

## **Stage 5 Food Technology**

### **Year 9 Unit 2: Around the world in tasty ways (10 weeks)**

#### **Focus area: Food in Australia**

#### **Syllabus description**

Migration has had a dramatic effect on the food eaten in Australia. Students will examine the history of food in Australia, beginning with traditional bush foods prepared by Aborigines, the influence of early European settlers together with continuing immigration from a variety of cultures, and examine the subsequent effects on contemporary Australian eating patterns. Students will plan and prepare safe foods, which reflect the eclectic nature of Australian cuisine.

#### **Unit description**

By the end of this unit students will adjust 'traditional' recipes to include bush foods and design for an innovative multicultural restaurant menu. Students will prepare a meal in a pair-share group. It includes:

- The implications of under and over nutrition of Aborigines in Australia throughout history
- Influence of food selection on health with an emphasis on migrant influences
- Selection of nutritious bush foods
- Properties of protein foods, herbs and spices from around the world
- Methods and equipment used in the preparation and processing of bush foods.
- The role of technology
- Physical and nutritive effects of preparation and processing
- Presentation and service of a meal for a particular style of service

#### **Outcomes**

<b>Focus outcomes (weeks 15 to 20 for yearly report)</b>	<b>Contributing outcomes:</b>
5.1.1 5.2.2 5.2.3 5.3.1 5.4.1 5.4.2 5.5.1 5.6.1 5.6.2	5.1.2 5.2.1 5.3.2

## Resources

<p>Ulladulla Aboriginal Lands Council – bush tucker track Ulladulla Fishing Supplies/Fishing Cooperative</p> <p><b>References</b></p> <p><i>Food Technology Issues</i>, chapters 1 and 7 Major and Davis (1997) <i>Food, people and technology</i>, Book 1 <i>Focus on Junior Food technology</i>, chapter 1 Heath, McKenzie, Tully (1998) <i>Food by Design</i> Book 2. Schlencker-Waddell, J. (1986) <i>Let's Look at Food</i> Women's Weekly <i>Italian Cooking Class Cookbook</i> <i>Aboriginal health and society: Traditional and continued study for better health.</i> Aboriginal health and welfare (2000) Social conditions.</p> <p><b>Videos</b></p> <p><i>From bush tucker to bruschetta: Aconcise history of Australian food</i> Video Education Australia, ph: 1800 034 282 TV advertisements, taped by teacher Letters from Italy, SBS television Aboriginal health: Behind the news, ABC</p>	<p><b>Web sites</b></p> <p><a href="http://www.globalgourmet.com/food/egg/egg0597/bushtuck.html">http://www.globalgourmet.com/food/egg/egg0597/bushtuck.html</a> <a href="http://www.frogandtoad.com.au/aboriginies/bushtucker.html">http://www.frogandtoad.com.au/aboriginies/bushtucker.html</a> Good site. Info, menus, bush tucker food. <a href="http://www.theepicentre.com">http://www.theepicentre.com</a> facts <a href="http://www.abc.net.au/rural/nt/features/nt_features_bush_tucker_nutrition_project.htm">http://www.abc.net.au/rural/nt/features/nt_features_bush_tucker_nutrition_project.htm</a> <a href="http://www.uts.edu.au/new/archives/1998/february/09.html">http://www.uts.edu.au/new/archives/1998/february/09.html</a> warrigal greens <a href="http://www.csiro.au/promos/ozadvances/Series14Bush.htm">http://www.csiro.au/promos/ozadvances/Series14Bush.htm</a> <a href="http://www.geocities.com/Heartland/Garden/8279/bushtucker/more.html">http://www.geocities.com/Heartland/Garden/8279/bushtucker/more.html</a> companies, recipes <a href="http://shop.dining-downunder.com/">http://shop.dining-downunder.com/</a> shop to order foods <a href="http://www.nt.gov.au/health/healthdev/health_promotion/bushbook/volume2/chap3/">http://www.nt.gov.au/health/healthdev/health_promotion/bushbook/volume2/chap3/</a> nutritional value of bush foods, traditional diet <a href="http://www.amonline.net.au/teachers_resources/background/bush_food01.htm">http://www.amonline.net.au/teachers_resources/background/bush_food01.htm</a></p>
<p>Possible stockists <i>Lifespan</i> Ph: 1300 654 336 9/15 Carrington Road Castle Hill <i>Burbushco</i> Ph: 02 6556 9656 Fax: 02 6585 3519 <i>The Dilly Bag</i> Ph: 6175 54851126 PO Box 581 Cooray QLD 4563 Lemon Myrtle <a href="http://www.anfm.com.au/">http://www.anfm.com.au/</a></p>	<p><b>Other information sources</b></p> <p><i>Native Australian Bush Food Industry Council</i> <i>Native Food Growers Group Inc</i> 1358 Triamble Road Hargraves NSW 2850 Ph: 02 6373 8636 <i>Dining down under production</i> 167 Kingsgrove Road Kingsgrove NSW 2208 <i>Bush Dreams Australian Spices</i> <i>The message stick</i> ABC TV, Sunday 1.30 pm</p>

