### Unit Name: Kitchen production

**Main Ideas:**
- Independently and efficiently prepare a range of espresso coffee types.
- Accommodate personal preferences in terms of beverage production.
- Work effectively in teams and individually.
- Develop effective verbal and non-verbal communication skills for use in the hospitality workplace.
- Value diversity and examine ways to accommodate differing client needs by using correct protocols which are in harmony with cultural customs.
- Implement effective budgeting and profit making strategies.
- Engage in successful marketing and promotion of coffee shop products.

**Duration:** 17 weeks

<table>
<thead>
<tr>
<th>Assessment Item</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Practical (Coffee Shop)</td>
<td>Term 3, Ongoing</td>
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<tr>
<td>Assignment (Planning Document – Coffee Shop venture)</td>
<td>Term 3, Week 8, Thursday 31st August 2017</td>
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<tr>
<td>Assignment (Research task)</td>
<td>Term 4, Week 5, Thursday 2nd November 2017</td>
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### Literacy Components
- Speaking and Listening: Students will follow instructions, answer questions orally, communicating ideas and providing feedback and class ideas.
- Reading & Viewing: Students will read and comprehend handouts, record written information and observe practical demonstrations.
- Writing & Designing: Students will complete detailed written reflections / activities and class assignments and set written class activities as well as creatively present food items.

### Numeracy Components
- Number: Students will use ratios, fractions and percentages when working on portion sizes and when making larger quantities of each recipe.
- Algebra:
- Measurement: Students measure ingredients according to recipe instructions.
- Space: Attractively positioning design elements to create the best visual presentation of food items.
- Chance & Data: Students will collate feedback results and preparing pie / bar graphs.

### ICT/Technology Components
- Select and use ICTs in the processes of inquiry and research: Students will use of range of internet sites to inquire and research for their selected topic.
- Select and use ICTs to create a range of responses to suit the purpose and audience: Students will generate a written reflection that incorporates a range of visual evidence.
- Select and use ICTs to collaborate and enhance communication for an identified purpose and audience:
- Develop and apply ethical, safe and responsible practices when working with ICTs: Students will learn and understand how to appropriately research in a safe and ethical manner.
- Use a range of advanced ICT functions and applications: