Food from different cultures,
Levels 5 and 6

Home Economics

Unit of work



**Disclaimer:** It is the responsibility of the school to ensure that duty of care is exercised in relation to the health, hygiene and safety of all students undertaking activities where students handle or taste food. In implementing projects with a focus on food, care must be taken with regard to food safety and specific food allergies that may result in anaphylactic reactions.

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](https://www.vcaa.vic.edu.au/Footer/Pages/Copyright.aspx#schools). For more information go to: <https://www.vcaa.vic.edu.au/Footer/Pages/Copyright.aspx>.

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](http://www.vcaa.vic.edu.au).

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

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.

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

Contents

[Introduction to the unit of work 4](#_Toc4425303)

[Overview 4](#_Toc4425304)

[Learning intentions 4](#_Toc4425305)

[Victorian Curriculum correlation 5](#_Toc4425306)

[Advice and teaching considerations 6](#_Toc4425307)

[Learning activities, resources and tips 7](#_Toc4425308)

[Learning activity 1: Food for celebrations 7](#_Toc4425309)

[Learning activity 2: Similarities and differences 8](#_Toc4425310)

[Learning activity 3: Cultural celebrations 9](#_Toc4425311)

[Learning activity 4: Class presentations 10](#_Toc4425312)

[Learning activity 5: Tastes from around the world: sensory evaluation 11](#_Toc4425311)

Learning activity 6: Prepare a dish from another culture 13

[Further resources 14](#_Toc4425313)

[Appendix 1 15](#_Toc4425314)

Introduction to the unit of work

**Unit of work:** Food from different cultures

**Time (approximate):** 150 minutes (5 × 30 minutes) plus cooking activity

**Curriculum band:** Levels 5 and 6

**Curriculum areas:**  Design and Technologies

 Health and Physical Education

Overview

Students explore similarities and differences between the ways food is used in celebrations in different cultures. Working in groups, students research and present different cultural celebrations, outlining how food is featured. Students also undertake a sensory evaluation of different foods, and consider food safety.

Students prepare a dish from another culture using the Creating Designed Solutions strand of Design and Technologies to identify equipment and resources available to them.

Learning intentions

* Investigate similarities and differences in the way different cultures celebrate with food.
* Explain features of food and food preparation from a culture different to their own.
* Explore foods from different cultures and evaluate sensory aspects of the foods.
* Explore how celebrating different cultural food events can strengthen community wellbeing.
* Use a design brief to create a designed solution.

Victorian Curriculum correlation

|  |  |
| --- | --- |
| **Design and Technologies strands** | **Health and Physical Education strand** |
| Technologies and Society Technologies ContextsCreating Designed Solutions | Personal, Social and Community Health |
| **Achievement Standards (extract)** |
| By the end of Level 6, students:* explain how the features of technologies impact on designed solutions for each of the prescribed technologies contexts …
* create designed solutions for each of the prescribed technologies contexts, suitable for identified needs or opportunities
* suggest criteria for success … and use these to evaluate their ideas and designed solutions
* … record project plans including production processes
* … select and use appropriate technologies and techniques correctly and safely to produce designed solutions.
 | By the end of Level 6, students:* examine how community wellbeing is supported by celebrating diversity …
 |
| **Content Descriptions (extract)** |
| Food specialisations* 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))

Creating Designed SolutionsInvestigating* 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))

Generating* Generate, develop, communicate and document design ideas and processes for audiences using appropriate technical terms and graphical representation techniques ([VCDSCD039](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD039))

Producing* Apply safe procedures when using a variety of materials, components, tools, equipment and techniques to produce designed solutions ([VCDSCD040](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD040))

Evaluating* Negotiate criteria for success that include consideration of environmental and social sustainability to evaluate design ideas, processes and solutions ([VCDSCD041](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD041))

Planning and managing* Develop project plans that include consideration of resources when making designed solutions ([VCDSCD042](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD042))
 | Contributing to healthy and active communities* Investigate how celebrating similarities and differences can strengthen communities ([VCHPEP114](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP114))
 |

Advice and teaching considerations

* This unit could link to Victorian Curriculum F–10: Intercultural Capability, in that students demonstrate an understanding of how beliefs and practices can be influenced by culture, and explain how intercultural experiences can influence beliefs and behaviours.
* Exploring foods from different cultures can be an effective way to celebrate the different cultures in your school community. Consider hosting a community breakfast or lunch, or showcase the foods from your school’s community at school events and fetes.
* Invite members of the school community to come in and talk to students about their cultural celebrations, and to bring in some food for students to sample if possible.
* Connect with your local government and business community to explore cultural celebrations that are hosted locally.
* Think about connecting with other classrooms globally through [Skype in the classroom](https://education.microsoft.com/skype-in-the-classroom/overview).

