Inclusive Curriculum and Intercultural Understanding Project
GS Kidd SSP’s Culture Canteen

Staff will collaboratively deliver a cross curricular unit, for students with special needs, focusing on **Australia’s Identity and Multiculturalism** through Food Technology, English, Mathematics and Geography Syllabus outcomes. Students will study the changing food patterns of Australians from indigenous bush foods to our multicultural society of today. They will also investigate the food habits and preparation methods of a diverse range of world cultures such as Australia, Brazil, China, England, France, Greece, Italy, India, Lebanon and Mexico. Following their research students will establish a School Canteen where foods from a specific culture will be prepared and the culture celebrated through games, song and stories from the selected culture.

Education plays a central role in preparing children and young people for work and for equipping them with the knowledge, skills, understandings and values required to participate in, contribute to and face the challenges of our democratic society in the twenty-first century. This is critical for students at a School for Specific Purposes with severe intellectual, physical, behavioural and emotional disorders and represents the educational and social aim of the project.

Teachers and leaders must have the knowledge and skills to deliver high quality teaching programs that meet the needs of students and clients from culturally diverse backgrounds. Innovative educational delivery, based on evidence based practices, collaboratively developed, to meet the changing needs of a culturally diverse school community is essential and the purpose of this project.
Students will develop outcomes in English, Mathematics, Food Technology and Geography.

**Food Technology:**
Outcome LS6.2: A student recognises the significant role of food in society.
Students learn about:
- the role of food in society
Students learn to:
- enjoy a variety of food
- recognise the social aspects of food
- explore cultural influences on food

**Mathematics:**
A student:
- recognises and compares fractions in everyday contexts MALS-8NA
- selects and uses strategies for addition and subtraction MALS-10NA
- calculates the total cost when purchasing more than one item, calculates the change when purchasing items,

**English:**
A student:
- uses strategies to obtain meaning from and interpret a range of texts Related Stage 4/5 outcomes: EN4-2A,
- reads and responds to a range of written texts in familiar contexts Related Stage 4/5 outcomes: EN4-2A writes short texts for everyday purposes Related Stage 4/5 outcomes: EN4-1A

**Geography:**

**Students will develop:**
- knowledge and understanding about how people and communities modify, and are affected by, the environment
- LS.4 explores the effects of the physical environment on people’s activities
- LS.5 explores the effects of people’s activities on the physical environment
- LS.6 investigates environmental issues and challenges
- LS.7 explores the diversity of Australian communities
- S.8 recognises different perspectives about events and issues
<table>
<thead>
<tr>
<th>Subjects: PD/H/PE, TAS, English, Maths, HSIE</th>
<th>GS Kidd SSP’s Culture Canteen</th>
<th>Years: K - 12</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resources:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Generic Key Vocabulary:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bus, shopping, money, specific recipe</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>associated words, cooking skills and</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>equipment, specific foods, cleaning.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit Overview</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The program has been developed to teach</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>young people how to:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• prepare and cook simple dishes;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• learn about healthier eating through</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>practical food work;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• prepare and eat healthy and delicious</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>food;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• apply food hygiene practices in the</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>kitchen and make food safely;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• apply simple budgeting skills to food</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>choices they make;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• understand and use food labels to make</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>informed choices;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• make the most from the ingredients</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>available;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• learn transferable skills in order to</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>prepare other recipes in the future;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• work independently and in small groups</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>to develop understanding of wider needs;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• become a better informed consumer;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• identify where the food originated and</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>locate the country on a map;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• share experience personal experiences</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>related to the food and its people,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>hypothesise why this food is/not popular in</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Australia</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
During cooking sessions students are verbally or physically assisted to...

- Shop and purchase items from the super market
- Wash their hands thoroughly before they prepare their lunch and before they eat
- Focus on a specific cooking skill each week
- Prepare the ingredients needed and follow the recipe
- Set the table with a placemat, fork/spoon, cup and serviette
- Put small amounts of food on their cutlery and chew with their mouths closed
- Try all the meals that are prepared
- Use serviettes instead of hands/arms/clothing
- Clear the table and put all food scraps in the chook bucket
- Wash, dry and put away all the cooking and eating utensils that have used
Learning Goal Week 1 – Sandwich
We will be able to ‘spread’ food.

Success criteria:
- holding a knife safely
- spread soft margarine or butter over the slices
- layer slices to make a sandwich

Introduction / Activator:
- Where is the recipe from and where is it located in the world?
- Discuss and locate items to be used in the recipe.