Weeks	Students learn about:	Students learn to:	Teaching and learning activities	Assessment	Resources
<b>1 and 2</b> <b>Native foods</b>	<ul style="list-style-type: none"> <li>• use of foods native to Australia</li> </ul>	<ul style="list-style-type: none"> <li>• investigate traditional and contemporary use of native/bush foods</li> </ul>	<p><b>Class</b></p> <ul style="list-style-type: none"> <li>• Views video <i>From Bush Tucker to Bruschetta</i>.</li> </ul> <p><b>Teacher</b></p> <ul style="list-style-type: none"> <li>• Demonstrates <u>Kangaroo Mince Hamburgers</u> and discusses tender and tough cuts of meat. Introduces proteins and revises the properties and functions of food. Recalls the functions of proteins. Compares the nutritional value of kangaroo meat with more traditional meats. Revises sensory testing of food.</li> <li>• Presents information on the selection, preparation and storage of meat. The preparation of tender and tough cuts.</li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• Complete closed text worksheets from education package, From Bush Tucker to Bruschetta</li> <li>• Complete questions on bushtucker.</li> <li>• Prepare Kangaroo Burgers and discuss feelings towards the product.</li> <li>• Researches a bush food using a variety of sources.</li> </ul> <p><b>RESOURCE 6</b></p>	<ul style="list-style-type: none"> <li>• Teacher verbally questions students.</li> </ul> <p><b>RESOURCE 5</b></p> <ul style="list-style-type: none"> <li>• Self assessment of feelings and attitudes of eating non-traditional food sources.</li> <li>• Teacher marking of research task.</li> </ul>	<p>Video: From Bush Tucker to Bruschetta</p> <p>Ref: <i>Food by Design</i> Bk2, p. 135</p> <p><b>RESOURCE 1</b></p> <p>Ref: <i>Let's Look at Food</i>, p. 20, 21, 26–29</p> <p><b>RESOURCE 2</b></p> <p>Ref: <i>Let's Look at Food</i>, p. 26–29 and <i>Food Power</i></p> <p><b>RESOURCE 3</b></p> <p>Ref: <i>Food by Design</i>, BK2 p. 130, 131, 133, 134. Hollingsworth, Jacqueline, <i>An Aussie Reports on Her Native Bush Tucker</i>, <a href="http://www.globalgourmet.com">www.globalgourmet.com</a></p> <p><b>RESOURCE 4</b></p>

Weeks	Students learn about:	Students learn to:	Teaching and learning activities	Assessment	Resources
		<ul style="list-style-type: none"> <li>modify a recipe to include traditional ingredients and bush foods</li> </ul>	<p><b>Class</b></p> <ul style="list-style-type: none"> <li>Guided tour of Ulladulla bush tucker walk.</li> </ul> <p><b>Students</b></p> <ul style="list-style-type: none"> <li>Modify two traditional recipes with bush tucker foods: <ul style="list-style-type: none"> <li>Prepare a modified recipe (keeping in mind availability of ingredients).</li> <li>Share -pair groups with one partner preparing the original recipe.</li> <li>Sensory test analysis.</li> </ul> </li> <li>Oral presentation and discussion of recipes.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observes interest in bush tucker tour.</li> <li>Teacher assessment of modified recipe/food order.</li> <li>Peer assessment of oral presentation, collectively developed criteria.</li> </ul>	<p>Ref: <i>Food by Design</i>, Bk2, p. 139, 140–141.</p> <p><b>RESOURCE 7</b></p>

