

Food Technology 10

Guide

Website References

Website references contained within this document are provided solely as a convenience and do not constitute an endorsement by the Department of Education of the content, policies, or products of the referenced website. The department does not control the referenced websites and subsequent links, and is not responsible for the accuracy, legality, or content of those websites. Referenced website content may change without notice.

Regional Education Centres and educators are required under the Department's Public School Programs Network Access and Use Policy to preview and evaluate sites before recommending them for student use. If an outdated or inappropriate site is found, please report it to <curriculum@novascotia.ca>.

Food Technology 10

© Crown copyright, Province of Nova Scotia, 2012, 2019

Prepared by the Department of Education and Early Childhood Development

This is the most recent version of the current curriculum materials as used by teachers in Nova Scotia.

The contents of this publication may be reproduced in part provided the intended use is for non-commercial purposes and full acknowledgment is given to the Nova Scotia Department of Education.

Family Studies: Grade 10 Course Options

Family Studies at the grade 10 level offers 5 five half-credit course options. Most schools select two half-credits (each with its own course code) and offer as a full-credit choice to their students.

- Food for Healthy Living 10
- Food Preparation/Service 10
- Food Technology 10
- International Foods 10
- Textile Production 10

Food Technology 10, Food Preparation and Service 10, and Textile Production 10 are eligible half credits for the technology graduation requirement.

Note: Unit Outcome 1 and its associated specific curriculum outcomes are the same for all of the grade 10 foods-related curriculum. The focus on safe food handling procedures must be addressed in all courses that involve food preparation. Approximate time allocations for each unit are recommendations designed to assist with the development of a scope and sequence reflective of the two half courses being delivered.

Food Technology 10

Learning Outcomes

Students will be expected to

1. demonstrate knowledge of safe food preparation techniques and production
2. investigate and analyze the impact of food technology on the consumer and the food industry
3. use factual information to assess current issues related to food production and preparation
4. identify the career and employment opportunities related to food technology and industry

Specific Curriculum Outcomes

Students will be expected to

Unit 1: Safe Food Preparation Techniques and Production (approximately 5-10 hours)

- 1.1 identify causes, symptoms, and prevention of food-borne illness
- 1.2 identify kitchen procedures reflective of maintaining a safe workplace
- 1.3 demonstrate safe food handling in the selection, storage, preparation, and serving of foods

Unit 2: Food Industry Technology (approximately 20-25 hours)

- 2.1 critique the purpose and impact of technology on food preparation
- 2.2 critically analyze the impacts of evolving technologies on themselves, societies, and the environment

Unit 3: Issues Related to Food Industry (approximately 15-20 hours)

3.1 identify various issues related to food technology

3.2 gain an understanding of biotechnology and genetically modified foods as they impact consumers

3.3 decipher label and package information for product enhancement, claims, and modification

Unit 4: Careers in Food Science and Technology (approximately 2 hours)

4.1 explore the career and employment opportunities related to food industry and food technology

Unit Outcome 1: Safe Food Preparation Techniques and Production (approximately 5-10 hours)

Students will be expected to demonstrate knowledge of safe food preparation techniques and production.

Note: Course Curriculum Outcome 1 and its associated Specific Curriculum Outcomes are the same for all the Grade 10 foods related curriculum. The focus on safe food handling procedures must be addressed in all courses that involve food preparation.

Specific Curriculum Outcome 1.1

Students will be expected to identify causes / symptoms and prevention of food borne illness.

Suggestions for Assessment

Teachers can:

- observe students to determine if students are practicing safe food handling procedures when preparing food.
- use a rubric to assess student products (pamphlets, power points) for understanding of concepts related to safe food handling practices and food borne illness.

Students can:

- demonstrate safe food handling procedures when preparing food
- share their understanding of food borne illness with their peers

Suggestions for Learning and Teaching

Teachers can:

Provide students with a variety of opportunities to explore food safety issues: the causes of food borne illnesses, prevention practices and impact of food safety on society.

