



Food for Sport Sample Assessment

Design and Technologies Assessment Task

Summary of task

Using *Winning recipes - Design Brief*, students evaluate a sporting venue café/canteen menu and select one menu item to 'make over'. They will adapt the recipe to meet the nutrient criteria recommended for a Green menu item according to the [Fuel to Go & Play®](#) Traffic Light Menu system. They will evaluate the success of their recipe design.

Content relevant to this task

Processes and production skills

Investigating and defining

- Investigate a given need or opportunity for a specific purpose
- Evaluate and apply a given brief
- Consider components/resources to develop solutions, identifying constraints

Designing

- Design, develop, evaluate and communicate alternative solutions, using appropriate technical terms and technology
- Produce a simple plan designed to solve a problem, using a sequence of steps

Producing and implementing

- Safely apply appropriate techniques to make solutions using a range of components and equipment

Evaluating

- Develop contextual criteria independently to assess design processes and solutions

Collaborating and managing

- Work independently, and collaboratively when required, to plan, develop and communicate ideas and information when managing projects

Key words

Carbohydrates, protein, fat, saturated fat, sodium

Suggested time allocation

Theory and Practical

Approximately four 50 min lessons depending on delivery.



PARTNER



Refresh.ED is funded by the Department of Health

i
Year 8 EXPERIENCE Food for Sport
Winning recipes

Student name: _____

Marking key	
Description	Marks
1. Conducts a menu audit and identifies menu item for improved design	
Thoroughly audits menu in detail. Justifies reason for selecting the menu item in detail, using relevant examples.	3
Audits the whole menu. Provides a suitable reason for selecting the menu item, using suitable examples.	2
Partially audits the menu. Provides a brief reason for selecting the menu item.	1
Subtotal	
2. Identifies techniques to improve the nutritional content of recipes	
Explains a range of suitable techniques which can be used to modify a recipe.	3
Identifies a range of techniques to modify a recipe.	2
Lists simple techniques to modify a recipe.	1
Subtotal	
3. Considers needs and constraints when developing success criteria	
Explains in detail constraints and needs when identifying success criteria using supporting examples.	3
Describes constraints and needs when identifying success criteria using suitable examples.	2
States success criteria using examples.	1
Subtotal	
4. Evaluates design ideas to develop a menu item	
Thoroughly evaluates existing recipes designs, in detail, using relevant terminology. Clearly justifies design changes for design development using relevant examples.	3
Evaluates existing recipes designs using suitable terminology. Gives reasons for design changes for design development using suitable examples.	2
Briefly evaluates existing recipes designs. Gives limited reasons for design changes for design development.	1
Subtotal	

5. Produces a recipe for menu item	
Produces a detailed and well-designed recipe with logical sequence of steps.	3
Produces a suitable and complete recipe with logical sequence of steps.	2
Produces a brief and simple recipe with a sequence of steps.	1
Subtotal	
7. Implements plan to produce menu item	
Consistently chooses and uses correct equipment and techniques to make a menu item. Explains reasons for choices.	3
Chooses and uses suitable equipment and techniques to make a menu item.	2
Uses equipment and techniques safely to make a menu item.	1
Subtotal	
8-12. Evaluates menu item using success criteria	
Independently applies contextual criteria to comprehensively examine the menu item and processes. Provides a detailed and logically sequenced evaluation using relevant examples.	3
Discusses criteria when examining the menu item and processes. Provides a suitable evaluation using suitable examples.	2
Comments on criteria when examining the menu item and processes. Provides a brief evaluation using examples.	1
Subtotal	
6 & 7. Works independently (or collaboratively) to develop and follow a management plan	
Develops a thorough and detailed plan, and follows it closely. Manages space and time efficiently, working effectively independently and/or with others.	3
Develops a suitable plan and follows it. Manages space and time, working safely independently and/or with others.	2
Develops a brief plan. Works independently or alongside others.	1
Subtotal	
Total	/24

Year 8 EXPERIENCE Sporting venues and food Winning recipes

Student name:

Teacher's name:

Due date:



CONTEXT:

You have been asked to conduct a review of a junior sporting club's canteen/cafe menu. The club wishes to 'make over' their menu and offer more, healthier food and drink options but they need some help to make sure their menu items are nutritious for young athletes and suitable to sell at a canteen.

DESIGN CHALLENGE:

Investigate how recipes can be altered to improve their nutritional content, consider ingredient swaps, portion sizes and cooking methods. **Review** a sample menu from a sporting club using a Traffic Light System menu assessment and select one 'RED' or 'AMBER' category food item to change or modify to be healthier. **Design** a healthier option suitable for the customers of this sporting club. **Produce** your modified recipe **and evaluate** the success of your design.

CONSTRAINTS:

- Your recipe must meet the following requirements: Your recipe must have less fat, sugar and salt than the original menu item. Include wholegrain ingredients where possible.
- You should not use recipes that you have used in any other task in class.
- You must meet any other requirements defined by your teacher (e.g. quantity, cost, time, difficulty, etc.)

Investigating and defining

1. **Review** either the Tennis Club Sample Menu or the Soccer Club Sample Menu.

The venue café/canteen menu I will review is:

2. **Select** one 'RED' or 'AMBER' menu item to modify and improve.

The menu item I have chosen is:

Reasons for my choice:

3. **Identify** techniques that can be used to improve the nutritional value of a recipe and write notes on how this can be done.

Ingredient swaps:

Cooking methods:

Portion sizes:

4. Consider the **constraints** of the task and the **needs** of the sporting club. **Develop** three criteria that you could use to evaluate the success of your menu item.

a.
b.
c.

Designing

Source inspiration from existing recipes.

5. **Use** recipe books or the internet to find three healthier alternative recipes or adaptations. **Evaluate** the pros and cons of each recipe before deciding on the best recipe to develop and trial.

Name of recipe	Reference Where did you find this recipe?	Pros What are some positives about this recipe?	Cons What are some negative about this recipe?

a. Which recipe do you think **best** meets the requirements of the task and the sporting club? **Why?**

b. What changes **must** you make to the recipe meet any of the constraints? **Why?**

c. What changes would you **like** to make to this recipe? **Why?**

6. Write up your recipe design. Include serving size, ingredients, quantities and method.

Name of recipe:		
Serving size:	Quantity:	Ingredients:
Method:		

Complete a food order. Include quantities for 2 serves of the recipe.

Grain-based ingredients	Vegetable/ legume ingredients	Fruit ingredients	Milk/dairy/ alternatives ingredients	Meat/ alternatives ingredients	Additional ingredients

Evaluating

9. **Explain** why (or why not) your recipe choice is healthier than the original menu item.

--

Refer back to the success criteria that you developed on page 2 of this task.

Evaluate your **recipe** against each point.

10. **How** successfully do you think you met each criteria? **Why?**

a.
b.
c.

11. What **could** you change to improve your **recipe**?

--

Evaluate your **process**.

12. **How** successfully do you think you planned and produced your recipe? **Why?**

--

13. What **could** you change to improve your **planning and producing**?

--