Food Specialisations
Technologies and Society
How people use and develop food related technologies:
• Reducing food waste
• Food processing
• Packaging/Transport
• Growing food
• Ethical and environmental considerations.

Technologies Contexts
Food Specialisation
• Application of nutrition principles
• Food preparation skills
• Characteristics and properties of food
• Food selection and preparation
• Food safety
• Contemporary food issues

Creating Designed Solutions
Design and prepare food using the five sub-strands:
• Investigating
• Generating
• Producing
• Evaluating
• Planning and managing
Foundation - Level 2

- Explore how food is selected and prepared for healthy eating

Levels 3 and 4

- Investigate food preparation techniques used in modern or traditional societies

Levels 5 and 6

- Investigate the role of food preparation in maintaining good health and the importance of food safety and hygiene
• Vegetables and legumes/beans
• Fruit
• Grain (cereal foods) mostly wholegrain and/or high cereal fibre varieties
• Lean meats and poultry, fish, eggs, tofu, nuts and seeds, legumes/beans
• Milk, yoghurt, cheese and/or alternatives, mostly reduced fat

The Five Food Groups
<table>
<thead>
<tr>
<th>Serve Sizes</th>
<th>Serves per day</th>
<th>2-3 years</th>
<th>4-8 years</th>
<th>9-11 years</th>
<th>12-13 years</th>
<th>14-18 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vegetables and legumes/beans</td>
<td>Boys</td>
<td>2½</td>
<td>4½</td>
<td>5</td>
<td>5½</td>
<td>5½</td>
</tr>
<tr>
<td></td>
<td>Girls</td>
<td>2½</td>
<td>4½</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Fruit</td>
<td>Boys</td>
<td>1</td>
<td>1½</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Girls</td>
<td>1</td>
<td>1½</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Grain (cereal) foods, mostly wholegrain and/or high cereal fibre varieties</td>
<td>Boys</td>
<td>4</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Girls</td>
<td>4</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Lean meats and poultry, fish, eggs, tofu, nuts and seeds, and legumes/beans</td>
<td>Boys</td>
<td>1</td>
<td>1½</td>
<td>2</td>
<td>2</td>
<td>2½</td>
</tr>
<tr>
<td></td>
<td>Girls</td>
<td>1</td>
<td>1½</td>
<td>2</td>
<td>2</td>
<td>2½</td>
</tr>
<tr>
<td>Milk, yoghurt, cheese and/or alternatives, mostly reduced fat</td>
<td>Boys</td>
<td>1½</td>
<td>2</td>
<td>2½</td>
<td>3½</td>
<td>3½</td>
</tr>
<tr>
<td></td>
<td>Girls</td>
<td>1½</td>
<td>1½</td>
<td>3</td>
<td>3½</td>
<td>3½</td>
</tr>
</tbody>
</table>
Current Priorities

- Trending fruit and vegetables and reinstating fruit and vegetables as the preferred choice.
- A scaled up and strengthened focus on sugary drinks (including sports drinks) with a secondary focus on a decrease in other discretionary foods.

http://www.rethinksugarydrink.org.au/
• Poor diet is the largest cause of early death and ill-health – more than smoking

• Discretionary food and drinks are about 40% of children’s daily energy intake. Common discretionary foods for 4-13 year are cakes, muffins, scones and desserts.

• 93 per cent of adults did not consume the recommended vegetable serves daily (mean 2.4 serves), nor did 88 per cent of children.

• Consuming one sugary drink a day increases your risk of type 2 diabetes by 22% when compared to drinking one can a month or less.

• 63% of adults and 25% of children are overweight or obese in Australia

http://homeeconomicsvictoria.ning.com/research
http://www.rethinksugarydrink.org.au/facts
Victoria’s health: Chief Health Officer report 2014
Two cans of soft drink a day is the average for young adults.

Figure 6: Daily soft drink for children and sugar-sweetened soft drink for adults (95% CI), Victoria, 2011–12

S11.2 MET RECOMMENDED GUIDELINES FOR FRUIT AND VEGETABLE CONSUMPTION, by Age and Sex

Source: Children – Australian Health Survey 2011–12; Adults – Victorian Pop

Source: ABS National Health Survey, 2007–08.
• School communities are well placed to promote healthy eating and build food literacy among students. Australian children and adolescents spend the majority of their time in attending school.

• Research shows that “Health and education are strongly connected: healthy children achieve better results at school, which in turn are associated with improved health later in life.”

