Sample teaching planner –
Food specialisations

Design and Technologies

Foundation to Level 6

**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.

Authorised and published by the Victorian Curriculum and Assessment Authority
Level 7, 2 Lonsdale Street
Melbourne VIC 3000

© Victorian Curriculum and Assessment Authority 2019

No part of this publication may be reproduced except as specified under the *Copyright Act 1968* or by permission from the VCAA. Excepting third-party elements, schools may use this resource in accordance with the [VCAA educational allowance](http://listverse.com/2013/06/18/9-truly-bizarre-ways-animals-work-for-humans/#schools). For more information go to: [https://www.vcaa.vic.edu.au/Footer/Pages/Copyright.aspx](https://victoriancurriculum.vcaa.vic.edu.au/the-humanities/economics-and-business/curriculum/f-10).

The VCAA provides the only official, up-to-date versions of VCAA publications. Details of updates can be found on the VCAA website: [www.vcaa.vic.edu.au](https://victoriancurriculum.vcaa.vic.edu.au/the-humanities/economics-and-business/curriculum/f-10).

This publication may contain copyright material belonging to a third party. Every effort has been made to contact all copyright owners. If you believe that material in this publication is an infringement of your copyright, please email the Copyright Officer: [vcaa.copyright@edumail.vic.gov.au](https://victoriancurriculum.vcaa.vic.edu.au/mathematics/curriculum/f-10)

Copyright in materials appearing at any sites linked to this document rests with the copyright owner/s of those materials, subject to the Copyright Act. The VCAA recommends you refer to copyright statements at linked sites before using such materials.

At the time of publication the hyperlinked URLs (website addresses) in this document were checked for accuracy and appropriateness of content; however, due to the transient nature of material placed on the web, their continuing accuracy cannot be verified.

The VCAA logo is a registered trademark of the Victorian Curriculum and Assessment Authority.

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 Foundation to Level 6. 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.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Foundation to Level 2** | **Levels 3 and 4** | **Levels 5 and 6** |
| **Key messages** | * Food is categorised into five main food groups.
* Food comes from plants and animals and can be prepared in different ways.
* Food provides physical, emotional and social nourishment.
 | * We need a variety of foods from the five food groups to provide nourishment and help our bodies grow and develop.
* The way food is prepared can have impacts on its nutritional value.
* Food preparation techniques have changed over time.
 | * The nutrients we get from food play a role in the way our bodies grow and develop.
* The ways we eat and share meals can support our emotional and social development.
* Eating a variety of foods from the food groups provides the essential nutrients for growth and development.
* We can create our own recipes to prepare healthy meals or we can modify existing recipes.
 |
| **Ideas for the classroom** | * Investigate the five main food groups and the foods that make up these groups, including Aboriginal bush foods.
* List everyday food products and identify the original plant and animal sources.
* List ways that snacks can be prepared and identify which snacks are discretionary foods and which are everyday snacks.
* Explore nourishment through finding or creating photos that show how food nourishes us in different ways – physically, emotionally and socially.
 | * Investigate the preparing and processing of discretionary foods and identify healthier methods that could be used.
* Compare the nutritional value of fresh versus frozen foods, and comment on the advantages and disadvantages of both freezing food and keeping it fresh.
* Explore ways to include fresh fruit and vegetables in our diet. Create a poster or video that can be shared with the school community that shows simple preparation techniques.
* Explore traditional food preparation methods from various cultures, for example explore food preparation techniques of different Aboriginal groups and the health benefits of using kangaroo grass to make bread.
 | * Use the [Australian Guide to Healthy Eating](https://www.eatforhealth.gov.au/guidelines/australian-guide-healthy-eating) to identify the main nutrients in food groups and plan food choices.
* Explore methods of preparing and storing different foods, including fruits and vegetables, to preserve quality and nutritional content. For example, conduct an experiment on a cut apple that compares the sensory properties of a control cut apple with cut apples that have been frozen or soaked in lemon juice.
* Modify a popular recipe to make it healthier. Modifications could include changes to food preparation techniques, or food groups and nutrients, or modifications to factors that affect the emotional and social nourishment the meal may provide. Research and negotiate criteria for success.
 |
| **Content descriptions** | * Explore how food is selected and prepared for healthy eating [(VCDSTC016)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSTC016)
 | * Investigate food preparation techniques used in modern or traditional societies [(VCDSTC026)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSTC026)
 | * Investigate the role of food preparation in maintaining good health and the importance of food safety and hygiene [(VCDSTC036)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSTC036)
* Negotiate criteria for success that include consideration of environmental and social sustainability to evaluate design ideas, processes and solutions [(VCDSCD041)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD041)
 |