Weeks	Students learn about:	Students learn to:	Teaching and learning activities	Assessment	Resources
<b>3and 4</b>  <b>Early Aussie eating and Egg cookery</b>	<ul style="list-style-type: none"> <li>early European influences including               <ul style="list-style-type: none"> <li>diet of early Europeans</li> <li>introduction of new foods to Australia</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>discuss the impacts of early European influences (impact of migration on food habits)</li> <li>consider the nutritional implications to indigenous Australians of less traditional food being eaten as a consequence of European settlement</li> </ul>	<p><b>Teacher</b></p> <ul style="list-style-type: none"> <li>Recalls video <i>From Bush tucker to Bruschetta</i> and early Australian influence, listing new foods brought into the colony.</li> </ul> <p><b>Class</b></p> <ul style="list-style-type: none"> <li>Devises a class list of early European foods.</li> <li>Discuss and compare the nutritional value of bush foods to that of early European foods, classifying foods into the Healthy Diet Pyramid.</li> </ul> <p><b>Students</b></p> <ul style="list-style-type: none"> <li>Investigate major health issues for Aboriginals using a variety of sources.</li> <li>List and describe common diseases:               <ul style="list-style-type: none"> <li>heart disease</li> <li>diabetes</li> <li>glue ear.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Teacher observes level of student engagement.</li> <li>Teacher assesses student report on the Health of Aboriginals. Compare with health of Aboriginals prior to European settlement.</li> </ul>	<p>Ref: <i>Focus on Junior Food Technology</i>, chapter 1</p> <p>Ref: <i>Food by Design</i> Bk 2, p. 138 and <i>Focus on Junior Food Technology</i>, p. 6</p> <p>Aboriginal vs Australian food</p> <p><b>RESOURCE 8</b></p> <p>RESOURCE 9</p>

Weeks	Students learn about:	Students learn to:	Teaching and learning activities	Assessment	Resources
		<ul style="list-style-type: none"> <li>discuss social implications of technological developments in domestic food preparation equipment</li> </ul>	<p><b>Teacher</b></p> <ul style="list-style-type: none"> <li>Demonstrates <i>Baked Custard</i> and presents the selection, preparation and storage of eggs.</li> <li>Presents information on the cooking of protein, coagulation and denaturation. Uses of eggs in cooking.</li> </ul> <p><b>Class</b></p> <ul style="list-style-type: none"> <li>Discussion of what is technology and how it has impacted on our food choices and health?</li> </ul> <p><b>Students</b></p> <ul style="list-style-type: none"> <li>Prepares Baked Custard.</li> <li>Answer case study on Omega 3 eggs as an example of technology.</li> <li>Read information on advances in technology that have affected foods and preparation of foods. Summarise the information into a timeline. Provide illustrations.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observes level of student engagement.</li> <li>Teacher assessment of the preparation of baked custard.</li> <li>Teacher assessment of time line.</li> </ul>	<p><b>RESOURCE 10</b></p> <p>Ref: <i>Let's Look at Food</i>, p. 24, 40, 41, 42.</p> <p><b>RESOURCE 11</b></p> <p><b>RESOURCE 12</b></p> <p>Ref: <i>Food Tech Issues</i>, Chap. 11 and 7.</p>