Students can:

- review food safety case studies (video or written) to examine/discuss the causes of food borne illness.

- create a pamphlet promoting safe food handling using information gained from case study class discussion
- explore industrial sanitation and storage practices including safe food practices used in a school cafeteria, hospital or local business which uses walk in freezer/refrigerator and industrial dishwashers. If a tour is not possible listen to a guest speaker (health inspector, cafeteria manager, restaurant operator) on the topic of hygiene practices in mass food production.
- interview a chef about safe food storage and handling in the commercial setting.
- learn about proper knife use and care. Students practice knife use by cutting up vegetables for freezing.
- use video on food safety to examine safe food handling practices. Students can illustrate safe practices in their choice of media to post in the foods lab.
- conduct research on types of food borne illness to be shared with other class members. Each student may become the ‘resident expert’ on one type of food poisoning.
- write a (fictitious) news report on a case of food poisoning. Use the 5W(who, what, when, where and why) approach to your writing.
- make a power point or a video on a type of food poisoning showing the symptoms, common foods affected, how to avoid contamination, when effects would start. These are shared with the class.
- research commercial methods of preventing food borne illness: dehydrating foods, irradiated foods, pasteurization, vacuum packs
- write a rap/lyrics to a popular song using information relating to food safety and handling. These can be typed and mounted for a display in the classroom.
- conduct research to investigate the impact of food poisoning (economic /other) on the individual and society.
- prepare power point presentation of food safety / safe food handling techniques for a community group.

Resources

FoodSafe Level I 4th Edition, Instructor Kit (2000744)

FoodSafe Level I, 4th Edition, Student Workbook (2000743)

Food for Today, First Canadian Edition, Student Resource (24117), Teacher Resource (24118)

Chapter 6: Kitchen Know How

Food for Life, 2nd Edition, Teacher (22180) and Student (21855) Resource

Chapter 9: Food Safety

Professional Cooking for Canadian Chefs, 7th edition (25588)

Chapter 2: Sanitation and Safety

Nutrition Concepts and Controversies, 12th Edition (25585)

Chapter 12:-Food Safety and Food Technology

Web Links

Using search engine try key search words such as:

Nova Scotia Department of Agriculture

Nova Scotia Department of Health Brochures

Canadian Partnership for Consumer and Food Safety Education

Canadian Food Inspection Agency

Partnership for Food Safety Education

Audiovisual:

Video- *The Great Food Fight* (13 min)

(Institute of Food Technologists- contact 1-800-366-3438)

Publications:

Current newspaper/magazine articles on food safety

Nova Scotia Department of Health Brochures

Nova Scotia Department of Agriculture

Visuals:

Canadian Posters of Food Safety / Hygiene

Poster of the temperature “Danger Zone” for food safety/ bacteria growth

Specific Curriculum Outcome 1.2

Students will be expected to identify kitchen procedures reflective of maintaining a safe workplace.

Suggestions for Assessment

Teachers can:

- use a rubric to assess mini posters.
- assess safety procedures demonstrated by students while preparing foods in Foods Lab. Lab evaluations should be conducted as both self and teacher assessments.
- use rubrics and observation checklists to assess student presentations and products

Students can:

- practice safety procedures in the foods lab
- complete Foods Lab self evaluations that include safety outcomes.
- reflect on presentations by employers both in school and in the workplace if possible.
- share projects and checklists with the class

Suggestions for Learning and Teaching

Teachers can:

- demonstrate safe knife use and care.
- introduce each lab experience with safety reminders relevant to the preparation methods being used

Students can:

- brainstorm safety practices to be used when working in a kitchen/lab. Include equipment use & care. Make a poster or power point presentation identifying safe practices in the kitchen /lab.
- analyze kitchen plans for safety.
- create mini posters for lab reminding their peers of safe practices: wiping up spills, washing knives, preventing burns.
- take a basic First Aid course. Certificates should be included in their Life Work Portfolio.
- interview an employer about how they encourage safe workplaces.

