**Year 9 Food Journeys**

**Design Challenge:** You (and your team) are to design a 10 day food journey itinerary for a 2017 travel destination and that covers the planning of all components of the trip including; travel details (air, sea and land), accommodation, activities, locations and restaurants/taverns/hotels/street food.

This major assessment task has three parts

**Part 1:** This part covers the research to provide you with background information and knowledge about your travel and accommodation to ensure that your trip is both financially, culturally and environmentally sustainable.

**Part 2:** This part covers the research to provide you with background information and knowledge about the culinary (food safety/preservation, food customs and nutritional etc.) components of your trip.

**Part 3:** This part involves the design process from the planning (investigation), preparation and cooking (generating and producing), project managing (planning and managing) and evaluating (evaluating) the success of your trip.

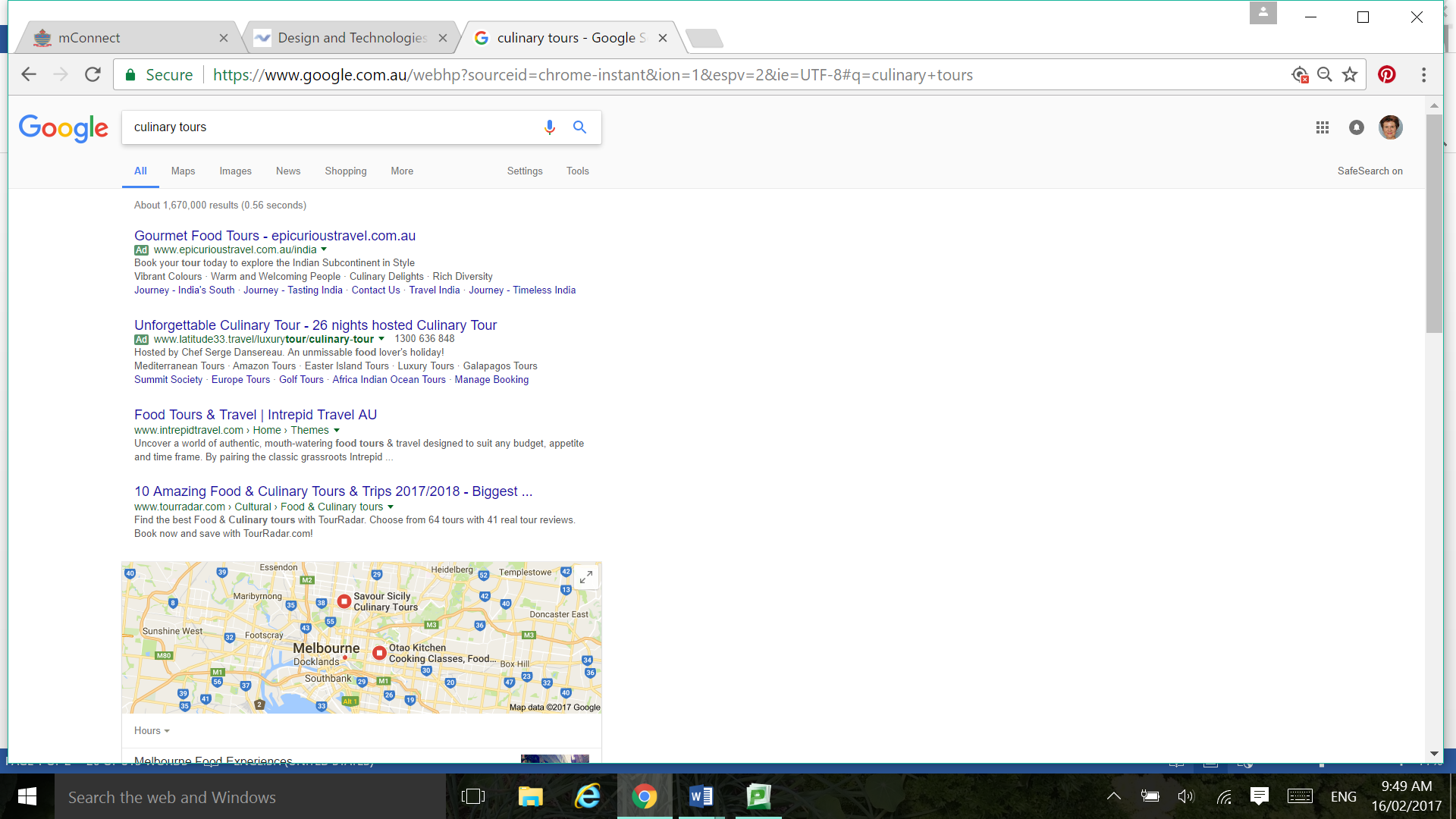
**Part 1:** [**Victorian Curriculum**](http://victoriancurriculum.vcaa.vic.edu.au/technologies/design-and-technologies/introduction/scope-and-sequence) **Content 1 and 2:** Food and Society

* *Critically analyse factors, including social, ethical and sustainability considerations, that impact on designed solutions for global preferred futures and the complex design and production processes involved*
* *Explain how designed solutions evolve with consideration of preferred futures and the impact of emerging technologies on design decisions*

**Planning:** *Imagine* you are hosting a culinary tour for 10 friends that costs $2,500 to $3,000 in total. The tour must be eco-tourist friendly (see [Eco-tourism Australia](http://www.ecotourism.org.au/) for definition and examples of sustainability) and show evidence that your itinerary accommodates **environmental** *and* **cultural** sustainability.