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.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Foundation to Level 2** | **Levels 3 and 4** | **Levels 5 and 6** |
| **Key messages** | * Our different family backgrounds, likes and dislikes influence our food choices.
 | * Where we live and the resources available to us are major influences on what and how we eat.
* Packaged food products must have labels with information about ingredients and nutritional value to help consumers make healthy choices.
 | * Our social environment – including where we live, learn and play – influences our food choices.
* Family meals vary across different cultures and have changed over time.
* Food marketing, advertising and packaging aim to influence food choice.
 |
| **Ideas for the classroom** | * Explore the things that students consider when choosing what to eat and make a class list.
* Explain why it is recommended that some foods are eaten every day and others only sometimes.
* Review the school canteen menu and identify what students like and dislike. Can students identify foods from different cultures on the menu? As a class, suggest some healthy options based on the likes and dislikes identified.
* Explore foods from different cultures and identify which plants and animals are used for food. Consider how the food is grown or cultivated.
 | * Use an online collaborative space to generate ideas for a meal or snack that can be prepared at school, taking into consideration any resources that are available, for example ingredients from a kitchen garden or other available foods, cooking equipment and cooking skills.
* Conduct a sensory analysis on fresh, dried and canned fruit. Discuss the advantages and disadvantages of each and highlight when they could be used.
* Investigate the labels on food products to determine how the information provided contributes to healthy eating and the needs of the community.
* Identify people or groups that need to access information on labels, for example people with allergies or particular religious beliefs. Discuss if the labels are presented in a user-friendly way, for example their size and type of information provided.
 | * Identify some things that influence what and how food is eaten at school. Students present their ideas in a mind map.
* Design a meal that features bush food. Explain the steps and techniques required in a flow chart and then prepare the meal in small groups.
* Identify and explain food marketing methods that aim to influence food choice. Develop an online advertisement to promote a healthy food product.
* Explore relationships to food, access to food, traditions and food preparation techniques in different cultures. For example, research common family meals in a particular Asian culture or investigate a food tradition based on religion.
 |
| **Content descriptions** | * Explore needs or opportunities for designing, and the technologies needed to realise designed solutions [(VCDSCD018)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD018)
* Explore how food is selected and prepared for healthy eating [(VCDSTC016)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSTC016)
* Use personal preferences to evaluate the success of design ideas, processes and solutions including their care for environment [(VCDSCD021)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD021)
 | * Generate, develop, and communicate design ideas and decisions using appropriate technical terms and graphical representation technique [(VCDSCD029)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD029)
* Recognise the role of people in design and technologies occupations and explore factors, including sustainability, that impact on the design of solutions to meet community needs [(VCDSTS023)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSTS023)
 | * Investigate the role of food preparation in maintaining good health and the importance of food safety and hygiene [(VCDSTC036)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSTC036)
* Critique needs or opportunities for designing, and investigate materials, components, tools, equipment and processes to achieve intended designed solutions [(VCDSCD038)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD038)
 |

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.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Foundation to Level 2** | **Levels 3 and 4** | **Levels 5 and 6** |
| **Key messages** | * The way food is grown and managed has an impact on the environment.
 | * We should aim to reduce waste when shopping for, preparing and eating food.
* Technology allows food to be stored in many forms, including fresh, canned, dried and frozen.
* All parts of the food system play a role in reducing packaging and food waste.
 | * Many people in the food industry are working out ways that we can be more sustainable in the way we eat.
* Technology plays a role in the food production and preservation process, influencing food safety, availability, quality and choice.
* Environmental issues such as food waste and excess packaging are considerations when designing a recipe or choosing food.
 |
| **Ideas for the classroom** | * Introduce activities in a food system. Use the example of an apple and identify the steps from the apple being grown on a tree to being eaten by a consumer. Explore water use, processing, transporting and packaging in the food system.
* Explore traditional Aboriginal land management practices and discuss sustainability, for example the growing and harvesting of murnong or the Gunditjmara’s use of eel traps at Lake Condah.
 | * Identify different food storage techniques and the benefits for health and food safety.
* Compare the amount of waste that would be produced from different food options (for example, takeaway versus home-cooked food) and the potential for recycling waste.
* List some choices we can make when buying and cooking food.
* Produce a simple diagram following one food product through the food system, including growing, processing, transporting, retail, buying and eating. Identify ways to reduce waste at each stage.
 | * Develop a video to illustrate ways to reduce the amount of food waste in the school.
* Investigate occupations within the food system. Identify how these occupations are supporting the environment and generate ideas and solutions where changes could be made.
* Explore the impact that technology has had on our food supply.
* Identify practices related to food preparation that help the environment, such as the safe disposal of cooking oils to avoid environmental damage and the reduction and recycling of packaging. Investigate new technologies to reduce waste, such as the use of edible packaging.
 |
| **Content descriptions** | * Identify how people create familiar designed solutions and consider sustainability to meet personal and local community needs [(VCDSTS013)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSTS013)
* Use personal preferences to evaluate the success of design ideas, processes and solutions including their care for environment [(VCDSCD021)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD021)
 | * Recognise the role of people in design and technologies occupations and explore factors, including sustainability, that impact on the design of solutions to meet community needs [(VCDSTS023)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSTS023)
* Evaluate design ideas, processes and solutions based on criteria for success developed with guidance and including care for the environment and communities [(VCDSCD031)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD031)
 | * Investigate how people in design and technologies occupations address competing considerations, including sustainability, in the design of solutions for current and future use [(VCDSTS033)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSTS033)
* Critique needs or opportunities for designing, and investigate materials, components, tools, equipment and processes to achieve intended designed solutions [(VCDSCD038)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD038)
* Generate, develop, communicate and document design ideas and processes for audiences using appropriate technical terms and graphical representation techniques [(VCDSCD039)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD039)
 |

