



FOOD, COOKING
AND NUTRITION
TEACHING & LEARNING
SUPPLEMENT

Teaching and Learning Supplement

FOOD, COOKING AND NUTRITION (FDN215118)

ADVICE FOR TEACHERS

This document helps to describe the nature and sequence of teaching and learning necessary for students to demonstrate achievement of course outcomes.

It suggests appropriate learning activities to enable students to develop the knowledge and skills identified in the course outcome statements.

Tasks should provide a variety and the mix of tasks should reflect the fact that different types of tasks suit different knowledge and skills, and different learning styles. Tasks do not have to be lengthy to make a decision about student demonstration of achievement of an outcome.

COURSE SPECIFIC ADVICE

This teaching and Learning Supplement for Food, Cooking and Nutrition level 2 must be read in conjunction with the Food, Cooking and Nutrition level 2 course document. It contains advice to assist teachers delivering the course and can be modified as required. This Teaching and Learning Supplement is designed to support teachers new to or returning to teaching this course.

This document helps to describe the nature and sequence of teaching and learning necessary for learners to demonstrate achievement of the course outcomes. It suggests appropriate learning activities to enable learners to develop the knowledge and skills identified in the course outcomes.

This course provides learners with an opportunity to develop knowledge of food and food preparation skills. Learners will apply safe food handling practices and food safety hygiene procedures as they work individually and in a team to prepare key foods for a range of contexts. They will learn about the nutritional, sensory and functional properties of foods and prepare healthy meals. Learners will consider cultural and environmental aspects of food in Australia, including indigenous food, and from around the world.

This course is required to be delivered in such a way that the practical component occupies at least 50% of the course delivery time. It is important for developing understanding that the practical and theory components are integrated so learners see the application of the theory within the practical sessions.

COURSE CONTENT

Learners are required to complete all units of study. Keeping Food Safe must be covered first. It is recommended Contemporary Food Applications be studied last.

	Unit Title
Unit 1	Keeping Food Safe
Unit 2	Nutrients, Energy and Health
Unit 3	Key Foods
Unit 4	Influences on Food Choice
Unit 5	Contemporary Food Applications



TEACHING AND LEARNING ACTIVITIES

Unit 1 *Keeping Food Safe*

This unit focuses on using equipment and techniques appropriately, and applying the principles of safe and hygienic food handling. Learners will develop organisational and technical skills in relation to the preparation, cooking and presentation of food in a range of practical activities

Examples of learning activities

Learners:

- create a poster explaining how to wash hands appropriately before preparing food in order to reduce the possibility of food poisoning by cross contamination
- as a class, discuss and decide on basic hygiene steps to complete before cooking in a practical session. Create a checklist to use for this at the beginning of classes
- set up some food deterioration experiments to see how food deteriorates when left at different temperatures over a period of time. Watch a time lapse food decomposition clip such as: <https://www.foodsafety.com.au/resources/videos/food-poisoning> then discuss what changes are taking place on the food and how this might impact on the safety and quality of food for consumption
- work in small teams to create a checklist of points to look for when arranging food in a fridge. Use this to complete an assessment of food storage in a fridge, at home or at school, and to make recommendations for improved storage from a food safety perspective
- working in pairs to create a short video clip demonstrating how to wash and prepare a particular vegetable or fruit prior to serving
- read the PDF documents What is Foodborne illness and Basic Food Safety Tips http://www.dhhs.tas.gov.au/publichealth/food_safety http://www.dhhs.tas.gov.au/__data/assets/pdf_file/0010/165367/Basic_food_safety_tips_July_2014.pdf. Use the information from these to design and produce a comic strip to promote safe handling of food. You could do this by using a comic generator such as Comic Life <http://plasq.com/apps/comiclife/macwin/>
- locate a piece in the local media relating to food poisoning. Outline the specific details about the type of food poisoning it was, the symptoms that occur with this and how it could have been prevented
- undertake a practical investigation to observe and document the time it takes for hot food to cool to room temperature then to go below the temperature danger zone (under refrigeration). Discuss what this might mean for transporting cooked items from class to home. Develop class guidelines for keeping food cooked at school safe until it is eaten.

Resources

FSANZ Food Safety Resources

<http://www.foodstandards.gov.au/consumer/safety/faqsafety/pages/default.aspx>

Department of Health and Human Services, Tasmanian Government

http://www.dhhs.tas.gov.au/publichealth/food_safety

Unit 2 *Nutrients, Energy and Health*

This unit enables learners to understand, prepare and experience healthy foods, which can contribute to improving dietary habits. Learners develop an awareness of links



between food and health, this includes a recognition of food allergies and intolerances and the role they play in diet and health.

