

2 Student learning outcomes

The introductory unit and two design challenges presented in this manual (see pages 11 to 20) are designed to enable students to demonstrate outcomes from the Health and Physical Education and the Technology key learning areas.

The relevant level 5 outcomes – that is, typically for students aged 13–16 years – from the nationally developed documents *Health and Physical Education: A Curriculum Profile for Australian Schools* (Curriculum Corporation 1994) and *Technology: A Curriculum Profile for Australian Schools* (Curriculum Corporation 1994) are documented below. Corresponding Levels 4–6 outcomes are presented in Appendix 1. Other learning experiences would need to be added to enable students to demonstrate outcomes at Level 4 or 6.

Student learning outcomes: Health and Physical Education

Outcome	What the students know and can do to demonstrate the Level 5 outcomes		
	Food fit to eat – a food safety angle	Design challenge A: Food safety checklist	Design challenge B: The 'clean team'
Health of individuals and populations 5.9 Proposes actions and programs that recognise health needs and are designed to promote health.	<ul style="list-style-type: none"> ■ Know types, symptoms and incidence of food poisoning. ■ Know factors that influence good practice with respect to food safety: <ul style="list-style-type: none"> • foods that are likely to cause food poisoning • behaviours and conditions that promote unsafe food • ways to minimise contamination of food • ways to kill or minimise growth of micro-organisms. 	<ul style="list-style-type: none"> ■ Know types, symptoms and incidence of food poisoning. ■ Know factors that influence good practice with respect to food safety: <ul style="list-style-type: none"> • foods that are likely to cause food poisoning • behaviours and conditions that promote unsafe food • ways to minimise contamination of food • ways to kill or minimise growth of micro-organisms. ■ Design and produce a food safety checklist suitable for use in the home kitchen. ■ Evaluate the checklist in terms of how effective it is in promoting safe food handling practices. 	<ul style="list-style-type: none"> ■ Know types, symptoms and incidence of food poisoning. ■ Know factors that influence good practice with respect to food safety: <ul style="list-style-type: none"> • foods that are likely to cause food poisoning • behaviours and conditions that promote unsafe food • ways to minimise contamination of food • ways to kill or minimise growth of micro-organisms. ■ With respect to food safety, know factors to consider when: <ul style="list-style-type: none"> • serving food outdoors • selecting, preparing and storing packed lunches ■ Develop a management plan for preparing and serving lunch box foods, highlighting the actions that will be taken to maximise food safety.

Outcome	What the students know and can do to demonstrate the Level 5 outcomes		
	Food fit to eat – a food safety angle	Design challenge A: Food safety checklist	Design challenge B: The 'clean team'
<p>Safety</p> <p>5.12 Evaluates behaviours that influence personal safety and that of others.</p>	<ul style="list-style-type: none"> ■ Know types, symptoms and incidence of food poisoning. ■ Know factors that influence good practice with respect to food safety: <ul style="list-style-type: none"> • foods that are likely to cause food poisoning • behaviours and conditions that promote unsafe food • ways to minimise contamination of food • ways to kill or minimise growth of micro-organisms. ■ Evaluate behaviours portrayed in the media (television) from a food safety perspective. ■ Evaluate own behaviours from a food safety perspective. 	<ul style="list-style-type: none"> ■ Know types, symptoms and incidence of food poisoning. ■ Know factors that influence good practice with respect to food safety: <ul style="list-style-type: none"> • foods that are likely to cause food poisoning • behaviours and conditions that promote unsafe food • ways to minimise contamination of food • ways to kill or minimise growth of micro-organisms. ■ Evaluate own behaviours with respect to food safety. 	<ul style="list-style-type: none"> ■ Know types, symptoms and incidence of food poisoning. ■ Know factors that influence good practice with respect to food safety: <ul style="list-style-type: none"> • foods that are likely to cause food poisoning • behaviours and conditions that promote unsafe food • ways to minimise contamination of food • ways to kill or minimise growth of micro-organisms. ■ Devise an evaluation sheet that enables feedback on a person's personal hygiene and food preparation, cooking and presentation practices with respect to food safety. ■ Use an evaluation sheet to provide feedback on another person's food safety behaviours when preparing, and presenting food.

Student learning outcomes – Technology

Outcome	What the student knows and can do in 'Design challenge A: Food safety checklist' to demonstrate the outcomes
<p>Investigating</p> <p>5.1 Investigates and explains how the design, production and use of products and processes are affected by the needs of communities and environments.</p>	<ul style="list-style-type: none"> ■ Investigate and analyse food safety messages to identify the checks to be included in a food safety checklist. ■ Investigate ways of presenting the checklist — for example, fridge magnet, apron, whiteboard, mouse mat, CD. ■ Identify the most appropriate type of checklist for the family, including functional, aesthetic, social and environmental considerations. ■ Investigate appropriate materials for the preferred way of presenting the checklist. ■ Investigate style features to make the checklist effective — for example, clarity of message, size and style of text, colours, graphics, white space.
<p>Devising</p> <p>5.2 Creates and prepares design and production proposals that:</p> <ul style="list-style-type: none"> ■ include consideration of a range of options ■ demonstrate consideration of functional, aesthetic, social and environmental issues ■ use the graphics, conventions and technical languages associated with particular fields of technology. 	<ul style="list-style-type: none"> ■ Develop alternatives for the checklist, taking into account family requirements. ■ Prepare a design proposal for the chosen checklist. ■ Annotate the proposal to explain how the design meets functional, aesthetic, social and environmental considerations identified by the family. ■ Prepare a detailed production plan for the production of the food safety checklist.
<p>Producing</p> <p>5.3 Organises, implements and adjusts production processes that:</p> <ul style="list-style-type: none"> ■ achieve defined standards of quality and safety ■ require the preparation of detailed production plans using suitable technical languages and conventions. 	<ul style="list-style-type: none"> ■ Produce the food safety checklist, following the production plan.
<p>Evaluating</p> <p>5.4 Assesses own products and processes according to specified design requirements, including ethical criteria, and by comparison with similar products and processes.</p>	<ul style="list-style-type: none"> ■ Test the checklist by using it to evaluate their own work space and behaviour either at home or at school. ■ Evaluate the checklist in terms of: <ul style="list-style-type: none"> • its effectiveness in promoting food safety • whether it matches their design ideas, including functional, aesthetic, social and environmental factors, and if not, why changes were made • the family's satisfaction with the product • how it compares with checklists used in the food industry. ■ Evaluate own processes in meeting the design challenge.
<p>Nature of materials</p> <p>5.7 Explains how the properties of the materials chosen meet functional, aesthetic and environmental requirements.</p>	<ul style="list-style-type: none"> ■ Explain how the properties of the materials chosen for the food safety checklist meet functional, aesthetic and environmental requirements.
<p>Techniques with materials</p> <p>5.8 Selects and uses techniques and equipment to work materials with the precision and safety required to achieve detailed specifications.</p>	<ul style="list-style-type: none"> ■ Select and use techniques and equipment to produce a food safety checklist to meet the specifications of their own design.