banner

# Teaching notes

## How to use this resource

This resource, *Laptop wrap: Functional foods*, is designed to support the delivery of the Stage 6 Food Technology syllabus.

*Functional foods* examines a group of chemical compounds in food known as non-nutrients and investigates a contemporary food issue in nutrition – the development of functional foods which carry the promise of added health benefits.

## Explore

The *Explore* section links to a five-page resource, *Contemporary food issues – nutrition*, which provides content and activities around functional foods.

## Your tasks

*Functional foods* includes tasks that exercise ICT capabilities while developing understandings relating to contemporary food issues around nutrition and skills enabling students to make informed decisions.

The resource explores active non-nutrients in the diet and debates their use in the manufacture of functional foods.

* To enable students to define a term you need to set up a collaborative work space for your students. Tools such as Google Sites, Docs or Classroom would all be suitable for this activity. For more information, visit the [Google G Suite for Education](http://staff-googleapps.education.nsw.gov.au/) website.
* To allow students to engage in a debate using a blog you will need to set up a class blog. Suitable tools include, [Edublogs](https://edublogs.org/) and [blogEd](http://www.det.nsw.edu.au/blog).

To initiate activity on the blog pose a question to which students need to respond. For example:

1. Does the additional of active-non nutrients in food products provide added health benefits?
2. What are the potential benefits of including phytochemicals in food products?

For more information on blogs visit the department's [Learning tools selector](https://app.education.nsw.gov.au/learning-tools-selector/Search).

## Quality Teaching Framework

Quality teaching elements from the intellectual quality dimension are supported by these activities, with students developing deep knowledge, engaging in the development of specialist language, higher order thinking and substantive communication.