Embedding career education in the Victorian Curriculum F–10

Design and Technologies – Food specialisations, Levels 3 and 4

An existing learning activity linked to a particular learning area or capability in the Victorian Curriculum F–10 can be easily adapted to incorporate career education, enriching students’ career-related learning and skill development.

1. Identify an existing learning activity

**Curriculum area, sub-strand and levels:** Design and Technologies - Food specialisations, Levels 3 and 4

**Relevant content description:** Plan a sequence of production steps when making designed solutions ([VCDSCD032](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD032))

**Existing activity:** Examining a popular food item, such as a pizza, to design a sequence of steps (a recipe) to reproduce it.

**Summary of adaptation, change, addition:** Adapting the foundation recipe to design a ‘dream pizza’, producing an annotated diagram, and relating this to the world of work.

2. Adapt the learning activity to include a career education focus

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| Existing learning activity | Adaptations, changes or extensions that can be made |
| Teacher provides pizza as a completed food product – either in physical form (with consideration of dietary requirements and/or school food policy) or as a visual resource on screen or paper. This should be a plain pizza, as students examine the food product to determine ingredients and devise a sequence of steps (design a recipe). This will involve teacher-led inquiry, as not all ingredients will be visually evident. For example, teacher would ask, ‘How do you make dough?’. Teacher also discusses how a recipe is an example of ‘systems thinking’. Teacher explains that systems thinking occurs when identifying ingredients and steps and examining their interactions and relationships to determine how to make a pizza. For example, students need to make the dough before adding the toppings; they can make dough before, after or at the same time as chopping/preparing topping ingredients; they need to turn on oven as first step to pre-heat, and so on. | Teacher leads a discussion on the range of scenarios where pizza-making (and by extension, other cooking activities) occurs in the world of work. Teacher encourages students to think beyond restaurants/cafes and introduces roles such as recipe developers, culinary dietitians and food scientists. Students then complete the following extension in the work context (note: no further research is required into these roles, as the discussion aims to simply expand the students’ views of careers available).The collaboratively written pizza recipe in the existing activity serves as a foundation for further input and creativity as students suggest the addition or removal of ingredients to design their own ‘dream pizza’. Suggestions and changes can relate to sensory preferences (taste, smell, sight), as well as to health and environmental considerations.Using the foundation recipe as a starting point and available digital or manual tools, students produce an annotated diagram to illustrate their proposed changes to the recipe and to explain their choices.This additional step allows students to extend their role as food designers and producers and to practise independent decision-making related to food. Discussion should include identifying skills being used, and how they might relate to work roles. For example, teacher could highlight that students are using critical thinking to plan their recipes, and organising and presenting information clearly in their annotated diagrams. Reflection can also extend to the ‘systems thinking’ inherent to a recipe, such as: identifying the components, steps, and variables (e.g. how many people will make this pizza); and planning the workflow.  |
| Depending on resources, students follow the recipe to make their pizza with adult help, either in class or at home. | Teacher decides whether the practical production of the ‘dream pizza’ takes place at school or home. |
| Criteria for assessment includes planning and sequencing the major steps in the production of a pizza. The designed solution should consider the tools and equipment required and identify age-appropriate safe work practices.  | Students and teacher negotiate how they will evaluate the success of the recipe adaptation. (For example, it must meet the student’s expectations – or someone else’s - in a sensory test, which means it looks, smells and tastes good.) Teacher guides students in a short reflection of the skills they have used and where these skills might be useful later in life, relating at least some of the examples discussed to a work-related setting, such as the careers they explored at the beginning of the activity.  |

Considerations when adapting the learning activity

* Teacher may need to explicitly link the skills used in the activity (communication, research and planning, recipe development, food preparation) with the world of work.

Benefits for students

Know yourself - self-development:

* By examining their own food preferences and learning to adapt a foundation recipe to suit different needs, students extend their knowledge of themselves and demonstrate adaptability and creativity
* Students interact positively and effectively with others as they collaboratively problem-solve to ‘deconstruct’ the basic pizza to determine ingredients, processes and sequence.
* In creating an annotated diagram of their ‘dream pizza’, students realize that different people have different preferences and dietary requirements, and choosing and explaining their personal preferences is one way of defining themselves as an individual.

Know your world - career exploration:

* This activity encourages independent decision-making (in this case, related to food), a vital developmental skill and part of the lifelong learning that is essential to employability.
* Through the creation of an annotated diagram to illustrate their individualised ‘dream pizza’, students organise and communicate information, with the option of using digital tools to facilitate the process.

Manage your future - be proactive:

* By capturing the sequence of production steps in a recipe, students employ organisational and self-management skills as they present information and plan/manage time effectively.
* Students use initiative and embrace change to adapt the recipe, and follow plans to produce a successful outcome.