1. *Use* a mind map (see eg for [Australiamindmap](https://www.mindmeister.com/135063293/australia)) to help you *brainstorm* **all** the components that you need to consider (climate, seasonal variations, eco-friendly, budget considerations, travel safety and insurance, vaccinations, packing)

(Hint: post ‘culinary tours’ into your search engine)



1. *Explain* how your itinerary meets the objectives of a culinary food tour of your travel destination AND is sustainable for each aspect: cultural *and* environmental. You need to show how you have selected your preferred option from at least three alternatives (For eg, why you have selected a glamping tour next to the beach **OR** staying a 5 star inland resort with 3 pools **OR** a locally run Air BnB run by [ex-pats](https://en.wikipedia.org/wiki/Expatriate) ) evolve with consideration of preferred futures and the impact of emerging technologies on design decisions
2. Budget: you need to provide a costing (in $AUS) for each of the items: travel (air and land), insurance, accommodation, food, spending money, [gratuities.](http://www.dictionary.com/browse/gratuity) You may need to calculate a [currency conversion](https://www.travelex.com.au/rates/currency-converter) from destination currency to Australian dollars.

**Resources**

[Ecological footprint calculator](http://www.wwf.org.au/get-involved/change-the-way-you-live/ecological-footprint-calculator?gclid=CjwKEAiAlZDFBRCKncm67qihiHwSJABtoNIg7gad-3y3Ju6jYHP1RH519bf4Y5N5J5lSZMYAwHnLchoCT8nw_wcB#gs.0JdCahk) : look at this web site to find out your carbon footprint and how to minimise your food waste, carbon footprint when travelling. From the <http://www.wwf.org.au/> (accessed February 17, 2017)

<http://www.traveller.com.au/leave-no-carbon-footprints-85qp> (eco-friendly holidays here and overseas) (accessed February 17, 2017)

[Smart Traveller](http://smartraveller.gov.au/Pages/default.aspx) –Department of Foreign Affairs (accessed February 17, 2017)

**Part 2:** [**Victorian Curriculum**](http://victoriancurriculum.vcaa.vic.edu.au/technologies/design-and-technologies/introduction/scope-and-sequence) **Context 1 and 2**

*Investigate and make judgements on how the principles of food safety, preservation, preparation, presentation and sensory perceptions influence the creation of food solutions for healthy eating*

*Investigate and make judgements on how the characteristics and properties of food, components, tools and equipment can be combined to create designed food solutions*

**Part 2** covers the food decisions that you will need to make when catering for your group of ten people (including yourself).

1. *Brainstorm* the food sources available to you at your travel destination: restaurants, hotels, self-catered sourced from local vendors and markets, street food/warungs (for example; <https://www.bali.com/warung-streetfood.html> )
2. *Use* a new mind map to consider food safety (risks/prevention), food preparation and storage and nutritional value. You may need to research background information about the food and how it is sourced at your destination country.
3. *Research* the typical ingredients of your destination country (see The Food Book, p.12 -27 for general information and as a starting point). To demonstrate your understanding of food systems (‘Paddock to Plate’), choose **two** typical ingredients (for example, rice and corn) and show how it is grown (plants), raised (animals). See Heath et al reference below and attached to your files on mConnect.

**Resources**

Compton, L et al 2010 The Food Book, Oxford University Press, South Melbourne pp, 10-27 (Food origins), p. 40 (Food miles), pp. 462-onwards (Food skills)

[Fuse Education:](http://fuse.education.vic.gov.au/Search/Results?AssociatedPackageId=&QueryText=food+systems&SearchScope=All) type in your request to access videos and text resources (recommended for Part 2)

[Reduce your footprint](http://reduceyourfootprint.com.au/blog/paddock-to-plate/): food systems and paddock to plate (recommended for Part 2)

Heath G, Mc Kenzie H, Tully L 2016 Food Solutions Nelson South Melbourne pp. 146-150

Compton, L et al 2010 The Food Book, Oxford University Press, South Melbourne pp, 10-27 (Food origins), p. 40 (Food miles), pp. 462-onwards (Food skills)

**Part 3:** [**Victorian Curriculum**](http://victoriancurriculum.vcaa.vic.edu.au/technologies/design-and-technologies/introduction/scope-and-sequence) **Creating Designed Solutions**

**Investigating:** Critique needs or opportunities to develop design briefs and investigate and select an increasingly sophisticated range of materials, systems, components, tools and equipment to develop design ideas

**Generating:** Apply design thinking, creativity, innovation and enterprise skills to develop, modify and communicate design ideas of increasing sophistication

**Producing:** Work flexibly to safely test, select, justify and use appropriate technologies and processes to make designed solutions

**Evaluating:** Evaluate design ideas, processes and solutions against comprehensive criteria for success recognising the need for sustainability

**Planning and managing:** Develop project plans to plan and manage projects individually and collaboratively taking into consideration time, cost, risk and production processes.

# The Design Process