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.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Foundation to Level 2** | **Levels 3 and 4** | **Levels 5 and 6** |
| **Key messages** | * Simple steps can be followed to safely prepare food.
* It is important to be safe and hygienic when preparing food.
 | * A range of ingredients, equipment and techniques are used in cooking.
* Recipes show the steps to be followed when preparing food.
* Modern and traditional societies have their own ways of preparing food.
 | * We can experiment with ingredients and techniques to create new recipes or modify existing recipes for meals and snacks.
* It is important to use safe food storage and preparation techniques when cooking at school or home.
* Nutritional and sensory properties of food influence the ingredients we select and the cooking techniques we use.
 |
| **Ideas for the classroom** | * Explore and use equipment and techniques to prepare foods such as fruit kebabs, vegetables and dip, fruit smoothies or pita bread wraps.
* Use photos from practical food preparation sessions to develop a kitchen safety poster or photo story.
* Make a class video explaining how to be hygienic when preparing and eating food, in particular hand-washing techniques.
 | * Safely use equipment and demonstrate techniques to prepare foods. For example, use teacher-led techniques such as chopping, slicing, steaming, baking or boiling.
* Follow the steps of a recipe in groups and demonstrate how to accurately measure ingredients.
* Identify and try food preparation techniques from Aboriginal and Asian cultures.
* Work together in an online collaborative class space to develop a sequence of the major steps and equipment required to prepare a healthy meal. Allocate roles/groups to prepare the meal.
 | * Modify a recipe to make it healthier. Sequence the major steps and list the equipment required.
* Identify kitchen practices that show an understanding of nutrition, hygiene and food safety, for example washing fruit and vegetables carefully to remove residue before use and storing highly perishable foods in the refrigerator.
* Experiment with tools and equipment, and with combining ingredients and techniques, to create a nutritious after-school snack.
* Explore tastes from around the world by conducting sensory evaluations on specific ingredients or preparing popular meals from different cultures.
 |
| **Content descriptions** | * Explore how food is selected and prepared for healthy eating [(VCDSTC016)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSTC016)
* Visualise, generate, and communicate design ideas through describing, drawing and modelling [(VCDSCD019)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD019)
* Use materials, components, tools, equipment and techniques to produce designed solutions safely [(VCDSCD020)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD020)
* Sequence steps for making designed solutions [(VCDSCD022)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD022)
 | * Investigate food preparation techniques used in modern or traditional societies [(VCDSTC026](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSTC026))
* Critique needs or opportunities for designing and explore and test a variety of materials, components, tools and equipment and the techniques needed to create designed solutions [(VCDSCD028)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD028)
* Select and use materials, components, tools and equipment using safe work practices to produce designed solutions [(VCDSCD030)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD030)
* Plan a sequence of production steps when making designed solutions [(VCDSCD032)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD032)
 | * Investigate the role of food preparation in maintaining good health and the importance of food safety and hygiene [(VCDSTC036)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSTC036)
* Apply safe procedures when using a variety of materials, components, tools, equipment and techniques to produce designed solutions [(VCDSCD040)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD040)
* Develop project plans that include consideration of resources when making designed solutions [(VCDSCD042)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD042)
 |