list, preparation time, step-by-step preparation instructions, cooking time, method, abbreviations, number of serves, and other extra relevant information. • Compare a selection of given recipes to identify common features. • Consider sequence of steps, such as measuring techniques, selection of equipment: ▪ measuring activity ▪ kitchen equipment bingo. • Identify ways to present food, considering various combinations based on physical properties. • Discuss possible alternative ingredients/components, including a variety of local, seasonal fruits for fruit salad: ▪ conduct a fruit salad demonstration ▪ prepare fruit salad and apply a variety of preparation techniques. • Safely use appropriate equipment for cutting, slicing, chopping etc. • Prepare food safely: ▪ use hygienic practices ▪ identify cross contamination issues ▪ consider storage options ▪ work collaboratively.
3	**Investigating and defining** Define and break down a given task, identifying the purpose Consider components/resources to develop solutions, identifying constraints **Producing and implementing** Safely make solutions using a range of components, equipment and techniques	The given task may include producing an individual food product, such as a smoothie, juice, toasted sandwich, salad etc. • Break down the given task: ▪ efficiently define the purpose (of the recipe/food being produced) ▪ consider and list appropriate components (fresh ingredients versus commercially prepared ingredients) ▪ identify resources required to develop the solution, i.e. the (food) product and its end use (at-home meal, school lunch etc.), ingredient availability, specialised equipment. • Describe constraints, such as: ▪ ingredients from a given list, including required number of components, pre-sized/measured quantities ▪ availability of tools (for cutting, whipping etc.), specialised equipment (for measurement etc.), and know-how to operate machines and equipment ▪ needs of the consumer ▪ time frame ▪ cost. • Safely make solutions using the given recipe and a range of: ▪ components, such as ingredients list, quality measures, pre-cut or measured or portioned, terminology to identify parts, elements, sections, step-by-step procedure etc. ▪ equipment – tools, utensils suitable to complete the given task ▪ techniques – risk assessment, method of use, systems for safety, practice specific skill development, rehearse procedure.	The given task is to develop and produce a smoothie or juice using a combination of seasonal fruits and/or vegetables. • Choose a recipe and demonstrate different equipment suitable to prepare a smoothie or juice, such as a blender, stick mixer, juicer etc. and identify and discuss advantages/disadvantages of using each piece of equipment. • Prepare a smoothie for the class to ‘taste test’, using a blender and/or other suitable equipment. • Demonstrate safe use of a stick mixer, which is generally more suited to smaller volumes of liquids. • Investigate and discuss flavour combinations and personal preferences, including: ▪ commercial products available at local juice/smoothie outlets ▪ menu choices and ingredient/components available, costs, preparation, storage, food safety. • Use the basic smoothie recipe as provided earlier and modify the recipe components to create personal design: ▪ safely use appropriate equipment for cutting, slicing, chopping etc. ▪ consider requirements for food safety, including hygienic practices, cross contamination issues, and storage options. • Work individually to prepare and produce individual smoothie or juice. • Select fruit/vegetable components from a selection available in class: ▪ include seasonal foods; for example, refer to Seasonal Food Guide Australia (www.seasonalfoodguide.com) ▪ identify and select resources required, such as equipment ▪ produce own smoothie or juice. • Implement safe food procedures.

Weeks	Syllabus content	Content unpacked	Suggested teaching and learning experiences
		• Select and consistently apply safe procedures for the scheduled production plan, timeline and document progress, such as making notes, images.	• Work according to instructions, step-by-step process as required by the given recipe. • Compare/evaluate taste with at least one other smoothie or juice for flavour, colour and texture.
