Mapping of VCE Food Study Design (Units 1-4) with the Food Literacy Model

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| **VCE Food Studies Units 1-4 (with Learning Activities) mapped with Fordyce-Voorham’s Food Literacy Model** |
|  **Unit Descriptors**  | **Outcomes**  | **Assessment** | **Mapping with FL Model1.**  | **Examples of Activities** |
| **Unit 1: Food Origins****AOS 1**: Food around the world**AOS 2:** Food in Australia | **O/C 1** Demonstrate adaptations of selected food from earlier cultures in contemporary uses**O/C 2** Demonstrate use of indigenous ingredientsDemonstrate understanding of migrant cuisines that have influenced Australia | **O/C 1**: Range of practical activities with records that reflect on 2 of the practical activities using ingredients found in earlier cultures**O/C 2**: A range of practical activities with records that reflect on two of the practical activities using ingredients indigenous to Australia and/or ingredients introduced through migration  | Where does my food come from? **(O)**How does my family’s food change over time? What does my family like to eat? Why do they eat those foods? What foods are available to me/my family? **(C)**How do historical and socio-cultural factors influence past and current eating patterns? **(Cr)** | **O/C 1** **Research task:** Your meal on a plate or bowl- research the evolution of eating tools and equipment throughout the ages. From hands to forks, chopsticks to splayds and sporks! How have eating tools changed the way we eat?**Stimulus material**: [Social media delivers a coupe de grace](http://libraryedition.com.au/lib_a/SharedView.Article.aspx?href=AGE%2F2016%2F05%2F16&id=Ar01701&sk=3AB2AAE8) (16/05/16 The Age)[The History of eating Utensils](http://researcharchive.calacademy.org/research/anthropology/utensil/)<http://www.eatingutensils.net/>   |
| **Unit 2: Food Makers****AOS 1**: Food Industries**AOS 2:** Food in the Home | **O/C 1:** Apply the process of developing new food products using design briefs**O/C 2**: Developing food products that suit the various needs of individuals in our society | **O/C 1:** Design and develop a practical food solution in response to a need in the food industry or school community**O/C 2:** Design and develop a practical food solution in response to a need in a domestic or small-scale setting | Where does my food come from? **(O)**What foods are available to me/my family? **(C)**How do I manage resources to construct a meal that meets my/family’s requirements? **(Cr)** | **O/C 1** **Sensory Analysis Task:** Replicate a commercial food product – compare the home-baked **Stimulus material** [Colonel Sanders Chicken revealed](http://www.news.com.au/lifestyle/food/eat/we-put-the-kfc-secret-recipe-to-the-test/news-story/e9d92234f90f62eaa8810814f57ac172) **O/C 1 Design Brief**: Meeting the sensory needs of people who need it most: patients in hospital **Stimulus material:** [Proof of cooking in the looking](http://libraryedition.com.au/lib_a/SharedView.Article.aspx?href=AGE%2F2016%2F05%2F21&id=Ar01501&sk=62FA108C) (21/05/16 The Age)**O/C 2 Research task**: Food Waste in the home Read the article and conduct a cost and plate waste analysis of class families**Stimulus material** [Households’ food spending high- and wastage too](http://libraryedition.com.au/lib_a/SharedView.Article.aspx?href=AGE%2F2016%2F09%2F23&id=Ar00301&sk=944875DA) (23/09/16 The Age) Love [Food Hate Waste Victoria](http://www.lovefoodhatewaste.vic.gov.au/about-us/food-waste-research): this site contains lots of ideas for recipes, consumer information, tips and more. Recommended! |
