

## Servicing the Community – Food Services

This module gives students examples of how they can have a job servicing the community.

### Magazine with activities

Brendan and Caroline are Trainee Kitchen Hands from Galiwin'ku, and Elaine, Sonya and James work for ALPA Ramingining. They service the community by providing safe and healthy food.

Students will learn:

- the type of work people do in the food services industry, preparing food and making sure it is safe to eat
- to follow food safety guidelines when preparing food
- calculating the correct amount of food to prepare
- to read food labels and check dates to help people make healthy choices.



### Curriculum Links

PreVET reinforces and authentically contextualises curriculum learning. For detailed mapping, see [5b-curriculum-mapping.xlsx](#)

#### Australian Curriculum Prior Learning

- English: Receptive mode – Students describe literal and implied meaning connecting ideas in different texts. They express preferences for particular texts, and respond to others' viewpoints. They listen for key points in discussions.
- Mathematics: Students choose appropriate strategies for multiplication and division. They solve simple problems involving time, quantities and money.

#### T-9 Net Diagnostic Continua




- Reading: Breaking the written code, Making meaning, and Using text.
- Numeracy: Operating & Calculating, Understanding Numbers and How They Work, Chance & Data, Shapes & Measurement.

#### Australian Core Skills Framework


- Reading, Oral Communication, Writing Levels 1-3
- Numeracy Levels 2-3

# Overview of 5B Food Services – Activities

See [m5b-transcript-answers.pdf](http://m5b-transcript-answers.pdf) for Activity Answers, [m5b-quiz-answers.pdf](http://m5b-quiz-answers.pdf) for Quiz Answers.

		Overview	Key Vocabulary	Teaching ideas	Related Games	Quiz Questions
A1 Following Guidelines		<p>Correctly preparing food by reading and following food safety guidelines and calculating the required quantity of ingredients.</p> <p>Key points:</p> <ul style="list-style-type: none"> <li>- Following food preparation guidelines</li> <li>- Organising correct quantities for preparation</li> </ul>	<p>Guidelines</p> <p>Manual Hygiene</p> <p>Cappuccino</p> <p>Barista</p> <p>Coffee</p> <p>Sandwiches</p> <p>Tomato</p> <p>Instructions</p>	<p>There are several pdf links to texts in this activity. You could have a discussion and/or activity about the different layout of the texts, asking specific questions from the readings.</p> <p><u>Extension</u> what are some other areas where we follow procedures? Does your class have procedures you could write up and display?</p>	<p>5B.S3.G3 Food Race</p> <p>5B.S3.A1 Glitter Hands</p>	2, 3, 4
A2 Healthy Food Standards		<p>Checking food on the shelf of the store to make sure it is safe and healthy to eat.</p> <p>Key points:</p> <ul style="list-style-type: none"> <li>- Checking dates on food</li> <li>- Reading nutritional information and food labels</li> </ul>	<p>Shelf life</p> <p>Nutritional</p> <p>Dietary</p> <p>Sodium</p> <p>Minimum</p> <p>Label</p> <p>Date</p> <p>Use by</p> <p>Best before</p>	<p>Collect a range of food containers to read the labels and compare their nutrition.</p> <p>Students can keep a food diary and compare their diet to the healthy eating guidelines, then set goals for themselves.</p>	<p>5B.S3.G1.1 Nutrition Game</p> <p>5B.S3.G2.1 Label Relay</p> <p>5B.S3.A2 Energy Calculator - Scootle</p>	1, 5, 6, 7, 10
A3 Preparing Food		<p>Following food safety standards and meeting the demands of customers by providing different meal options in correct quantities.</p> <p>Key Points:</p> <ul style="list-style-type: none"> <li>- Following food safety cooking and preparation rules</li> <li>- Preparing a variety of meal options in the right quantities</li> </ul>	<p>Contaminate</p> <p>Campylobacter</p> <p>Salmonella</p> <p>Bacteria</p> <p>Hazardous</p> <p>Supply &amp; Demand</p> <p>Takeaway</p> <p>Quantity</p> <p>Safety</p>	<p><u>Cooking</u> – teachers must choose a recipe. Monitor the difficulty of the recipe or add additional instructions.</p>	<p>5B.S3.A3 Cooking</p> <p>5B.S3.A4 Kitchen Measurements</p>	8, 9

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson – Five Favourite Foods</p>	 <p><b>Five Favourite Foods</b></p> <p><b>Lesson objectives:</b></p> <p><b>Lesson overview:</b></p> <p><b>Resources:</b></p> <p><b>Classroom organisation:</b></p> <p><b>Preparation:</b></p>	<p>Students will choose five favourite foods and explore the nutritional value of each food.</p>	<p>Calorie Nutrients Nutrition Nutritious</p>	<p>An extension of this activity is to have a class café, designing menus and invitations and practicing different roles such as cook, waitress and cashier.</p>		
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