4	**Designing** Design, develop, review and communicate design ideas, plans and processes within a given context, using a range of techniques, appropriate technical terms and technology Follow a plan designed to solve a problem, using a sequence of steps **Producing and implementing** Safely make solutions using a range of components, equipment and techniques	• Design a food product, such as a pizza. • Design development could involve consideration of: ▪ ideas, inspiration prompts/stimuli, shape, size, colour, texture combinations, available ingredients, range of techniques ▪ communication of ideas with an annotated sketch using appropriate technical terms, such as grating and chopping ▪ processes – break down given outline of sequence of steps in the recipe ▪ range of technology available, such as oven, grill. • Review and clearly communicate: ▪ design ideas – prioritise, rank ideas, reflect on possibilities, reasons for choice, validate selection ▪ modifications (for seasonal foods). • Follow a plan: ▪ based on nutritional value of food product for given scenario ▪ to select and prepare the components ▪ to use the recipe method, that is the sequence of steps provided ▪ problem solve – consider and implement modifications, where necessary. • Produce the food product: ▪ use components as supplied or adapted for season, nutritional value etc. ▪ safely use equipment, including sharps (knives) and oven ▪ implement techniques to prepare food, including food safety and hygiene practices.	• Design development for an individual pizza: ▪ make decisions about preferred foods for a pizza ▪ choose a maximum of six ingredients from the list provided by the teacher and consider the earlier research on the nutritional value of food ▪ explain how the nutritional value of food and the physical properties of foods influence choices, such as in the development and production of the pizza ▪ sketch at least two pizza design ideas and annotate reasons for choices ▪ select preferred design and give reasons why, based on nutritional values and physical properties etc. • Produce an individualised recipe for the pizza and include: ▪ a name for the pizza ▪ a sketch/photograph ▪ a list of ingredients, including the quantity required for each ingredient ▪ the recipe procedure, that is the sequence of steps required to produce the pizza ▪ a time plan to include each of the steps ▪ a list of equipment required and reasons for the selection. • Implement procedures outlined in the recipe to produce an individualised pizza: ▪ follow the recipe plan ▪ safely use appropriate equipment for cutting, slicing, chopping etc. ▪ implement techniques to ensure food safety and hygiene practices ▪ complete within the given time frame.
5	**Evaluating** Independently apply given contextual criteria to evaluate design processes and solutions **Designing** Design, develop, review and communicate design ideas, plans and processes within a given context, using a range of techniques, appropriate technical terms and technology Follow a plan designed to solve a problem, using a sequence of steps **Producing and implementing** Safely make solutions using a range of components, equipment and techniques	• Contextual criteria may consider: ▪ contextual – suitable for end use/purpose, appropriate for intended product design, based on given task ▪ criteria – nutritional value, measurement, timing, conditions ▪ independent application, detailed reflections. • Evaluate the: ▪ design process, including modifications of design, plans, annotated sketches and sequence of steps ▪ solution – suitability for end use/purpose, production of individual food product, skill application. • Design development could involve consideration of: ▪ ideas, inspiration prompts/stimuli, shape, size, colour texture combinations, available ingredients, range of techniques ▪ communicating ideas with an annotated sketch using appropriate technical terms, such as grating and chopping ▪ processes – break down given outline of sequence of steps in the recipe ▪ range of technology available, such as oven, grill. • Review and clearly communicate: ▪ design ideas – prioritise, rank ideas, reflect on possibilities, reasons for choice, validate selection ▪ modifications (for seasonal foods). • Produce the food product: ▪ use components as supplied or adapted for season, nutritional value etc.	• Evaluate the pizza produced in the previous lesson. • Use the criteria given (by the teacher) based on the nutritional value and physical properties of the food, the principles of design, and the sequence of steps to evaluate: ▪ how the pizza supports the principle of good nutritional value ▪ the final product/solution, based on the physical properties of the ingredients ▪ the design features of the pizza ▪ the implementation of the sequence of steps, including making suggestions on modifications/improvements for the future ▪ personal work ethic, that is: ○ working independently/collaboratively ○ time management. **Assessment** Provide an outline for a recipe plan and a ‘shopping basket’ of several food items (including fresh fruit and vegetables) and ask students to: • generate two design ideas – each based on a selection of up to five items, and considers the nutritional value and physical properties of the food • sketch and annotate two design ideas based on principles of design • use a graphic organiser to validate their selection of the best design idea and chosen food items • introduce new equipment; for example, a sandwich press noting the instructions for safe use • create an individual recipe, including name, ingredients list and sequence of steps (with a time plan) based on the selected items

Weeks	Syllabus content	Content unpacked	Suggested teaching and learning experiences
		▪ safely use equipment, including sharps (knives) and oven ▪ implement techniques to prepare food, including food safety and hygiene practices.	• produce the food product and use the individualised recipe plan to: ▪ implement preparation techniques, food safety and hygiene practices ▪ prepare the ingredients as required ▪ implement the planned step-by-step sequence ▪ safely use equipment, including new equipment, such as a sandwich press.
