

Elaboration on the Interrelationship of the Topics under Family Dimension in the Two Strands

Topics	Focus	Food Science and Technology Strand	Fashion, Clothing and Textiles Strand
Value of families and roles in society	socialization	<u>Compulsory Part</u> - nutrition, diet and health concern - consumer behaviour <u>Elective Part</u> - eating habits - food heritage - food product development	<u>Compulsory Part</u> - fashion design elements - consumer behaviour <u>Elective Part</u> - cultural value and fashion - total image for fashion design
Milestones of family life	family as a consumption unit	<u>Compulsory Part</u> - meal planning and preparation for different age groups and occasions - nutritive needs of individuals at different stages - consumer behaviour <u>Elective Part</u> - food product development	<u>Compulsory Part</u> - fibres and fabrics - design and construct clothing / textile products to meet family needs - consumer behaviour <u>Elective Part</u> - total image for fashion design - fabric quality - lifestyle and consumer needs
Family structure	family as a consumption unit	<u>Compulsory Part</u> - meal planning and preparation for different needs and occasions - consumer behavior <u>Elective Part</u> - food heritage - factors contributing to the development of a food culture in local and global contexts - implications of future market trend - food product development	<u>Compulsory Part</u> - design and construct clothing / textile products to meet family needs - consumer behaviour <u>Elective Part</u> - total image for fashion design
Factors affecting family ties and lifestyle in Hong Kong	change of lifestyle	<u>Compulsory Part</u> - health and nutrition - diet and meal planning - food preservation and packaging - food cooking processes - consumer behaviour <u>Elective Part</u> - food heritage - factors contributing to the development of a food culture in local and global contexts - industrial food production - food product development	<u>Compulsory Part</u> - consumer behaviour <u>Elective Part</u> - cultural value and fashion - factors contributing to fashion trends in local and global contexts - fabric quality - latest development and environmental issues - market research and development

Suggested Learning and Teaching Activities for Family Dimension

Theme: Healthy Eating in New Millennium

Intended learning outcomes	
<ul style="list-style-type: none"> ● To discuss what each member in the household contributes and how important every member is to the family. ● To explain how family structure, values and roles change throughout the family life cycle. ● To determine the individual and family considerations that affect the choices of food ● To identify nutritional principles, dietary guidelines and health implications for families. ● To address common family health problems, causes, role of family in preventing them and related treatment ● To plan and prepare a nutritionally adequate menu (breakfast, lunch or dinner) for the family / family member(s) using nutritional principles and dietary guidelines, buying strategies and budget considerations ● To analyse advertising influences on consumer buying strategies. 	
Linkage / Mapping Learning and teaching	
Compulsory Part <ul style="list-style-type: none"> ● Family dimension ● Nutrition, diet and health concern ● Consumer behaviour 	Elective part <ul style="list-style-type: none"> ● Functional properties of food components for food production (e.g. coagulation, tenderisers, emulsification....)
Learning and teaching	
Learning and teaching resources:	
Booklet 1: 1.2 Family Structures and Changing Family Patterns 1.3 Values and Functions of Families in the Society 1.4.1 Milestones of Family Life: How Families Change?	
Booklet 2: 2. Factors influencing consumer choices of food 2.1 Individual and family considerations 2.2.2 Media Influence: advertising and marketing	
Booklet 3: 3.1 Health and Wellness 3.2 Balanced Diet 3.3 Health Concerns	

Booklet 12:

12.1.2 Carbohydrates

12.1.3 Protein

12.1.4 Fats and oils (lipids)

Television Announcements in the Public Interest (API) on “One Family” (Labour and Welfare Bureau)

Suggested learning activities to generate interest, ideas, and inquiry; to promote critical thinking; and/or to extend learning:

1. Find examples from the following list to illustrate “How Consumers Decide”. Find examples in printed ads, photographs, TV commercials, or actual products.

- Give one example of a food ad appealing mainly to reason and logic and another example appealing mainly to feelings
- Use of light colours to sell lower calorie foods
- Use of dark colours to suggest rich or bold flavours

2. List everything each family member eat AND drink at breakfast in a typical day with as much details as possible, e.g. for a sandwich, note the kind of bread plus all the extras, such as mayonnaise or cheese. Then list the suggested changes e.g. items to replace or eliminate.