Learning activities, resources and tips

Learning activity 1: Food for celebrations

*Learning intentions:*

*Investigate similarities and differences in the way different cultures celebrate with food.*

*Explore how celebrating different cultural food events can strengthen community wellbeing.*

Explain to students that people who share the same cultural background often celebrate or mark particular events in the same ways (using the same traditions); for example, people with a Vietnamese background often celebrate Vietnamese new year by eating traditional sticky rice cakes. People who share the same family background often celebrate in the same way too; for example, they might have traditional birthday meals or cakes.

In small groups, students watch two videos from the [Celebrations and traditions package](http://fuse.education.vic.gov.au/Resource/ByPin?Pin=9BXW5S&SearchScope=All). They draw on their own experiences, along with the videos, to answer the following questions:

* How is food used for celebrations in different cultures? (Give three examples.)
* Does your culture or community have traditions that include food? Does your family?
* Why is food often an important part of celebrations?
* What does ‘community wellbeing’ mean?
* How can sharing lots of different cultural celebrations support community wellbeing?

Share findings as a class using the questions above to guide feedback.

Ask students to think about examples of family celebrations, such as birthdays, name days and weddings, to share in the next session. They may wish to bring in photos of their family celebrations.

Essential resources

[Celebrations and traditions package](http://fuse.education.vic.gov.au/?9BXW5S), which includes:

* What is Ramadan?
* Easter symbols
* What is Passover?
* Greek New Year’s Eve 1983
* Festive feasts
* Celebrations (including celebrating a new baby, first birthday, name days)

Optional resources

Tools for brainstorming

* [Padlet](http://fuse.education.vic.gov.au/?V6YFM7)
* [SOLO Hexagons for iPad](http://fuse.education.vic.gov.au/?42HF9S)

Learning activity 2: Similarities and differences

*Learning intention:*

*Investigate similarities and differences in the way different cultures celebrate with food.*

As a class, or in small groups, students share their family celebrations and discuss how their family celebrations and cultural backgrounds impact on their identity. Explain to students that what each person eats can tell a story about themselves with regard to their relationships and values, and this story contributes each person’s individual identity.

Students complete a Venn diagram of how food is used in celebrations. Select a specific celebration (such as birthdays or name days) and ask each student to compare and contrast the way their own culture uses food in that celebration with another student’s, with similarities overlapping in the Venn diagram.

Optional resources

* [Interactive Venn diagram](http://www.readwritethink.org/files/resources/interactives/venn_diagrams/)

Tip

* If students have brought in photos (and you have sought appropriate [permissions](http://www.education.vic.gov.au/about/programs/bullystoppers/Pages/lolconsent.aspx)), these photos could be put together in an MS AutoCollage or a picture story.

Learning activity 3: Cultural celebrations

*Learning intention:*

*Explain features of food and food preparation from a culture different to their own.*

In small groups, students select and research a celebration, from a culture different from their own, that involves food.

For the celebration selected, each group will provide:

* a brief description of the celebration
* a food or meal that features in that celebration
* any special cooking or preparation techniques used
* a photo of the food or celebration found online.

Students add their findings to a class interactive map, by placing text and images into a pin on the country where that celebration originally comes from or the country in which it is most usually celebrated now.

Essential resources

[My Maps – Google Interactive Mapping](http://fuse.education.vic.gov.au/?ZG7KXF) – FUSE resource package

My Mapsis part of the Google education suite, which is available to Victorian Government teachers and students through [eduSTAR.](https://www.edustar.vic.edu.au/Pages/Clear.aspx) It allows users to create their own map and visualise data by adding texts and images to pins. Different levels of privacy settings can be used for all Google Apps. The FUSE resource package shows you how to create and customise your map.