6	**Collaborating and managing** Work independently, and collaboratively when required, to plan, develop and communicate ideas and information, using management processes **Food specialisations** Nutritional value and physical properties of food determine preparation techniques and presentation **Investigating and defining** Define and break down a given task, identifying the purpose Consider components/resources to develop solutions, identifying constraints **Technologies and society** Competing factors, including social, ethical and sustainability considerations, in the development of technologies Ways in which products, services and environments evolve locally, regionally and globally	• Work independently to: ▪ complete assigned tasks ▪ maintain effective communication. • Work collaboratively to: ▪ plan ways to make solutions, include allocation of roles ▪ develop sequence of steps ▪ organise resource allocation ▪ establish ways to communicate ideas and information. • Use management processes to: ▪ allocate roles/tasks for partner/group ▪ ensure effective communication strategies ▪ check progress, such as completion of each step in the developed sequence ▪ use initiative, making necessary modifications/changes if required ▪ complete task within the given time frame. • Nutritional value of food determines: ▪ food for good health ○ nutrient content of a food ○ serving portion ○ effects of consumption on the body ○ recommended daily intake, e.g. number of serves per day. • The given task may include production of food products, either independently or collaboratively for a class event, such as: ▪ a class morning tea ▪ simple class lunch ▪ community afternoon tea. • Break down the given task: ▪ to efficiently define the purpose ▪ to identify the resources required to develop a solution. • Consider possible components: ▪ nutritional value of foods ▪ food allergies and intolerances ▪ use of seasonal foods ▪ source locally grown foods. • Describe constraints, such as: ▪ recipes from a given list ▪ availability of equipment, specialised equipment and know-how to operate appliances ▪ needs of the consumer ▪ time frame ▪ cost. • Identify competing factors. Consider: ▪ social factors – shared development and creation of appropriate setting for food service; food products' appeal for a specific consumer group, coordinated collection of menu items ▪ ethical factors, such as cultural influences on food choices	• The given task is to work collaboratively with a partner or in a small group to produce a simple food product, such as apple/fruit crumble, healthy muffins (e.g. pumpkin and cheese, spinach and apple, and pear and raspberry), fruit icy poles, or s'mores. • Determine roles/tasks for each member within the partnership or small group, such as the component of a recipe that each member is responsible for, washing dishes etc. • Work independently on the assigned tasks and use initiative to complete jobs without the need for prompting. • Communicate regularly with partner/s to monitor progress, making modifications as necessary. • Complete the task in one lesson. • Discuss the *Australian Guide to Healthy Eating* (the Guide): ▪ consider the purpose of the Guide – a tool used to assist in guiding healthy eating choices, and indications of the nutritional value for a range of foods ▪ use the Guide to review all food consumed over a period, such as 24 hours ▪ reflect on and discuss personal food intake and the nutritional value of the food consumed based on the Guide – indicate ways to improve personal consumption ▪ the following links may be useful: ○ Nutrition Australia (www.nutritionaustralia.org) ○ Eatforhealth.gov.au (www.eatforhealth.gov.au). • The given task is to work independently and collaboratively to produce a class morning tea from a list of possible menu items provided by the teacher. • Prepare an invitation to staff members to attend the class function. • Discuss resources required to produce the class morning tea, such as location, appropriate equipment and appliances, 'mise en place' for preparation/service, use of freezer. • Undertake menu and beverage planning, select from a given list of recipes and considering: ▪ suitability for the occasion ▪ nutritional value of food ▪ combination of physical properties ▪ food allergies and intolerances ▪ use of seasonal foods ▪ ways to source locally grown foods. • Include social and sustainability considerations: ▪ possible theme, menu development ▪ use of locally produced food, use of freezer, limiting wastage (such as food and packaging) and oven management strategies. • Plan for efficient food preparation: ▪ work collaboratively as a class to prepare assigned menu items ▪ review and modify the sequence of steps (recipe method) to share tasks and work collaboratively when with a partner/small group ▪ work independently when required ▪ apply appropriate food preparation skills. • Provide contextual criteria for the evaluation process: ▪ as a class, prepare assessment/rating criteria for each menu item; for example, muffins should be well-risen, have an evenly-browned top, well-distributed fruit/nuts, appropriate flavour, texture is moist, uniform crumb colour, not too crumbly etc.