- create a safety checklist for an accident free kitchen. This could be used for each foods lab as a self assessment tool. Topics to include are preventing cuts, falls, burns, fires and poisoning, and using electricity wisely.
- write a one minute TV commercial to promote safety. The commercial should feature one aspect of kitchen safety in the commercial. Students should suggest what visuals should be shown on camera and create a brief script. If a video camera is available, tape and broadcast the commercial.
- research some basic first-aid principles including how to deal with burns and scalds, bleeding, poisoning, eye injuries, and choking. Students will role play what to do for cuts, burns, choking, falls, etc. that may occur in the kitchen.

Resources

FoodSafe Level I 4th Edition, Instructor Kit (2000744)

FoodSafe Level I, 4th Edition, Student Workbook (2000743)

Food for Today, First Canadian Edition, Student Resource (24117), Teacher Resource (24118)

Chapter 6: Kitchen Know How

Chapter 7: At Home in the Kitchen

Food for Life, 2nd Edition Teacher (22180) and Student Resource (21855)

Chapter 9 : Food Safety

Chapter 10: Kitchen Safety

Chapter 11: Kitchen Appliances, Equipment and Tools

Professional Cooking for Canadian Chefs, 7th edition (25588)

Chapter 2: Sanitation and Safety

Chapter 7: Mise En Place

Nutrition Concepts and Controversies, 12th Edition (25585)

Chapter 12: Food Safety and Food Technology

Web Links

Using search engine try key search words such as:

Kitchen Safety

First Aid in the Kitchen

Canadian Partnership for Consumer and Food Safety Education

Partnership for Food Safety Education

Websites/posters/brochures on safe workplaces – Workers Compensation Board

Kraft Foods (Knife demo video)

Canadian Living : Food Safety

Reluctant Gourmet

Audiovisual:

Video- *The Great Food Fight* (13 min)

(Institute of Food Technologists- contact 1-800-366-3438)

Publications:

Current newspaper/magazine articles on food safety

Nova Scotia Department of Health Brochures

Visuals:

Canadian Posters of Food Safety / Hygiene

Poster of the temperature “Danger Zone” for food safety/ bacteria growth

Specific Curriculum Outcome 1.3

Students will be expected to demonstrate safe food handling in the selection, storage, preparation and serving of foods.

Suggestions for Assessment

Teachers can:

- use observation charts for assessing lab practices.
- observe student participation in guest speaker presentations.
- observe, review and report on student’s progress at meeting their personal food handling goals.
- include assessment of safe food handling procedures in each lab throughout the term. Lab evaluations should be completed by both teachers and students.
- use rubrics and observation checklists to assess student presentations and products

Students can:

- create a contract to improve/ maintain safe food handling practices
- demonstrate safe food handling in all food preparation activities in the lab
- reflect on their safe food handling skills after each lab

Suggestions for Learning & Teaching

Teacher can:

- demonstrate effective hand washing.
- organize Food Handlers Training for their students either at the volunteer or certification levels.
- review what is known as the Danger Zone. School lunches are often left in the danger zone for hours.
- explain the importance of proper food storage to prevent food poisoning. Outline food storage principles and the different ways that food can be stored (e.g., dried, frozen, refrigerated, closed containers, etc.).

Students can:

- conduct experiments to observe the reactions/ results of various food storage techniques. Students create a chart to record their observations.

• reflect and analyze their hygiene habits as they prepare food at home and in the food laboratory. Students are to identify practices that they plan to implement while working in the kitchen. He/she may actually prepare a contract or set a food handling practices goal. Students will reflect on their progress at meeting their goal throughout the term.

• promote public safety by creating public service announcements that could be broadcast on the radio. Safety recommendations could be for people planning summer picnics, packing a school lunch, special family meals, community suppers.

• write a response to the following case study: Jeremy was babysitting for his neighbors. As he began preparing lunch for the children he noticed that the refrigerator had stopped

working. It had been working when he arrived at the house an hour earlier. What should Jeremy do?