Optional resources

Websites for student research:

* [SBS Food Safari](https://www.sbs.com.au/food/)
* [Food in every country](http://www.foodbycountry.com/)
* [Food and celebrations](https://www.betterhealth.vic.gov.au/health/healthyliving/food-and-celebrations) – Better Health Channel

Tips

* If students have their own accounts through the Google Education suite, share the interactive map for a whole-class collaborative map.
* Alternately, log in to your teacher account and have students enter their information on one class map. The map can be viewed and explored as a class via a link.

Learning activity 4: Class presentations

*Learning intentions:*

*Explain features of food and food preparation from a culture different to their own.*

*Explore how celebrating different cultural food events can strengthen community wellbeing.*

This activity follows on from the research students conducted and the interactive map they created in Learning activity 3.

* Students share what they have found about their chosen culture.
* Each group presents their findings to the class by displaying and referring to the interactive map produced.

As a class, discuss:

* How do cultural celebrations make us stronger and contribute to our wellbeing? Think about personal, social and community wellbeing.
* What are some of the traditional and contemporary methods of food preparation used in these cultures?

Learning activity 5: Tastes from around the world

*Learning intention:*

*Explore foods from different cultures and evaluate sensory aspects of the foods.*

Before starting, remind students about the importance of food safety and hygiene. The [sensory evaluation teacher guide](http://fusecontent.education.vic.gov.au/1bebaed8-3fe0-44ff-ae03-2c5c425d177f/Sensory%20Evaluation%20Teacher%20Guide.pdf) provides information and tips for teachers, along with a range of other tests you can perform (if time permits).

Set up a tray of foods for students to explore; for example:

* fresh herbs: lemongrass, basil, ginger, chives
* dried spices and spice mixes: dukka, za’tar, garam masala
* fruits: figs, lychee, quandong
* vegetables: Asian greens, tomato, snake beans, spring onion
* grains: cous cous, pasta, quinoa.

Start the session by asking students to discuss the following questions in small groups:

* How many of these foods they you name?
* How many of these foods have you tasted before?

Reveal the name of each food and ask students to complete the following activities:

* Classify the foods by food group (if the foods are from a variety of different food groups). Where do these fit in the [Australian Guide to Healthy Eating](https://www.eatforhealth.gov.au/guidelines/australian-guide-healthy-eating)?
* Suggest which culture(s) might use these ingredients, and in what dishes.

Are any of these foods used in the cultural celebrations students have talked about in class? Discuss.

Conduct a sensory evaluation:

* Use the [sensory vocabulary word bank](http://fusecontent.education.vic.gov.au/1bebaed8-3fe0-44ff-ae03-2c5c425d177f/Sensory%20vocabulary%20word%20bank.pdf) to describe the odour, taste and texture of each of the foods.

Considerations:

* If you have a herb or kitchen garden, think about foods that students could gather from there.
* Your sensory evaluation may include a range of different foods from across the food groups, or you might focus on just one type, such as herbs.
* Refer to background information about food safety.

Essential resources

* [Tastes from around the world – sensory evaluation](http://fuse.education.vic.gov.au/?JS4DNG) – FUSE resource
* [Teachers guide](http://fusecontent.education.vic.gov.au/1bebaed8-3fe0-44ff-ae03-2c5c425d177f/Sensory%20Evaluation%20Teacher%20Guide.pdf) (primary) – Food: A fact of life
* Sensory vocabulary [word](http://fusecontent.education.vic.gov.au/1bebaed8-3fe0-44ff-ae03-2c5c425d177f/Sensory%20vocabulary%20word%20bank.pdf) bank – Food: A fact of life

Note

* This activity is adapted from [Food: A fact of life,](http://www.foodafactoflife.org.uk/) from the British Nutrition Foundation. The website refers to the *Eatwell Guide –* a British Government initiative. For Victorian classrooms, please use the [Australian Guide to Healthy Eating](https://www.eatforhealth.gov.au/guidelines/australian-guide-healthy-eating).

Learning activity 6: Prepare a dish from another culture

*Learning intention:*

*Use a design brief to create a designed solution.*

Students follow the Creating Designed Solutions process to produce a savoury meal that originates from another culture that they have researched. In your planning, consider what cooking equipment and ingredients will be available to students. Students can investigate different questions in small groups and document their findings in a collaborative space (see [Appendix 1](#Appendix1) for guidance).

This activity could be done in small groups, or as a whole class.

