Sample teaching planner –
Food specialisations

Design and Technologies

Levels 7–10

**Disclaimer:** It is the responsibility of the school to ensure that duty of care is exercised in relation to the health and safety of all students undertaking any activities suggested in this teaching planner.

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Introduction

The Technologies Contexts sub-strand Food specialisations in the Victorian Curriculum F–10 Design and Technologies explores the application of nutrition principles and the characteristics and properties of food, food selection and preparation, and contemporary food issues. Students come to understand the importance of a variety of foods, sound nutrition principles, food preparation skills and food safety.

This teaching planner identifies themes, key messages and ideas for teaching content from specific content descriptions of Food specialisations Levels 7 to 10. This information in the teaching planner has been provided to assist teachers to design and plan teaching and learning programs that are suitable for their own cohort of students. The ideas for teaching curriculum content are not intended to comprise a sequence of learning but rather they are ideas to support teachers to plan suitable lessons.

Please note, teachers are advised to use their professional judgment to ensure lesson plans comprehensively address the relevant content descriptions.

Online resources for Food specialisations

To complement the sample teaching planner, a suite of online resources has been curated and published on FUSE’s [Food specialisations page](https://fuse.education.vic.gov.au/pages/foodspecialisations). The resources are categorised according to the four themes identified in this sample teaching planner and support the teaching of content in the Technologies Contexts sub-strand Food specialisations in Victorian Curriculum F–10 Design and Technologies.

Hyperlinks to relevant FUSE resources, plus other online resources, are included within the ‘Ideas for the classroom’ sections in this teaching planner.

Key theme 1: Nourishing our bodies

The ‘Ideas for the classroom’ in this theme promote the development of skills, knowledge and understanding of key concepts related to nutrition principles and food, with an emphasis on preparing and consuming a variety of foods.

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|  | **Levels 7 and 8** | **Levels 9 and 10** |
| **Key messages** | * The techniques and ingredients used in recipes can be modified to enhance the nutritional value of the end product.
* Individuals and groups have different dietary and health needs that impact on what they eat.
* Food contributes to our physical health but it also contributes to other dimensions of our health, including emotional, mental, social and spiritual dimensions.
 | * The nutritional quality of food can affect our short- and long-term health and wellbeing.
* We can make changes to our communities that will help improve the food choices we make, so that our choices are nourishing and contribute to all dimensions of our health and wellbeing,
 |
| **Ideas for the classroom** | * Examine food preparation techniques that support nutrient retention, for example stir-frying and steaming.
* Identify how the ingredients in recipes can be modified to enhance nutrition, for example the addition of vegetables or herbs to a recipe. Students use the [food nutrient database](https://www.foodstandards.gov.au/science/monitoringnutrients/afcd/Pages/default.aspx) to assess and justify their choices.
* Adapt a recipe to take into consideration individual and/or group needs that impact on food choice, for example food allergies or life-stage nutritional requirements.
 | * Research recommendations related to energy derived from carbohydrates, proteins and fats for consideration in menu planning. Students design a meal that they believe meets the nutritional needs of an adolescent.
* Investigate and design new food products for the school canteen as part of a healthy food and drink campaign, taking into consideration sensory perceptions and presentation of food.
* Use the [food nutrient database](https://www.foodstandards.gov.au/science/monitoringnutrients/afcd/Pages/default.aspx) to investigate the nutritional value of foods native to Australia and make judgments in relation to healthy eating.
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| **Content descriptions** | * Analyse how characteristics and properties of food determine preparation techniques and presentation when creating solutions for healthy eating [(VCDSTC047)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSTC047)
* Critique needs or opportunities for designing and investigate, analyse and select from a range of materials, components, tools, equipment and processes to develop design ideas [(VCDSCD049)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD049)
 | * Investigate and make judgements on how the principles of food safety, preservation, preparation, presentation and sensory perceptions influence the creation of food solutions for healthy eating [(VCDSTC058)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSTC058)
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Key theme 2: Food selection – Food and society

This theme reflects the fact that food choice is dependent on a range of factors. The ‘Ideas for the classroom’ in the theme promote the development of skills, knowledge and understanding of concepts related to personal, social and cultural contexts that influence food, food marketing, food labelling and food trends.

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|  | **Levels 7 and 8** | **Levels 9 and 10** |
| **Key messages** | * Food labels are designed to provide nutritional information to consumers to help them make healthy choices.
* Food labelling laws have evolved over time and will continue to change based on consumer and society needs and demands.
* Personal, social and cultural factors influence what and how individuals and groups cook and eat.
 | * Global and local contexts, including political, economic and social factors, influence food production, supply and demand.
* Personal contexts of individuals, including their family, social, economic and cultural backgrounds, influence food choice.
* Consumers must critically analyse food messaging and marketing.
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| **Ideas for the classroom** | * Research food labelling in Australia, including changes to nutrition panels and front-of-package labelling. Use digital tools to design a food label for a selected recipe.
* Explore and present an argument about kilojoule labelling in fast food outlets. Predict the impact on food choices, with consideration of how social factors might also impact on these choices.
* Compare food marketing in print, on television and on social media. Create a social media campaign to promote healthy eating or a new food product for adolescents or another selected group.
* Research a menu that would be appropriate for a cultural celebration, for example Iftar or Chinese New Year.
 | * Investigate the influences on staple foods in Australia and other countries, for example the strength of the dairy or beef industry in Australia or the importance of rice in Asia.
* Investigate a factor that influences food choice and create a short film outlining the results of the investigation, students’ vision of what the preferred future could be, and actions that can be taken to initiate change for better health and wellbeing.
* Research a current food trend, including nutritional claims and marketing tactics. Develop a meme to summarise findings.
* Explore tools and foods available to Aboriginal groups in Victoria prior to European settlement and discuss how food was selected and prepared.
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| **Content descriptions** | * Investigate the ways in which designed solutions evolve locally, nationally, regionally and globally through the creativity, innovation and enterprise of individuals and groups [(VCDSTS044)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSTS044)
* Examine and prioritise competing factors including social, ethical, economic and sustainability considerations in the development of technologies and designed solutions to meet community needs for preferred futures [(VCDSTS043)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSTS043)
 | * Explain how designed solutions evolve with consideration of preferred futures and the impact of emerging technologies on design decisions [(VCDSTS055)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSTS055)
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Key theme 3: Contemporary food issues