Weeks	Students learn about:	Students learn to:	Teaching and learning activities	Assessment	Resources
	<ul style="list-style-type: none"> <li>the role of technology in the preparation of food domestically and the social implications</li> </ul>		<ul style="list-style-type: none"> <li>Compare technologies of hunter/gather societies with that of settlers and industrialised societies under the headings:               <ul style="list-style-type: none"> <li>preparing</li> <li>cooking</li> <li>storing.</li> </ul> </li> </ul> <p><b>Class</b></p> <ul style="list-style-type: none"> <li>Discussion of the social implications of technological developments.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher assessment of comparison</li> <li>Observation of student engagement</li> </ul>	<p>Ref: <i>Focus on Junior Food Technology</i>, Chap. 1, p.14.</p> <p><b>RESOURCE 13</b></p>
<p><b>5 and 6</b></p> <p><b>Migrant influences</b></p> <p><b>Fish and chicken cookery</b></p>	<ul style="list-style-type: none"> <li>multicultural influences including               <ul style="list-style-type: none"> <li>effects of immigration on lifestyle and food habits</li> <li>types of foods and flavourings</li> <li>preparation techniques and cooking methods.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>identify the major multicultural influences on contemporary Australian diets</li> </ul>	<p><b>Teacher</b></p> <ul style="list-style-type: none"> <li>Demonstrates <i>Fish Milanese</i> and presents information on how to select, cook and store fish and seafood correctly.</li> <li>Demonstrate <i>Indonesian chicken and vegetable salad</i>, present information on how to select, cook and store poultry.</li> </ul> <p><b>Students</b></p> <ul style="list-style-type: none"> <li>Complete time line of the significant migrant groups entering Australia.</li> <li>Plot various immigrants and foods on the world map.</li> <li>View video <i>Letters to Italy</i> featuring the first Italian fishing family to settle in Ulladulla. Compares the climate, foods, cooking techniques, equipment, economy and way of life in Lipari to that of Ulladulla. Identify Italian influences in the Ulladulla area.</li> <li>Prepare Fish Italian style.</li> <li>Visit local fishing cooperative and fishing shop and compare commercial and domestic fishing industries and write a report about recent changes to each and the future of each.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher assessment of student comparison between Ulladulla and Italy in the form of a personal letter.</li> <li>Teacher assesses student report on commercial and domestic fishing.</li> </ul>	<p>Ref: Women's Weekly <i>Italian Cooking Class Cookbook</i>, p.60</p> <p><b>RESOURCE 14</b></p> <p>Ref: Family Circle <i>Asian Cooking</i>, p. 35.</p> <p><b>RESOURCE 15</b></p> <p><b>RESOURCE 16</b></p> <p><b>RESOURCE 17</b></p> <p><b>RESOURCE 18</b></p>

Weeks	Students learn about:	Students learn to:	Teaching and learning activities	Assessment	Resources
<b>6</b> From another culture		<ul style="list-style-type: none"> <li>Investigate/ examine the food habits of a specific culture</li> </ul>	<b>Students</b> <ul style="list-style-type: none"> <li>Investigate a culture (other than Italy or Australia). <ul style="list-style-type: none"> <li>Plan and present a meal from that culture.</li> <li>Present information orally, and on the word processor.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Teacher assessment of student planning and preparation of dish from another culture.</li> </ul>	<b>RESOURCE 19</b>
<b>7</b> A true Aussie menu	<ul style="list-style-type: none"> <li>evolution of an Australian cuisine</li> </ul>	<ul style="list-style-type: none"> <li>discuss the defining characteristics of Australian food</li> <li>design, plan and prepare safe food items, which reflect the changing nature of Australian cuisine</li> </ul>	<b>Class</b> <ul style="list-style-type: none"> <li>Discusses characteristics of Australian food, including: <ul style="list-style-type: none"> <li>pavolva, BBQs, ANZACs, Lamingtons</li> <li>migrant influences</li> <li>quick, easy style</li> <li>meat consumption</li> <li>types of meat, lamb, pork, chicken</li> <li>meal times and experiences</li> <li>nutrition concerns.</li> </ul> </li> </ul> <b>Students</b> <ul style="list-style-type: none"> <li>Develop a mind map of influences on Australian food.</li> <li>Pair-share groups, plan, and develop a menu for a unique Aussie restaurant, modifying researched culture's recipe to be typically Australian.</li> <li>Prepare one meal and present it in a typically Australian way.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher assessment of modified recipe and menu.</li> <li>Peer assessment of meal with collectively developed marking criteria.</li> </ul>	