Design a brief template that can be adapted according to classroom needs (see [Appendix 1](#Appendix1)).

Some recipe ideas

No kitchen – basic equipment only:

* Rice paper rolls
* Dip and vegetable platter: [Hummus](https://livelighter.com.au/Recipe/576/hummus-four-ways), [Baba Ganoush](https://livelighter.com.au/Recipe/92/eggplant-dip), [Guacamole](https://livelighter.com.au/Recipe/91/guacamole), [Tzatziki](https://livelighter.com.au/Recipe/90/tzatziki)
* Sushi
* [Microwave risotto](https://livelighter.com.au/Recipe/174/microwave-risotto)

Access to kitchen or school canteen:

* Homemade pasta with a basic sauce
* [Pesto pizza](https://www.foodafactoflife.org.uk/recipes/11-14-l2c/pesto-pizza/)
* [Couscous and vegetable salad](https://www.foodafactoflife.org.uk/recipes/11-14-l2c/vegetable-couscous-salad/)
* [Lamb Rogan Josh](https://www.foodafactoflife.org.uk/recipes/meat/meaty-eats/lamb-rogan-josh)
* [Vegetable samosa](https://www.foodafactoflife.org.uk/recipes/food-life-skills/vegetable-samosas/)s
* [Lamb tagine with couscous](https://livelighter.com.au/Recipe/413/lamb-tagine-with-couscous)
* [Beef and bean burritos](https://livelighter.com.au/Recipe/378/beef-and-bean-burritos)

Optional resources

* [Cooking and food skills – Food: A fact of life](http://fuse.education.vic.gov.au/?B5NK9N)

Further resources

Websites exploring cultural celebrations:

* [World celebration foods](https://www.nationalgeographic.com/travel/international-foods/celebration-cuisine-photos/) – National Geographic
* Harmony Day

Useful resources for safety and hygiene include:

* [Food allergies guidelines](http://www.education.vic.gov.au/school/principals/spag/health/Pages/allergies.aspx)
* [Guidelines for the prevention of anaphylaxis in schools, preschools and childcare](https://www.allergy.org.au/health-professionals/papers/prevent-anaphylaxis-in-schools-childcare)
* [Hand hygiene guidelines](http://www.education.vic.gov.au/school/principals/spag/health/Pages/personalhygiene.aspx)
* [Hand hygiene teaching resources](http://www.education.vic.gov.au/school/teachers/teachingresources/discipline/physed/Pages/hygiene.aspx)
* [Safe food handling guidelines](http://www.education.vic.gov.au/school/principals/spag/governance/pages/foodhandling.aspx)
* [Food and healthy eating guidelines](http://www.education.vic.gov.au/school/principals/spag/finance/pages/canteen.aspx)

Appendix 1

Design brief template

Student names:

|  |
| --- |
| **Design brief**Students are to work in pairs to design and produce a savoury meal from another culture that they have researched. The meal must:* include at least three different seasonal vegetables and one wholegrain
* include ingredients and food preparation methods that reflect the chosen culture
* be able to be prepared within 50 minutes, using equipment and ingredients available in the school.
 |

|  |
| --- |
| Investigating |
| What ingredients are used in this culture? |  |
| Which of these foods do we like? |  |
| What cooking techniques are used in this culture? |  |
| Which wholegrains do we have that are used in this type of cooking? |  |
| What food is available for us to use? |  |
| What equipment do we have? |  |

|  |
| --- |
| GeneratingDesign two savoury combinations. Identify your preferred option and justify why. |
| Option 1 | **Option 2** |
| Give a justification for your preferred option. |

|  |
| --- |
| Planning and managing: The project plan |
| Steps and ingredients | Equipment needed | Who will be doing this? |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
| Do we need to trial any ingredients to test if flavour combinations work? |  |

|  |
| --- |
| Evaluating |
| Describe the appearance, smell and taste. |  |
| Does this food represent the chosen culture? Could it be eaten as part of a celebration or everyday activity? |  |
| Did the project plan work? Are there any changes that we need to make? |  |
| List three health and safety rules you followed. |  |
|  |
|  |
| Did you achieve the design brief and success criteria?* at least three seasonal vegetables and one wholegrain
* ingredients and food preparation methods that reflect the culture
* prepared within 50 minutes, using equipment available in the school.
 |  |