• Overweight children may be subject to discrimination and victimisation that can lead to poor relationships, negative school experiences and reduced psychological wellbeing.

• When schools promote healthy eating practices, dietary choices are deemed to be healthier.

• Food habits developed in childhood and adolescence are likely to persist into adulthood.

• When poor food choices and behaviors exist and dietary intake is inadequate, the consequences for health and education are numerous.

For a list of references go to: http://homeeconomicsvictoria.ning.com/research
Lichtenstein and Ludwig sum it up well by contending that mandatory food and nutrition curriculum that includes food preparation ‘may be among the best investments society could make.’

Being food literate means having the knowledge, skills and the capacity to source, prepare, cook and share food in a sustainable manner to promote a healthy and balanced lifestyle. Food literacy is also about individuals understanding the role that food plays in communities and cultures.

Home Economics Victoria, 2013
Food Literacy

- Knowledge
- Skills
- Capacity to source
- Sustainability
• Eating a variety of nutritious foods from each of the core food groups ensures a balanced diet and consumption of all essential nutrients.

• Understand the food system - locally grown, seasonal food is better for health, the environment and the local economy.

• Understand food and health – enjoying a wide variety of nutritious foods and limiting discretionary choices will support good health.

**Food Literacy Knowledge**


Healthy Food Connect
• Being able to cook and prepare nutritious foods has a positive impact on the health and life expectancy of individuals and their families.

• Budgeting skills - being able to afford and access healthy food supports wellbeing and reduces social isolation.

• Interpreting food labels - young people are exposed to a large number of advertising, food labels and messaging, being able to critically analyse this information is important for better decision making.

• Modifying recipes - many recipes can be made healthier by simply substituting ingredients for healthy options or using healthier cooking techniques.

Food Literacy Skills
• Being able to access food locally - knowing where to access a variety of foods within the local area is essential for people to consume a balanced diet.
• Know where and how to get specific and diverse ingredients - allows people to experience foods from a range of different places and cultures.
• Being able to access nutritious foods under your personal circumstances is essential for achieving a balanced diet.
• Some communities are considered ‘food deserts’
• Obesogenic environments: promote gaining weight as the healthier choice is not always the easiest choice.

Capacity to source
• Reduce food waste - up to 40% of the average household bin is food, that means around $1000 worth of food is thrown away every year – this is enough to feed the average household for over a month.

• Portion size, smart shopping, using leftovers, freezing, composing scraps etc.

• Also – and individuals ability to sustain healthy eating if their circumstances change

United Nations - FAO Food Wastage Footprint Video: https://youtu.be/Md3ddmtja6s?list=UUtu8MkufmVgxS8_Ocl7mMiq
Sustainability easily explained: https://youtu.be/_5r4loXPyx8
• Embed nutrition models, food systems, budgeting, cooking skills, recipe modification, seasonality into the curriculum.

• Encourage students to research, discuss and debate food literacy.

• Critically analyse food and nutrition information in the media.

• Model and discuss food literacy concepts with students – freezing leftovers, composting food scraps.

• Provide students with opportunities to plan, budget and shop for school activities.

• Establish relationships with others in the community eg; food relief organisations, local business or farmers markets.

• Provide students with skills and opportunity to grow their own vegetables or herbs to use for practical activities.
Utilise what you have

• School canteen or staff room – microwave, boiling water, oven
• Wet area in your classroom
• Local kindergarten or high school
• Reinforce and model that you don’t need a lot of equipment to prepare healthy meals.

Food ideas

• Uncooked or minimally cooked dishes – salads, fruit kebabs, pesto, dips
• Simple dishes with less than 5 ingredients – muffins, soup, pasta and sauce
• Small groups working on different parts of a recipe
• Teacher or older student led dishes where students contribute
• Parent led demonstrations – cultural foods, food preservation

Practical classes without a kitchen?
Thanks to Koondrook Primary School
HEFL Teacher Resource Kit
Victorian Curriculum

Fruit + Veg Project
P-6 VELS

Resources

Food Literacy - bit.ly/1RjJxnG
Resources


Eat for Health

http://www.nutritionaustralia.org/national/resource/education-tools-promote-fruit-and-vegetables


Nutrition Australia
Home Economics Victoria:
e: office@hev.com.au
t: 03 9642 1061
w: http://www.homeeconomics.com.au

Food Literacy Resources:
http://homeeconomicsvictoria.ning.com/

The Australian Guide to Healthy Eating