The ‘Ideas for the classroom’ in this theme promote the development of skills, knowledge and understanding of concepts related to environmental, social and economic sustainability factors that impact on the food we eat, food ethics, packaging and transport, and food systems.

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|  | **Levels 7 and 8** | **Levels 9 and 10** |
| **Key messages** | * Food choices and cooking methods in Australia have changed over time. They are influenced by a range of factors, including migration patterns, available technologies, the production processes in our food system, and social trends.
* When exploring food systems, we need to consider environmental, social and economic sustainability factors.
 | * Global and local food systems are complex, with environmental, social and economic sustainability considerations at each level.
* Food security is a major global challenge that has environmental, social and economic impacts.
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| **Ideas for the classroom** | * Research foods and cooking techniques used by Aboriginal groups prior to European settlement. Cook modern adaptations or analyse the influence that migration has had on Australian cuisine.
* Perform a school audit to see how waste is managed in the school. Identify environmental, social and economic sustainability influences and propose new ideas for waste reduction and the management of recycling.
 | * Explore the question ‘What do you eat when fresh food is not always available?’ Investigate the principles of sustainability, food safety and food preservation, and identify environmental and economic advantages of food preservation.
* Research a food production industry. Identify environmental, social and economic sustainability factors in this industry, and their interrelated impact on food security.
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| **Content descriptions** | * Examine and prioritise competing factors including social, ethical, economic and sustainability considerations in the development of technologies and designed solutions to meet community needs for preferred futures [(VCDSTS043)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSTS043)
 | * Explain how designed solutions evolve with consideration of preferred futures and the impact of emerging technologies on design decisions [(VCDSTS055)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSTS055)
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Key theme 4: Cooking

The ‘Ideas for the classroom’ in this theme promote the skills, knowledge and understanding of concepts related to food preparation, characteristics and properties of food, ingredients and equipment, food storage and safety, and scientific and sensory properties of food.

A designed solution could involve preparing a meal or snack, experiments on food properties or sensory evaluations.

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|  | **Levels 7 and 8** | **Levels 9 and 10** |
| **Key messages** | * The way we present and prepare food is influenced by a range of factors, including individual dietary needs and preferences, and social and cultural factors.
* Cooking equipment and techniques are selected to suit the characteristics and properties of ingredients.
* We respond to design briefs to create designed solutions, which could involve preparing a meal or snack, experiments on food properties or sensory evaluations.
 | * We can identify steps involved in planning the production of a food product.
* We can develop design briefs to create designed solutions.
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| **Ideas for the classroom** | * Prepare a homemade version of a meal or snack that can be bought from a fast food restaurant. Develop criteria for success to compare and evaluate the homemade and the fast food meals, including time, cost, nutrition, sensory properties and environmental impacts.
* Explain how food preparation techniques impact on the sensory properties of food (appearance, flavour, texture and aroma).
* Design and safely produce a meal using appropriate equipment and techniques from different cultures, including those from Asia.
 | * Develop an annotated visual checklist of safe and hygienic food storage and preparation practices, including danger zone temperatures, for a food product or service.
* Use the design process to create a healthy meal that does not rely on fresh produce. Experiment with one food preservation method to justify its inclusion. Select appropriate cooking methods, based on research and testing, to safely produce the meal.
* Conduct sensory evaluations to determine how food characteristics can be used to enhance food solutions, for example comparing different grains or fresh and frozen products in a meal.
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| **Content descriptions** | * Analyse how characteristics and properties of food determine preparation techniques and presentation when creating solutions for healthy eating [(VCDSTC047)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSTC047)
* Effectively and safely use a broad range of materials, components, tools, equipment and techniques to produce designed solutions [(VCDSCD051)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD051)
* Independently develop criteria for success to evaluate design ideas, processes and solutions and their sustainability [(VCDSCD052)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD052)
* Use project management processes to coordinate production of designed solutions [(VCDSCD053)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD053)
 | * Explain how designed solutions evolve with consideration of preferred futures and the impact of emerging technologies on design decisions [(VCDSTS055)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSTS055)
* Work flexibly to safely test, select, justify and use appropriate technologies and processes to make designed solutions [(VCDSCD062)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD062)
* Develop project plans to plan and manage projects individually and collaboratively taking into consideration time, cost, risk and production processes [(VCDSCD064)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD064)
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