Member	Current eating habit	Current physical activity level	Suggested Changes
Member #1			
Member #2			
Member #3			

3. The circumstances, values, and ways families manage their resources from house to house are very different in terms of meal preparation. Ask the students to give an example of a time they ate at someone else’s home and how the food, as well as the circumstances under which it was eaten, was very different from what they normally experience.

Elaboration on the interrelation of the Factors Affecting Consumer Choices in the Two Strands

Factors affecting consumer choices	Food Science and Technology Strand	Fashion, Clothing and Textiles Strand
Individual and family considerations	<p><u>Compulsory Part</u></p> <ul style="list-style-type: none"> - milestones of family life cycle - family structure - family ties and lifestyles - dietary guidelines and health concerns of different age group and people with special needs - financial and resource constraints in meal planning <p><u>Elective Part</u></p> <ul style="list-style-type: none"> - nutraceuticals – functional foods - use of food additives - International Numbering System - food labelling - consumer testing and marketing plan 	<p><u>Compulsory Part</u></p> <ul style="list-style-type: none"> - milestones of family life cycle - family structure - family ties and lifestyles - figure types - fabric quality <p><u>Elective Part</u></p> <ul style="list-style-type: none"> - design concepts (e.g. femininity, masculinity) - total image - properties and finishing of fabrics - trademarks and legislation - retailing sector of apparel industry - market segmentation
Society	<p><u>Elective Part</u></p> <ul style="list-style-type: none"> - social and economic influences on food culture - marketing plan - trends in the marketplace 	<p><u>Elective Part</u></p> <ul style="list-style-type: none"> - fashion styles in different eras and places - social, economic and political influences on fashion trends - lifestyle
Culture	<p><u>Elective Part</u></p> <ul style="list-style-type: none"> - regional / national food ingredients - religious practices - historical and cultural influences on food culture - trends in the marketplace 	<p><u>Elective Part</u></p> <ul style="list-style-type: none"> - design concepts of different culture - national costumes of different countries - historic and cultural influences on fashion trends
Environment	<p><u>Elective Part</u></p> <ul style="list-style-type: none"> - geographical and environmental influences on food culture 	<p><u>Elective Part</u></p> <ul style="list-style-type: none"> - geographical and environmental influences on fashion trend - green fashion - environmental issues in textile technology
Scientific and technological	<p><u>Compulsory Part</u></p> <ul style="list-style-type: none"> - food preservation <p><u>Elective Part</u></p> <ul style="list-style-type: none"> - use of food additives - International Numbering System - food labelling 	<p><u>Elective Part</u></p> <ul style="list-style-type: none"> - Scientific and technological influences on fashion trends - latest development in textile technology - emerging technologies in apparel industry

Suggested Learning and Teaching Activities for Consumer Behaviour

Theme: Smart Consumer

Intended learning outcomes	
<ul style="list-style-type: none"> ● To describe the different stages / milestones of the family life cycle ● To identify the different lifestyle and eating habits of each family member and how they affect the choices of food ● To analyse consumer decision-making practices in individual and family food choices ● To understand the importance of label reading to help make appropriate food choices in promoting a lifetime of good health ● To interpret definitions, terms, and dates and identify the new format and the requirements for all nutrition labels for the benefit of the consumer ● To create their own nutrition label in proper format using the information given to them in class from a food that they prepare 	
Linkage / Mapping Learning and teaching	
Compulsory Part <ul style="list-style-type: none"> ● Family dimension ● Consumer behavior ● Health and Nutrition ● Diet and meal planning 	Elective part <ul style="list-style-type: none"> ● Food Culture (Changes of lifestyles and health concerns)
Learning and teaching	
Learning and teaching resources:	
Booklet 1: 1.4.1 Milestones of Family Life: How Families Change?	
Booklet 2: 2. Factors influencing consumer choices of food 2.1.1 Lifestyle 2.1.2 Eating habits 2.1.3. Health concerns 2.1.5. Family needs	
Booklet 5: 5.2.1 Planning meals for different age groups 5.1.3. Lifestyle and family living	

Booklet 10:

10.3 Nutrition Labelling

Nutrition Labelling Teaching Kit 2009 (The Centre for Food Safety of the Food and Environmental Hygiene Department)

Suggested websites:

- <http://www.cfs.gov.hk>
- <http://www.consumer.org.hk>

Suggested learning activities to generate interest, ideas, and inquiry; to promote critical thinking; and/or to extend learning:

1. Compare the nutrition labels from a diet drink and a normal version. Analyse which is healthier – write a paragraph to explain your decision and use data to back up your answer.
2. Work in pairs to create a food label and a nutrition label for the food product they make in class. Each student of the group should be assigned a task, for example to write the final label, to decide upon the order of the ingredients, to draft the cooking instructions, to draft the storage instructions, durability date etc.