Main Activity:
Follow the recipe; cook the meal and clean items used.

Conclusion:
Draw a picture of the procedures and meal prepared

Differentiation:
All students need physical and verbal assistance.

Key vocabulary
- England, world map, globe
- bread, butter, ham, avocado, cheese, onion, lettuce, tomato, beet root, knife
Learning Goal Week 2 – Stir fry Noodles

We will be able to ‘slice’ vegetables.

Success criteria

- use a knife safely
- peel, chop and slice
- make a chicken and noodle dish

Introduction / Activator:

- Where is the recipe from and where has it come from?
- Discuss and locate items to be used in the recipe.

Main Activity:

Follow the recipe; cook the meal and clean items used.

Conclusion:

Draw a picture of the procedures and meal prepared.

Differentiation:

All students need physical and verbal assistance.
Learning Goal Week 3 – French Toast

We will be able to ‘whisk’ an egg.

Success criteria

- hold fork safely
- whisk an egg
- make French Toast

Introduction / Activator:
- Where is the recipe from and where is it located in the world?
- Discuss and locate items to be used in the recipe.

Main Activity:
Follow the recipe; cook the meal and clean items used.

Conclusion:
Draw a picture of the procedures and meal prepared

Differentiation:
All students need physical and verbal assistance.

Key vocabulary
France, world map, globe

Bread, eggs, milk, cinnamon, vanilla, butter, syrup, non-stick spray, large bowl, ½ teaspoon, ¼ teaspoon, measuring cup, pan
**Learning Goal Week 4 - Tacos**

We will be able to ‘grate’ vegetables.

**Success criteria**

- holding the grater safely
- grating the carrot and cheese
- making tacos

**Introduction / Activator:**

- Where is the recipe from and where is it located in the world?
- Discuss and locate items to be used in the recipe.

**Main Activity:**

Follow the recipe; cook the meal and clean items used.

**Conclusion:**

Draw a picture of the procedures and meal prepared

**Differentiation:**

All students need physical and verbal assistance.

---

**Key vocabulary**

Mexico, world map, globe

Mince, taco seasoning, water, taco shells, spoon, frying pan, lettuce, tomato, onion, cheese, sour cream, stove, pan, timer
Learning Goal Week 5 – Fish Cakes

We will be able to ‘peel’ vegetables.

Success criteria:
- hold the peeler safely
- peel the skin off the potato
- make fish cakes

Introduction / Activator:
- Where is the recipe from and where is it located in the world?
- Discuss and locate items to be used in the recipe.

Main Activity:
Follow the recipe; cook the meal and clean items used.

Conclusion:
Draw a picture of the procedures and meal prepared

Differentiation:
All students need physical and verbal assistance.

Key vocabulary
- England, world map, globe
- Potatoes, hake, peas, carrots, breadcrumbs
Learning Goal Week 6 – Spring Rolls

We will be able to ‘roll’ pastry.

Success criteria:

- lay the rice paper out flat
- spoon on the ingredients
- fold in the edges and roll up the pastry
- make spring rolls

Introduction / Activator:

- Where is the recipe from and where is it located in the world?
- Discuss and locate items to be used in the recipe.

Main Activity:

Follow the recipe; cook the meal and clean items used.

Conclusion:

Draw a picture of the procedures and meal prepared

Differentiation:

All students need physical and verbal assistance.

Key vocabulary

China, world map, globe

Rice paper rolls, carrot, spring onions, egg, meat, puff pastry, milk, oven, plate, mixing bowl, chopping board, peeler, grater, bowl, roll, tray, brush
Learning Goal Week 7 – Savoury Pancakes

We will be able to ‘mix’ ingredients.

Success criteria:
- hold the fork safely
- mix flour and water until smooth
- make savoury pancakes

Introduction / Activator:
- Where is the recipe from and where is it located in the world?
- Discuss and locate items to be used in the recipe.

Main Activity:
Follow the recipe; cook the meal and clean items used.

Conclusion:
Draw a picture of the procedures and meal prepared

Differentiation:
All students need physical and verbal assistance.

Key vocabulary
- Greece, world map, globe
- Mix, meat, grated cheese, healthy, self-raising flour, eggs, milk, olive oil, chopped, fine, large bowl, runny, frying pan, tablespoon
Learning Goal Week 7 – Pitta Pockets

We will be to ‘shred’ food.

Success criteria:
- hold knife safely
- cut lettuce in thin strips
- make pitta pockets

Introduction / Activator:
- Where is the recipe from and where is it located in the world?
- Discuss and locate items to be used in the recipe.