Weeks	Syllabus content	Content unpacked	Suggested teaching and learning experiences
		▪ sustainable use of foods/materials, source locally produced foods, limit wastage, use of freezer etc. • Explain ways in which a food product may evolve locally. Consider: ▪ proximity of food resources, knowledge and skilled personnel/community members, such as a local chef ▪ cost of food items and other materials, e.g. decorations ▪ donate prepared food products to assist others in the class, community, such as a class food hamper for a charity/raffle.	▪ prepare multiple copies of the assessment card for each menu item for guests and class members to complete.
7	**Collaborating and managing** Work independently, and collaboratively when required, to plan, develop and communicate ideas and information, using management processes **Producing and implementing** Safely make solutions using a range of components, equipment and techniques	• Work independently to: ▪ complete assigned tasks ▪ maintain effective communication. • Work collaboratively to: ▪ plan ways to make solutions, include allocation of roles ▪ develop a sequence of steps ▪ organise resource allocation ▪ establish ways to communicate ideas and information. • Produce the food product: ▪ use components as supplied or adapted for season, nutritional value etc. ▪ safely use equipment, including sharps (knives) and oven ▪ implement techniques to prepare food, including food safety and hygiene practices.	• Preparation of menu items for the class morning tea will be conducted over two lessons and includes food preparation and production, procedure for freezing and service planning. • Students to work independently when required and with their partner to communicate, organise, follow instructions, divide shared tasks, such as washing dishes etc. • Encourage use of initiative, completing tasks without the need to be prompted. • Implement safe procedures to freeze food, such as packaging, labelling (name of product, production date).
8	**Collaborating and managing** Work independently, and collaboratively when required, to plan, develop and communicate ideas and information, using management processes **Evaluating** Independently apply given contextual criteria to evaluate design processes and solutions	• Work independently to: ▪ complete assigned tasks without the need to be prompted ▪ communicate progress, potential issues and problems. • Work collaboratively to: ▪ communicate ideas and information to ensure efficient food service, such as hot food is hot, cold food is cold, timing for start of service. • Management processes: ▪ gives clear instructions ▪ monitors timing and sequence of steps ▪ uses initiative and makes changes when necessary. • Contextual criteria may consider: ▪ contextual – suitable for purpose, end use, appropriate for intended product design, based on given task ▪ criteria – nutritional value, measurement, timing, conditions ▪ independent application, detailed reflections. • Evaluate the: ▪ design process, including modifications of design, plans, annotated sketches, and sequence of steps ▪ solution – suitability for end use/purpose, production of individual food product, skill application.	Lesson one is food service for the class morning tea. Students are required to work independently and collaboratively to be ready for the start of service. • Implement management processes during production to ensure food/beverage/location are ready at the start of service: ▪ final preparation where necessary; for example, dust muffins with icing sugar ▪ re-heat food where necessary ▪ plate up food for service, including hot food is hot, cold food is cold. • During the class morning tea, provide service if and when required, such as refill flavoured water station, replenish/remove empty dishes. • Request guests to rate individual food items using the assessment card provided. • At the conclusion of the class morning tea, divide shared tasks, such as clearing tables, washing dishes, store equipment. • Use the assessment card to complete a personal assessment/rating. **Assessment** As a class, collate the feedback provided by guests and students on the completed assessment cards. Reflect on the feedback provided. Complete a Plus, Minus, Interesting activity or other graphic organiser to reflect on the overall success of the class morning tea and the possible improvements required. Ensure the assessment is fair and suited to the ability of the students.