- make a list of ways to store foods properly to ensure the foods do not lose quality, nutrients or become unsafe to eat.
- discuss the importance of the following factors in any food preparation area: sanitation, storage, proper cooking, thawing foods, contamination (spreading germs and cross-contamination), and personal hygiene. Students will complete a research project on one aspect of food sanitation and safety.
- create a brochure for consumers identifying how to properly store foods in the home. The brochure should be titled: "When in doubt, throw it out!"
- research the role of health inspectors. Students will make a list of items to look for if they were a local health inspector. Invite a local food inspector in to discuss his job and responsibilities.
- make a poster on "Prevention of Food Poisoning" showing some of the ways to promote sanitation in the kitchen. Make a fridge poster for food safety.

Lab Activities:

Students will preserve foods using various types of technology.

Examples-pickles, jam/jelly, blanching and freezing, dehydrating- spices, fruit and fruit leathers, trail mix, salsa.

Resources

FoodSafe Level I 4th Edition, Instructor Kit (2000744)

FoodSafe Level I, 4th Edition, Student Workbook (2000743)

Food for Today, First Canadian Edition, Student Resource (24117), *Teacher Resource* (24118)

Chapter 6: Kitchen Know How

Chapter 7: At Home in the Kitchen

Food for Life, 2nd Edition Teacher (22180) *and Student Resource* (21855)

Chapter 9 : Food Safety

Professional Cooking for Canadian Chefs, 7th edition (25588)

Chapter 2: Sanitation and Safety

Chapter 7: Mise En Place

Nutrition Concepts and Controversies, 12th Edition (25585)

Chapter 12: Food Safety and Food Technology

Unit Outcome 2: Food Industry Technology (approximately 20-25 hours)

Students will be expected to investigate and analyze the impact of food technology on the consumer and the food industry.

Specific Curriculum Outcome 2.1

Students will be expected to critique the purpose and impact of technology on food preparation.

Suggestions for Assessment

Students can:

- submit a work sheet comparing and contrasting on the features of the technologies used
- reflect on presentations by guest speakers

- reflect on technologies presented through field trips, videos, demonstrations, research.
- share an infomercial with the class on a piece of food preparation equipment

Teachers can:

- assess Lab Evaluations: Include reflection questions on the choice of technology used in labs . Was the technology helpful or unnecessary? How could it be improved?
- assess Lab reports: Compare product quality based on sensory evaluations and production efficiency, making a recommendation of what they consider to be a superior product.
- assess web quest results submitted by small groups
- Assess reports, reflections, presentations prepared by students

Suggestions for Learning and Teaching

Teachers can:

- prepare a webquest on food technologies
- invite a speaker from a community store to demonstrate new features on equipment.

Students can:

- learn how various kitchen technologies work, using manuals, videos, demonstrations:
Microwaves, convection, bread makers, vacuum sealers, dehydrators, freeze drying ,yogurt makers, grills, woks, blenders, slow cookers, juicers, radiant heat, dough hooks, bread maker, food processor; etc.
- create an infomercial on their “ favourite” piece of equipment to be hared with the class.)
Could be video taped for presentation.
- prepare power points on equipment- features, basics, inventors, cookware, sanitation, advantages, etc.
- explore teacher developed web quest on technologies. Share findings with the class.
- select one technology and do a search of its history and use. : refrigeration, microwaves, dehydration
- take a field trip to a local hardware/retail store to look at new developments in kitchen equipment.
- identify recipes that would make use of various equipment. Identify substitution equipment for various tasks.

Lab Activities

Prepare foods for meals using various types of technology. This will require several labs so students have experiences with a variety of technologies.