Suggested Learning and Teaching Activities for Food Chemistry

Theme: Snack Attack

Intended learning outcomes	
<ul style="list-style-type: none"> ● To identify the nutrients on the food labels of convenience foods ● To categorise the macro and micro nutrients (carbohydrate, protein, fat, vitamins and minerals) according to their importance in nutrition and chemical structures and behavior ● To understand the chemical reaction of nutrients in the digestive system ● To understand that food preparation and processing may affect the nutritive value of food ● To conduct an experiment by investigating the best way(s) of cooking for preserving vitamin C content 	
Linkage / Mapping Learning and teaching	
Compulsory Part <ul style="list-style-type: none"> ● Nutrients and Water ● Health and Nutrition ● Food Preparation Technology 	Elective part <ul style="list-style-type: none"> ● Trends in the Marketplace (Value-added convenience foods)
Learning and teaching	
Learning and teaching resources	
Booklet 4: 4.1 Macronutrients 4.2 Micronutrients	
Booklet 10: 10.3 Nutrition Labelling	
Booklet 13: 13.2.2 Trends in the marketplace	
Nutrition Labelling Teaching Kit 2009 (The Centre for Food Safety of the Food and Environmental Hygiene Department)	
Suggested websites: <ol style="list-style-type: none"> 1. Institute of Food Technologists (http://www.ift.org) <ul style="list-style-type: none"> - Food Chemistry Experiments contains three major sections titled Carbohydrates, Lipids, and Proteins for use in middle and high school science classes 2. Food a fact of life (http://www.foodafactoflife.org.uk/) 	

Suggested learning activities to generate interest, ideas, and inquiry; to promote critical thinking; and/or to extend learning:

1. Teachers give a brief introduction of food chemistry and use a quiz to brainstorm students on the preconceptions / understanding.
2. Students to compare the nutritive value of commercially made and home-made food products by using Food Composition Tables, food samples and recipes.
3. Students to conduct an experiment on "Testing Vitamin C content" by following the instructions on the worksheet and record the findings and then discuss the observation / findings.

Suggested Learning and Teaching Activities for Food Culture – Food Heritage

Activity (1) Food Culture in different places

1. Teacher discusses with students the roles of food in the family and society.
2. Teacher introduces the factors contributing to the development of a food culture.
3. Students are divided into groups of two.
4. Students select an area / place from the following to study
 - (i) China
 - northern region
 - eastern region
 - western region
 - southern region
 - Hong Kong
 - (ii) Asia
 - Thai
 - India
 - Japan
 - (iii) Europe
 - France
 - Greece
 - Italy
 - Scandinavia
 - (iv) America
 - Canada / United States of America
 - Mexico
 - (v) Australia
5. Students share their findings with the whole class.