Examples of learning activities

Learners:

- create a digital presentation explaining the role of a particular nutrient (from those listed in the course document) in the body and foods that are rich in this nutrient.
- use nutrition label generator, such as those available at <http://www.foodstandards.gov.au/> or <http://www.foodchoices.com.au/>, create a nutrition label from a recipe used in a practical lesson. Make modifications to improve the nutritional balance of the recipe and create a new nutritional label.
- calculate daily energy requirements for a specific individual using the Eat For Health energy requirement calculator <https://www.eatforhealth.gov.au/node/add/calculator-energy>. Use this to plan a healthy menu for a day which meets this energy requirement. Extend this to create an eating plan for a week
- use wolfram alpha to undertake dietary analysis of a takeaway food product then design and make a healthier version of that product same product
- consider food intake and come up with three healthy food swaps which might be practical for. Make one of these changes for a week and see how hard or easy it is to do
- create a four minute audio or video recording analysing a diet, including recommendations of how the diet might be improved
- create an annotated recipe to demonstrate how a recipe was modified to make it healthier in alignment with the Australian Dietary Guidelines
- choose a number of snacks appealing to students. Use graphic organisers to create displays showing the percentage of major nutrients contained in a serve for each one
- investigate the most popular food and beverage apps that promote effective meal planning for individuals and families; write a review and share results with the class in an oral presentation
- investigate the difference between a food allergy and a food intolerance and how each of these can impact on the body. Identify the five most common food allergies or intolerances in Australia. Find a muffin recipe and create five adaptations so that it could be made to suit a person with each of these dietary requirements
- plan a practical food activity where learners prepare a healthy meal that takes 15 or 30 minutes to produce and discuss strategies that can be used to prepare quick healthy meals
- Australians do not generally consume enough fibre. Find out which foods are most likely to contain significant amounts of fibre and use one to base a main course meal on that you would like to eat
- using the Australian Guide to Healthy eating, create a photographic representation of the recommended serving size of foods commonly eaten
- cook 'decadent' and 'healthy' versions of the same dish. Do a taste test to see which students prefer. Work on modifying the recipe to find a health version that is as appealing to students as the decadent version
- investigate foods available from the school canteen/café. Put together a number of meal options which would align with the Australian Dietary Guidelines.

Resources

Australian Guide to Health Eating - Eat For Health
<https://www.eatforhealth.gov.au/>



Unit 3 **Key Foods**

This Unit focuses on the identified key food groups listed in the course document. Learners develop an understanding their properties and roles during food preparation and processing. Learners must taste a variety of different foods during this unit. *Subject to consideration of learners' dietary needs and preferences, especially on the basis of allergy, intolerance or religious, cultural and ethical factors*

Examples of learning activities

Learners:

- design a recipe focused around a seasonal vegetable that is currently available. Prepare a work plan and follow this to trial your dish
- in pairs, research an unfamiliar fruit or vegetable. Develop a profile of that fruit or vegetable including finding out about how and where it is grown, when it is available to purchase, how to keep it fresh and a recipe including it
- visit a fishmonger or seafood shop to hear about the different types of seafood available in the local area. Design a dish to showcase a local seafood product.
- create a class blog, or website, to document and discuss the practical sessions throughout the year
- create a production plan for a recipe by photographing key steps and adding annotations for each step
- create a visual explanation of key steps in a cooking process to explain technical terms e.g. sauté, julienne, rub-in
- make a video explaining relevant technical skills used in a particular recipe
- create a flowchart outlining the key stages in a recipe and explaining the functional role of ingredients being used
- use an app, such as Paper 53, to annotate photos and evaluate a recipe made in class
- participate in a practical sensory evaluation session comparing different types or the same key food e.g. cheeses
- undertake a practical experiment cooking small amounts of key foods that are high in protein. Document how they respond to the application of heat. Consider what this means of dishes made using a range of proteins
- investigate the types of legumes that are currently available through local suppliers. Focus on one particular legume and research the history, nutrition and popularity of this legume. Select a recipe that includes this legume to prepare
- create a video recording of a live demonstration or key steps in a demonstration in class using devices such as iPads or smartphones. Use the time-lapse function on iPads to condense longer processes
- take a series of photographs and annotate these identifying the key steps in a practical cooking class to explain the changes occurring in the ingredients used throughout the preparation processes.

Resources Seasonal Food Australia
<http://seasonalfoodguide.com/>

Recipes
<http://www.taste.com.au/>

Unit 4 Influences on Food Choice

This Unit builds the capacity of learners to make informed food choices. Learners will develop an awareness of the influence of social, cultural and economic factors that impact on food choice. Learners will also explore the role advertising and marketing have on individuals' food selection.

Examples of learning activities

Learners:

- consider the question, is organic best? Explain what organic means in Australia and why organic foods are often more expensive to purchase. If you were purchasing the groceries for one week would you buy organic produce or not? – explain why.
- create a short audio or video recording of comparative analysis between the sensory properties of a commercial and home-made product
- are introduced to the notion that special recipes are sometimes created to commemorate specific places, people or occasions. Identify one commemoration recipe that is well known. Design a commemoration recipe that reflects a particular person, place or occasion that is important
- construct a flowchart outlining the key stages in the design process when developing a product for a scenario, such as in a school or community setting
- view SBS Food Safari's A Look at Bush Tucker and list the examples of food identified <https://www.sbs.com.au/food/video/20651587800/Food-Safari-A-Look-At-Bush-Tucker>
- compare a store bought frozen or semi-prepared meal to a home made version. Assess which is the best option taking in to consideration taste, presentation, nutrition, cost and preparation time factors
- consider how cuisine from other countries influence diet? Identify five main meals you have eaten in the last week. Draw a concept map to illustrate which aspects of these meals had influences from other countries' cuisine
- invite a guest speaker in to talk about the traditional diet of an indigenous group who lived in the region. Take one or two of the indigenous foods eaten and design a recipe to use in a practical session
- set a budget and design a lunch menu for five days that comes in under that budget and provides healthy, easy to transport food each day
- plan a practical food activity around a range of recipes that reflect a 'Time warp' theme – foods from a past, present and future Australia
- identify a shop where you can buy pre-prepared salads. Investigate the ingredients and compare the cost of purchasing the pre-prepared salad to that of making your own from very similar ingredients. Draw up a chart comparing the advantages and disadvantages of home made vs purchasing pre-prepared
- research the reasons why people are choosing gluten-free diets and the scientific evidence related to the value of this dietary pattern in light of the rise in popularity of gluten-free products; debate the question: Should people without gluten intolerance adhere to a gluten-free diet?
- recognise families are often busy of an evening with work and after school commitments. This means they may be eating at different times. Create a 5 night



menu with appropriate meals that are easy and convenient for family members to eat at different times

- Consider what students the school eat for breakfast. Investigate this through undertaking a survey. Design three healthy breakfast options that could appeal to students and organise to have a stall to sell these one morning.

Resources Allergy and Anaphylaxis Australia
<https://allergyfacts.org.au/>

Australian Food History
<http://www.australiangeographic.com.au/topics/history-culture/2014/06/australias-cuisine-culture-a-history-of-food>

Unit 5 Contemporary Food Applications

This unit supports learners to be more self-directed in their learning. They will be guided to plan, conduct and communicate an investigation into a contemporary aspect of food. This unit focusses on developing investigation skills to consider contemporary food applications. Learners are to explore an area of interest that relates to food within a contemporary situation, and to plan and complete at least two practical sessions in relation to this.

Examples of learning activities

Learners:

- consider what are 'superfoods'? Investigate three foods that have been marketed as superfoods. For each food find out what nutritional benefit they have and how they are commonly prepared and eaten. Prepare a recipe containing one of these superfoods.
- Investigate two currently popular diets. These could include approaches such as Paeleo, 5:2, Hollywood diet, HFLC. Identify the similarities and differences between them. Identify which one you think is the most credible and explain why.
- Investigate how recent technological developments have changed the way food is prepared and eaten.
- Investigate how technology has influenced the way food is ordered either as ingredients from the supermarket or take away/home delivery. Discuss what has brought about the rise in popularity of apps to order food and examine the advantages and disadvantages of using these.
- Curate a Pinterest board to show current trends relating to a particular type of food or cooking. Design and prepare an evening three course meal to reflect these trends.
- Investigate how the rise in popularity of cooking shows and celebrity chefs on TV and social media has influenced the food cooked by Australian families.
- Annotate a photograph of prototype for a recipe with ideas for modifications/refinements to original idea
- Food packaging contributes significantly to waste. Investigate the packaging on three food products and resign it to reduce overall packaging while increasing the proportion of packaging that can be recycled.
- What is food security? Investigate the food security challenges we have in Tasmania.



Resources Australian Food News
<http://www.ausfoodnews.com.au/tag/food-trends>

Food Navigator
<https://www.foodnavigator.com/>

WORK REQUIREMENTS

Unit 1	Keeping Food Safe	<ol style="list-style-type: none">1. Poster based on promoting a key hygiene or food safety message2. Practical implementation of safety and hygiene as evidenced through an observational checklist
Unit 2	Nutrients, Energy and Health	<ol style="list-style-type: none">1. Recipe adaptation to improve nutritional content2. Student designed menu for 1-3 days, to fit Australian Dietary Guidelines (ADG)
Unit 3	Key Foods	<ol style="list-style-type: none">1. Investigation: functional properties of four (4) key foods as specified in the unit outline. 800 word report2. Evidence of a minimum of eight (8) practical activities from this unit. Evidence may include: annotated recipes, photos with notes, production plans or evaluations.
Unit 4	Influences on Food Choice	<ol style="list-style-type: none">1. Investigation into impact of two major influences on food choice including one religious/cultural influence and one other of choice. 500 word report or presentation 3-5 min2. Evidence of a minimum of eight (8) practical activities from this unit. Evidence may include: annotated recipes, photos with notes, production plans or evaluations.
Unit 5	Contemporary Food Application	<ol style="list-style-type: none">1. Learners must undertake an investigation in a chosen topic and present this information. The focus can be any contemporary application of food as indicated in the unit outline and key knowledge. Learning can be presented as a written investigation, oral presentation or digital presentation. This must include records that reflect on a minimum of two related practical activities 800-1000 word report or 5-8 min presentation

NOTE

All websites cited were accessed and checked for accuracy and appropriateness of content and were current as of January 2018.