Possible equipment to explore/demonstrate:

bread maker, dough hook, hand mixing
 Convection oven, microwave oven, standard ovens
 Yogurt maker, oven yogurt making
 Dehydrating in oven, dehydrator
 Blender; hand blenders
 Slow cooker; pressure cooker
 Deep fryer verses never use a pot
 Wok; electric fry pan
 Food processor
 Rice cooker

Grill; barbecue

- compare products made using various technology- bread maker and dough hook; fruit roll-ups using dehydrator and oven. Students create a chart of attributes to be considered when purchasing equipment: ease of use, cleaning, durability, performance, product quality, space required, energy efficiency, cost, versatility.
- plan and prepare a complete meal using only the microwave and compare the same meal with one planned and prepared using only the convection oven. Compare the foods, skills, time, clean up involved.

Resources

Food for Today, First Canadian Edition, Student Resource (24117), Teacher Resource (24118)

Chapter 6: Kitchen Know-How

Chapter 7: At Home in the Kitchen

Food for Life, 2nd Edition Teacher (22180) and Student Resource (21855)

Chapter 9 : Food Safety

Chapter 10: Kitchen Safety

Chapter 11: Kitchen Appliances, Equipment and Tools

Professional Cooking for Canadian Chefs, 7th edition(25588)

Chapter 3: Tools and Equipment

Internet research

Equipment manuals

Product videos

Regional library videos

Consumer Reports

Specific Curriculum Outcome 2.2

Students will be expected to critically analyze the impacts of evolving technologies on themselves, societies and the environment.

Suggestions for Assessment

Students can:

- share research on impact of technology

Teachers can:

- use marking rubric for Research Paper and class presentation.

Suggestions for Learning and Teaching

Teachers can:

- present various media articles on new technologies related to food and family. Hold class discussions on the topic.
- lead a discussion on technology in the supermarket to assist sales and organization
 - unit pricing; grocery scanning; self scan purchases; ordering on line, cooking classes, etc.
 - Create your own store using information learned.

Students can:

- watch *The Great Food Revolution* and reflect on how technology has enabled more food choices
- write a research paper on the impact of technology on the family, nutrition, society and the environment. Share the information with the class in a multimedia format. Opinions are encouraged with references to articles researched. Websites and other sources should be cited.

Resources

Food for Today, First Canadian Edition, Student Resource (24117), Teacher Resource (24118)

Chapter 29: Trends in Food Preparation and Consumption in Canada

Food for Life, 2nd Edition Teacher (22180) and Student Resource (21855)

Chapter 2: Influences on Food patterns and Customs

Nutrition: Science and Applications, Canadian Edition

Chapter 17.5: Food Technology

Video V2795: *The Great Food Revolution : Battle to get on our plate*

Web Links

Using search engine try key search words such as:

Dietitians of Canada - includes a virtual kitchen and grocery store.

Supermarket technology

Virtual grocery store

Unit Outcome 3: Issues Related to Food Industry (approximately 15-20 hours)

Students will be expected to use factual information to assess current issues related to food production and preparation.

Specific Curriculum Outcome 3.1

Students will be expected to identify various issues related to food technology.

Suggestions for Assessment

Students can:

- record reflects in a journal on issues presented in this unit
- share research on controversial issues
- share information on packaging with school community
- self assess (using provided rubric) group debates for information shared & presented.

Teachers can:

- create rubric with the class on qualities of products created for awareness campaign

Suggestions for Learning and Teaching

Teachers can:

- Environmental concerns:

Bring in various examples of packaged food products. Engage students in a discussion of the purpose of packaging. When does packaging become a concern? Packaging discussion

should include: disposal; aseptic; biodegradable; edible and safe use of packaging- (Styrofoam/ meat packaging not in microwave; environmentally friendly packaging

Students can:

- Complete internet research on recent package developments.
 - Debate pros and cons of fast food packaging.(environmentally friendly)
 - Student, working in small groups, could create a display for the school cafeteria/ staff lunch room/health classroom promoting consumer/environment awareness of food packaging.
- Health concerns: recognize reliable sources of nutritional claims. Students could bring in advertisements or food packages to share with the class . Each student would explain why their chosen ad/package may reflect how technology has impacted product quality.
- use the media to research current controversial issues related to food technology. Students will select a topic of interest, research both sides of the issue and share their findings with the class. Presentation must explain why this issue is technology based. Topics may include:
 - Hormones in animal products
 - Fish farming
 - Bovine S E
 - Avian Flu
 - Nutrient content/loss
 - Nutrient supplementation
 - Convenience foods in developing countries
 - Ready to serve foods
 - Fast food industry
 - Green house effects
 - Organic versus inorganic
 - Irradiation of Foods