Weeks	Students learn about:	Students learn to:	Teaching and learning activities	Assessment	Resources
<b>8</b>  <b>Influences on food choices</b>	<ul style="list-style-type: none"> <li>influences on food selection including: <ul style="list-style-type: none"> <li>physiological</li> <li>psychological</li> <li>geographical (topography and climate)</li> <li>social</li> <li>economic</li> <li>technological</li> <li>religious</li> <li>media and advertising</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>examine the influences on food selection and changes in eating habits</li> <li>assess the relative impact of current circumstances on food selection</li> <li>examine the impact of media on food selection</li> </ul>	<p><b>Teacher</b></p> <ul style="list-style-type: none"> <li>Describes factors affecting food selection.</li> <li>Discusses the impact of drought, war, politics on: <ul style="list-style-type: none"> <li>prices</li> <li>quality of crops</li> <li>availability of crops.</li> </ul> </li> </ul> <p><b>Students</b></p> <ul style="list-style-type: none"> <li>Complete worksheet on influences of personal food habits.</li> <li>Analyses newspaper/magazine food articles/case studies.</li> <li>Observes and surveys TV advertisements and analysis the way media market food products</li> </ul> <p><b>Class</b></p> <ul style="list-style-type: none"> <li>Discuss results of survey.</li> </ul>	<ul style="list-style-type: none"> <li>Self reflection on personal food habits</li> <li>Observation of student engagement in the discussion of techniques used by the media to sell food.</li> <li>Teacher assessment of survey.</li> </ul>	<p>Ref: <i>Let's Look at Food</i>, p. 210.</p> <p><b>RESOURCE 20</b></p>
<b>9</b>  <b>Food consumption in Australia and its effects</b>	<ul style="list-style-type: none"> <li>food consumption in Australia and the impact this has on nutrient intake and health</li> <li>factors affecting current consumption patterns including: <ul style="list-style-type: none"> <li>social</li> <li>economic</li> <li>nutritional</li> <li>environmental</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>relate the impact of changes in food consumption patterns to health</li> <li>relate changes in consumption patterns to their social, economic, nutritional and environmental impact</li> </ul>	<p><b>Students</b></p> <ul style="list-style-type: none"> <li>Recall the nutritive value of the original Aboriginal diet.</li> <li>Recall the diseases of affluence.</li> <li>Complete an advanced search on the changing consumption of food in Australia, e.g. meat, sugar, fruit and vegetable.</li> <li>Suggest reasons for changes and write an essay under the headings: <ul style="list-style-type: none"> <li>social</li> <li>economic</li> <li>environmental</li> <li>nutritive.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation of student engagement.</li> <li>Report to the Minister of Health on changes to food consumption and suggest reasons why these changes have occurred.</li> </ul>	<p><b>RESOURCE 21</b></p>

Weeks	Students learn about:	Students learn to:	Teaching and learning activities	Assessment	Resources
	<ul style="list-style-type: none"> <li>influences on food selection and the subsequent effects on health</li> </ul>	<ul style="list-style-type: none"> <li>outline how diet can assist in preventing and managing dietary disorders</li> </ul>	<b>Students</b> <ul style="list-style-type: none"> <li>Recall influences on food selection and the diseases of affluence and poverty.</li> <li>Recall personal food habits.</li> <li>Investigate Diabetes II (fastest growing preventable disease) and how it can be managed and prevented.</li> <li>Design and produce an informative pamphlet.</li> </ul>	<ul style="list-style-type: none"> <li>Investigation for diabetes pamphlet, with collectively developed marking criteria.</li> </ul>	

Additional content	
Students learn about: <ul style="list-style-type: none"> <li>development of food production and processing from both historical and contemporary perspectives</li> </ul>	Students learn to: <ul style="list-style-type: none"> <li>investigate the development of the Australian food industry in consideration of food-related technologies that have emerged over time</li> </ul>