** The following table is used as an example for students. **

India									
Geographical Condition	Historical and Cultural Factors	Food Availability	Social Influences - Traditions and Eating Habits	Signature dish	Key features	Utensils	Economic Factors	Scientific and Technological Development	Health Concerns
<p>Indian food can be classified according to regions due to diverse geographical condition and climate</p> <ul style="list-style-type: none"> - mountains and plains in the north plateau - coastal regions of the south - six major climatic subtypes, ranging from desert, tundra, glaciers, rainforests and island 	<p>Being an ancient civilization and a large country with 25 states, India has a very diverse culture and cuisine</p> <p>Religious influences</p> <ul style="list-style-type: none"> - Hinduism is the predominant religion - Jainism - Muslim - Buddhism <p>International influences</p> <ul style="list-style-type: none"> - Arabs and Chinese (traders of the spice trade) - Persians, Mongols, Turks, British and Portuguese (invaders) 	<p><u>Staple Food</u></p> <p>North India</p> <ul style="list-style-type: none"> - Flat bread such as roti or paratha <p>South India</p> <ul style="list-style-type: none"> - Rice <p><u>Food Commodities</u></p> <p>e.g. tomato, chili, potato, sesame, eggplant, coconut, pulses and lentils</p> <p>Peanut oil, mustard oil, coconut oil, ghee</p> <p>Beans and pulses as protein sources for vegetarians</p>	<p>Food preference vary regionally</p> <p>A traditional meal should consist of starch (e.g. rice and / or Indian bread), one or more main dishes (e.g. meat or fish, or a lentil and vegetable dish) and accompaniments / chutney. Usually at least two vegetables and / or lentil dish will be served with the meal.</p> <p>Most people particularly Hindus, Buddhist and Jains are vegetarian or semi-vegetarians who eat fish</p> <p>Snacking (both savoury and sweet) is very popular, savoury snacks are consumed between meals while sweet snacks are consumed after dinner</p>	<p>e.g. curry, chutneys, raita</p> <p>North India</p> <ul style="list-style-type: none"> - e.g. samosa <p>South India</p> <ul style="list-style-type: none"> - e.g. sambar (spicy lentil soup) and rasam (soup with tamarind juice/pulp) <p>The preparation and cooking of most of the dishes are similar. It usually starts with frying onion, ginger, garlic or spices in oil at a high temperature. Meat, vegetables, flavourings such as yogurt and spices are added. Then the food is simmered at low heat until cooked and leafy herbs are added at the last moment.</p>	<p>Use of herbs (e.g. coriander, mint) spices (e.g. chilli pepper, black mustard seed, cumin, turmeric, cardamom, red chilli powder), ginger, garlic</p> <p>Masala is a blend of 5 or more spices and herbs. Dry masala (garam masala) is aromatic rather than hot, and is commonly used in North India. Wet masala is spicy hot, and is commonly used in South India.</p> <p>Alcoholic drinks are avoided due to religious reasons</p> <p>Sauté, deep frying and baking are commonly used</p>	<p>Traditional serving styles vary regionally throughout India</p> <p>When eating, fingers of the right hand are often used instead of utensils</p> <p>Food is served in small bowls from serving trays</p> <p>Banana leaf is commonly used as serving trays in South India</p> <p>Tandoor used in North India as cooking equipment</p> <p>Use of mortar and pestle to ground and blend dried spices</p>	<p>India is a developing country with a Gross Domestic Product (GDP) per capita of US\$1,514 in 2011. The annual GDP growth in 2011/12 is 6.1%</p> <p>India contains the largest concentration of people living below the World Bank's international poverty line of US\$1.25 per day in 2010</p> <p>Demand of food is still largely directed towards traditional foods</p> <p>Traditionally, wheat is the staple food in the north and rice in the south. With economic growth, dietary preferences in the south are moving away from rice towards wheat whereas in the north, the preferences are moving towards rice.</p>	<p>Indians have traditionally preferred fresh ingredients and home-cooked meal due to lack of storage, transportation, cold storage and processing facilities</p> <p>Traditionally, a significant segment of the food processing was confined to primary processing (milling and crushing) of cereals, pulses and oilseeds such as traditional pickles, spice mixes</p>	<p>The overall fat and saturated fat content may be high due to the extensive use of ghee and oil</p> <p>Weight related diseases are generally not common (except in some urban areas) as Indian diet is rich in fibre, from pulses and vegetables as well as wholegrain. Vegetarians in rural areas may have marginal intake of protein, iron and vitamin B12.</p>

Activity (2) Religion and Food Choices

1. Teacher introduces foods that are avoided by different religions.
2. Students select one religion and study the following:
 - roles of food in religion
 - food rules for the selected religion
3. Students share their findings with the whole class.

Foods that are avoided by different religions in their daily meals are as follows:

Religion	Pork	Beef	Lamb	Chicken	Fish
Islam	×	Halal only	Halal only	Halal only	✓
Hinduism	×	×	✓	✓	✓
Judaism	×	Kosher only	Kosher only	Kosher only	✓
Sikhism	×	×	✓	✓	✓
Buddhism (strict)	×	×	×	×	×

References:

British Nutrition Foundation – www.nutrition.org.uk

Food a fact of life – www.foodafactoflife.org.uk