Embedding career education in the Victorian Curriculum F–10

Design and Technologies – Food specialisations, Levels 7 and 8

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 7 and 8

**Relevant content description:** 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)

**Existing activity:** Investigating sensory and nutritional differences when vegetables are prepared with different techniques.

**Summary of adaptation, change, addition:** Exploring professions that aim to improve public health.

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 sets a task for students to investigate sensory and nutritional differences when vegetables (in this example, potatoes) are prepared with different techniques: frying, baking and steaming.  Teacher directs students in sensory evaluation of the food products, as well as a nutrient inquiry (for example comparing kilojoules/energy values for boiled, baked and fried potatoes – listed as chips – via the Australian Food Composition Database on the FSANZ website). | Teacher frames the students’ findings (in the existing activity) as a question or a problem. That is, a whole-class response to this sensory evaluation and nutritional enquiry will (almost inevitably) find that while fried potatoes have up to five times the kilojoule/energy value of the other methods, sensory scores for taste and texture will be high, especially with added salt.  Students then consider the following questions: ‘Why might overconsumption of chips be a problem, and for whom? How do communities find solutions/responses to dietary challenges?’ Position food consumption as both a personal and public health issue linked to work.  Teacher facilitates understanding of links between energy-dense foods and diet-related challenges that many people have long been working to resolve. |
| Teacher directs inquiry and/or discussion of links between overconsumption of popular fried foods and the impact on the health of individuals and communities.  Students contribute food preparation ideas for enhancing both the sensory experience and nutritional value of potatoes/potato dishes. (Nutritional values of suggested improvements, for example using herbs, bastes, or combination mashes, can be investigated using FSANZ’s online Nutrition Panel Calculator.) | Teacher next poses the question: ‘What if it was your job to help people to fall out of love with fried food?’ Students consider the work of governments and health professionals to address community health issues such as obesity and suggest reasons why they have had limited success. As part of this consideration, students explore what activities such roles entail, and what skills would they need to develop and use to work in these fields. At this level, curiosity about the variety of roles and work activities in the health industry should be strongly encouraged, given that it is a fast-growing industry in Australia. |
| Teacher leads a reflection on students’ understanding of food preparation methods, the concept of kilojoules/energy values of various foods, and the optimisation of food from sensory and nutritional perspectives. | Teacher leads a reflection on ‘optimisation of food’ and the skills roles go into creating and advertising healthier, but still appealing, food. Students should reflect on what roles they feel they would be most attracted to, based on the skills that they explored in this activity. |

Considerations when adapting the learning activity

* The exploration of roles that tackle over-consumption of fried food could be limited to one industry or sector, for example the health-promotion work of organisations such as VicHealth, or it could lean toward recipe development and innovation in food services or industries.

Additional resources to help when adapting the learning activity

* [FSANZ Australian Food Composition Database](https://www.foodstandards.gov.au/science/monitoringnutrients/afcd/Pages/default.aspx)
* [FSANZ Nutrition Panel Calculator](https://www.foodstandards.gov.au/industry/npc/Pages/Nutrition-Panel-Calculator-introduction.aspx)
* Easily accessible labour market information: [Job Outlook](https://joboutlook.gov.au/)

Benefits for students

Self-development:

* By identifying skills needed to develop and use to work in health care, students can better know themselves.
* Students learn to be adaptable through identifying dietary issues associated with foods, and proposing positive actions for individuals and communities.

Career exploration:

* Through using technology and information effectively to collect food and nutrition data, draw conclusions and suggest solutions, students gain tools to be lifelong learners.
* By exploring and role-playing professions that aim to influence consumer behaviour, students better understand the world of work.
* Awareness of the work and aims of professional food- and health-related organisations such as Food Standards Australia New Zealand (FSANZ) assists students to connect their learning to work.
* By investigating a current public health issue and a range of careers that identify and tackle the issue, students begin to explore the labour market.

Manage your future – be proactive:

* Students must use critical and creative thinking through the problem-solving phase of this task, developing the skills they need to make informed decisions.