| **Unit 3: Food in Daily Life****AOS 1**: The Science of Food**AOS 2:** Food Choice, health and wellbeing | **O/C 1:** Production of safe and nutritious meals**O/C 2:** Producing healthy meals suitable for children and families | **O/C 1:** A range or practical activities and records of two practical activities related to functional properties of components of food**O/C 2:** A range or practical activities and records of two practical activities related to healthy meals for children and families **AND** one or combo of complementary tasks | What foods are good for me? **(O)**How do I plan, buy, store, prepare and cook healthy meals **(O)**What does my family like to eat? Why do they eat those foods? **(C)** What decisions do I make about the food I eat? How do the foods I eat differ with my family's? **(Cr)** | **O/C 2 Research analysis task:** tempting fussy eaters. How to broaden kids’ acceptance of wide variety of food.*Use* **stimulus article** [How overly fussy eating can send you blind](http://libraryedition.com.au/lib_a/SharedView.Article.aspx?href=AGE%2F2016%2F10%2F16&id=Ar00902&sk=92824EFE) (16/10/16 The Age)*Conduct* a vox popoli survey of students’ families and their own food neophobia with the question ‘*What do I like to eat?’* |
| **Unit 4: Food Issues, Challenges and Futures****AOS 1:** Environment and Ethics**AOS 2:** Navigating food information | **O/C 1:**Demonstrate understanding of sustainable and ethical food choices**O/C 2:** Recipes that reflect the Australian Dietary Guidelines | **O/C 1:** A range or practical activities and records of two practical activities related to sustainable and/or ethical food choices**O/C 2:** A range or practical activities and records of two practical activities related to healthy food choices based on the Australian Dietary Guidelines and AGTHE **AND** one or combo of complementary tasks | Where does my food come from? What do I like to eat?What foods are good for me? Available to me? **(O)**What does my family like to eat? Why do they eat those foods? What foods are available to me/my family? **(C)**What decisions do I make about the food I eat? How do societal and ethical factors influence my/my family's food decisions? **(Cr)** | **O/C 1 Practical Activity 1:** Meatless Meals-vegetarian options<http://www.foodskillsaustralia.com.au/2016/01/28/eat-less-meat-make-yours-a-meat-free-monday/> **O/C 1 Practical Activity 2:** Sustainable Seafood- is your seafood choice sustainable? Should I buy orange roughy (deep sea perch) Design, prepare and evaluate a recipe using a ‘less favoured but more sustainable fish variety’<http://www.sustainableseafood.org.au/> **O/C 2 Design Brief:** solve a daily food issue facing a construction worker: design, prepare and evaluate a tasty lunch that will fulfil their sensory and dietary requirements. Take into consideration: ADG 5 [Store food safely](https://www.eatforhealth.gov.au/guidelines/australian-dietary-guidelines-1-5) and the [AGTHE](https://www.eatforhealth.gov.au/guidelines/australian-guide-healthy-eating)Use the **stimulus material** [Junk food temptation leading to unhealthy nation](http://libraryedition.com.au/lib_a/SharedView.Article.aspx?href=AGE%2F2016%2F09%2F27&id=Ar00206&sk=E6E7938A) (27/09/16 The Age)**O/C Activity 2 Research Analysis:** Legumes and flatulenceConduct a research analysis to test the hypothesis ‘Do legumes cause flatulence?’ Higher-ordered stimulus material Rose, S [Process for reducing flatulence in legumes](https://www.google.com/patents/US6355291) 2. and Winham, D [Perceptions of flatulence from bean consumption](https://nutritionj.biomedcentral.com/articles/10.1186/1475-2891-10-128)Practical Approach with recipes (consumer friendly version) Polak, R [Legumes: Health benefits and culinary approaches to increase intake](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4608274/)2.**Assessment task I** (higher ordered)**:** create a journal article that reviews the literature cited**Assessment task II:** Conduct food tests based on recommendations (control and experimental)Use the suggested resources below to create a mini journal article following the format: Introduction, Method, Results, Discussion, Limitations, Recommendations, Conclusion.Consumer information and Practical activity: Polak, R [Legumes: Health benefits](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4608274/)2. |

1. Operational level=(**O)** Cultural level =(**C)** Critical level=(**Cr)**
2. Use search engine Google Scholar to access free full access articles available from [Pub Med](https://www.ncbi.nlm.nih.gov/pubmed/)

**NB.** Additional questions may be added or adapted to match specific key knowledge and key skills