In small groups students will share the pros and cons of each issue chosen. Each group will select a recorder who will write the main points on chart paper. The group leader shares the results of their research with the class.

Resources

Food for Life, 2nd Edition Teacher (22180) and Student Resource (21855)

Chapter 17: Providing Food for Canadians

Nutrition Concepts and Controversies-, 12t edition, (25585)

Chapter 1: Food Safety and food Technology

Food for Today, First Canadian Edition, Student Resource (24117), Teacher Resource (24118)

Chapter 29: Trends in Food Preparation and Consumption in Canada

Chapter 31: Factors affecting Food Production and Supply

Video V2795: *The Great Food Revolution: Food of the future.*

Web Links

Using the search engine key in terms for research

Media –newspapers, TV, magazines

Specific Curriculum Outcome 3.2

Students will be expected to gain an understanding of biotechnology and genetically modified foods as they impact consumers.

Suggestions for Assessment

Students can:

Teachers can:

Assess student assignments for understanding of the impact of biotechnology/ genetically modified foods on our food supply and our economy.

Assess reflections on guest speaker presentation.

Suggestions for Learning and Teaching

Teachers can:

Biotechnology/ genetically modified foods

- describe what it is and why it is done and concerns
- provide handout, newspaper clippings; review label requirements regarding genetic meanings; pros and cons; labeling requirements
- create a webquest on biotechnology
- invite guest speakers to talk to class about the pros and cons of food modification- pesticides, herbicides, extinction of foods, additives, allergies, feeding developing countries; selective breeding; bioengineering; genetically modified; organically produced; novel products(apple slices);aquaculture
- invite guest presenter from the food industry to discuss how modifications contribute to marketability of foods.
- create a handout with the class on additives and their functions

Students can:

- examine products at home for the various additives/ product enhancement, claims and modification.

- use media/texts to learn about genetic modification of foods.
- in pairs complete web quest on biotechnology.
- debate the pros and cons of food modification to meet consumer demands.

Possible topics:

- creation of trans fats
- Organic vs inorganic foods
- create a visual showing an understanding of biotechnology.

- write a journal entry each day throughout the unit expressing your opinion on issues related to genetic modification of foods.
- work in small groups to complete a Future Wheel on a related topic:
 - What if Canada banned all genetically changed foods?
 - What if use of tap water was banned and only bottled water was usable?
 - What if the trucks stopped at the border of your province?
- write an editorial about Biotechnology . Respond to other articles submitted by classmates .

Resources

Food and Nutrition Sciences Lab Manual, 1st Canadian edition (24115) Answer Key (24116)

Unit 4: Contemporary Issues in Food

Food for Today, First Canadian Edition, Student Resource (24117), Teacher Resource (24118)

Chapter 29: Trends in Food Preparation and Consumption in Canada

Chapter 31: Factors affecting Food Production and Supply

Nutrition: Science and Applications, Canadian Edition

Chapter F7.1: How Does Biotechnology Work?

Chapter F7.2: Applications of Modern Biotechnology

Chapter F7.3: Safety and regulation of Genetically Modified Foods

Web Links

Using the search engine for the following websites key in terms related to this unit:

Health Canada

Canadian Food Inspection Agency

Specific Curriculum Outcome 3.3

Students will be expected to decipher label and package information for product enhancement, claims and modification.

Suggestions for Assessment

Students can:

- identify and interpret criteria on food labels
- share their “new” food product label, explaining their design

Teachers can:

- assess reflections on Guest speaker presentation.
- use a rubric to assess accuracy of student products

Suggestions for Learning and Teaching

Teachers can:

- provide students with a variety of food packages. Ask what information is on the label.