Main Activity:
Follow the recipe; cook the meal and clean items used.

Conclusion:
Draw a picture of the procedures and meal prepared

Differentiation:
All students need physical and verbal assistance.

Key vocabulary
Lebanon, world map, globe
Pitta bread, shred, lettuce, tomatoes, cucumber, meat
Learning Goal Week 8 – Pizza Wheels

We will be able to ‘sift’ flour.

Success criteria:

- hold the sifter over the bowl
- shake flour into the bowl
- make pizza wheels

Introduction / Activator:

- Where is the recipe from and where is it located in the world?
- Discuss and locate items to be used in the recipe.

Main Activity:

Follow the recipe; cook the meal and clean items used.

Conclusion:

Draw a picture of the procedures and meal prepared

Differentiation:

All students need physical and verbal assistance.

Key vocabulary

Italy, world map, globe

Sift, flour, pizza sauce, ham, pineapple, pizza cheese mix, chopping board, spoon, oven tray, knife, scatter, tablespoon, measuring cup
Learning Goal Week 8 – Scones

We will be able to ‘roll’ dough.

Success criteria:

- pour the mixture into a bowl
- knead the dough
- roll the dough flat with a rolling pin

Introduction / Activator:

- Where is the recipe from and where is it located in the world?
- Discuss and locate items to be used in the recipe.

Main Activity:

Follow the recipe; cook the meal and clean items used.

Conclusion:

Draw a picture of the procedures and meal prepared

Differentiation:

All students need physical and verbal assistance.

Key vocabulary

England, world map, globe

Flour, roll, milk, butter, mix, roll, dough, knead, rolling pin, flat, scone cutter
Learning Goal Week 10 – Smoothie
We will be able to ‘pour’ ingredients in to a bowl.

Success criteria:
- add milk and ice cream into a blender
- mix the ingredients to make a smoothie

Introduction / Activator:
- Where is the recipe from and where is it located in the world?
- Discuss and locate items to be used in the recipe.

Main Activity:
Follow the recipe; cook the meal and clean items used.

Conclusion:
Draw a picture of the procedures and meal prepared

Differentiation:
All students need physical and verbal assistance.

Key vocabulary
Brazil, world map, globe
Milk, pour, strawberries, yoghurt, ice cream, blender, pour, mix, glasses
Learning Goal Week 10 – Cheese Straws
We will be able to ‘cut’ food into equal strips.

Success criteria:
- hold knife safely
- cut pastry in half, then into quarters, then half again (eighths)
- make cheese straws

Introduction / Activator:
- Where is the recipe from and where is it located in the world?
- Discuss and locate items to be used in the recipe.

Main Activity:
Follow the recipe; cook the meal and clean items used.

Conclusion:
Draw a picture of the procedures and meal prepared

Differentiation:
All students need physical and verbal assistance.

Key Vocabulary
France, world map, globe
plain white flour, cut, pastry, mustard powder, butter, cheese
Assessment:

Formative Assessment strategies will be utilised to assess:

Student Prior Knowledge, attitudes and understandings at the commencement of the unit.

Formative Assessment strategies will be utilised to assess:

- Student satisfaction – student interviews
- Student understanding and skill acquisition through videotaping of lessons and analysis of student skill development
- Summative Tasks will be developed to assess student skill development against the NSW DEC Literacy and Numeracy Continuum.
- Consistent Teacher Judgement strategies will be developed to assess student achievement with work samples assessed against the Literacy and Numeracy Continuums as well as the English and Mathematics K-10 Continuums.

Staff will investigate research based practices such as:

- Assessment for Learning – Learning Goals and Success Criteria, informal assessment practices, feedback, peer and self-assessment and exit strategies.
- Brain Based Learning – Visuals, Questioning, Wait Time, Metacognition, non-linguistic representations
- Differentiated Instruction – Choice Boards, Tic Tac Toes, Menus, Cubing and Think Dots, Tiered Instruction
- Classroom Instruction That Works – Graphic Organisers, Summarisation, Note Taking, Co-operative Learning, and use the results of their inquiry to develop a unit/s of work which utilise this research and address the educational outcomes from multiple syllabi including the new Australian curriculum.
<table>
<thead>
<tr>
<th>STUDENT</th>
<th>WT</th>
<th>A</th>
<th>WA</th>
<th>WT</th>
<th>A</th>
<th>WA</th>
<th>WT</th>
<th>A</th>
<th>WA</th>
<th>WT</th>
<th>A</th>
<th>WA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>