Review what information must be on Food products.

- invite a guest presenter to discuss how marketing is used to promote new products.

Suggestion might be to interview a local producer who has used marketing techniques to sell their product.

Students can:

- describe the nutrient content of individual foods as illustrated on food labels.

- produce bar graphs using packaged food labels showing a comparison of the nutrient value of similar foods.
- design a new food product label.
- advertise a new product: “A Backpacker’s Lunch” (on paper or for real) that would address 4 considerations - weight; food safety; non-breakable; re-sealable; environmentally friendly; ease of opening. What enhancements might be necessary to sell this product?

Resources

Food and Nutrition Sciences Lab Manual, 1st Canadian edition (24115) Answer Key (24116)

Unit 2:Nutrition Throughout the Life Cycle

Food for Today, First Canadian Edition, Student Resource (24117), Teacher Resource (24118)

Chapter 4,: Food Marketing

Chapter 15: Food Marketing and Advertising

Chapter 29: Trends in Food Preparation and Consumption in Canada

Food for Life, 2nd Edition Teacher (22180) and Student Resource (21855)

Chapter 13: Becoming a Wise Consumer

Nutrition: Science and Applications, Canadian Edition

Chapter 2.5 Food and Natural Health Product Labels

Video

V2795: *The Great Food Revolution: Battling to get on Your Plate*

Web Links

Using search engine try key search words such as:

Food Labels

Health Canada

Fast Food restaurant websites:: Nutrition information

Dieticians of Canada

Local Producers/Processors

Unit Outcome 4 : Careers in Food Science and Technology (approximately 2 hours)

The students will be expected to identify the career and employment opportunities related to food technology and industry.

Specific Curriculum Outcome 4.1

Students will be expected to explore the career and employment opportunities related to food industry and food technology.

Suggestions for Assessment

Students can:

- plan and organize a career day , inviting guest speakers from various areas of food industry to talk about nature of their work

or

- after conducting research and /or interviews on various careers in the food industry students could role play various careers or report on their findings
- include career search information in their Life Work Portfolios
- complete a reflection on information learned from guest speakers presentation.

Teachers can:

- using checklists and conversations with students assess student understanding of employment opportunities in the food industry.
- co- create a rubric to assess bulletin Board, brochure.

Suggestions for Learning and Teaching

Students can:

- use Statistics Canada information on Agri Food to show importance of the food industry in the economy
- participate in a carousel activity on :
 - a) entry level jobs in the food industry (Example: fast food employee apprenticeship programs)
 - b) college related (Example: meat cutter)
 - c) university (Example: product development/research)
- choose 3 opportunities from the carousel and report skills / education required and nature of the work
- create a bulletin Board displaying employment opportunities in local food industry. Include: qualities/skills employers are looking for, education required, nature of the work.
- create a list of jobs portrayed in the CBC video series *The Great Food Revolution*

Teachers can

- lead a brainstorm activity to create a list of food industry occupations/jobs.
- set up carousel stations grouped by education required for students to identify careers/employment opportunities
- show video on food science careers or other similar videos.
- invite a presenter such as someone who works in the food industry to speak to class about careers and education opportunities in the food industry .

Suggestions: researcher, processing plant inspector, farmer, restaurant staff

Resources

Food for Today, First Canadian Edition, Student Resource (24117), Teacher Resource (24118)

Chapter 5: Career Opportunities

Food for Life, 2nd Edition, Student Resource (21855) Teacher Resource (22180)

Career Profiles throughout the book

Video V2795: *The Great Food Revolution : Battle to get on our plate*

Web Links

Using search engine try key search words such as: NS Federation of Agriculture – videos depicting local farmers talking about their work

Institute of Food Technology

Video: *In Good Taste*-focus on careers in food science and technology

Statistics Canada
Career Options
Career Cruising
NS Federation of Agriculture