

achievement
program

Healthy Eating & Food Literacy in Secondary Schools

Teacher Resource Kit



Creating healthier early childhood services,
schools and workplaces

Developed by



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Contents

- 1 [Introduction](#) 2
 - [Why is healthy eating and food literacy important for school communities?](#) 3
 - [Risk Factors](#) 3
- 2 [Healthy Eating and Food Literacy in the Achievement Program](#) 5
 - [A whole school approach](#) 5
 - [How the Achievement Program works](#) 6
 - [Health priority areas](#) 7
- 3 [What is Food Literacy?](#) 9
 - [Food Literacy Knowledge](#) 10
 - [Food Literacy Skills](#) 14
 - [Food Literacy and the capacity to source](#) 16
 - [Food Literacy and sustainability](#) 18
- 4 [The Victorian Curriculum](#) 20
 - [Food and Nutrition in the Victorian Curriculum](#) 20
- 5 [Lesson ideas and resources](#) 26
 - [What skills and knowledge are needed to prepare healthy meals?](#) 27
 - [How do we source and prepare healthy food?](#) 28
 - [What influences healthy eating and food choices?](#) 29
 - [How do individuals and families access food in our community?](#) 30
 - [How does culture influence food choices and preparation in our community?](#) 31
 - [How can we improve food sustainability in our school / community?](#) 32
 - [How 'healthy' are individuals and families in our local area?](#) 34
 - [What is the local food system in our area?](#) 36
- 6 [Using Social Media](#) 38
- 7 [Student activity sheets](#) 39
 - [Student activity 1: Group scenarios](#) 39
 - [Student Activity 2: Food Brainstorm \(10 minutes\)](#) 42
 - [Student activity 3: School focused cloud activity \(25 minutes\)](#) 44
 - [Healthy eating in our school community](#) 45
- 8 [Teacher activity sheets](#) 47
 - [Teacher activity 1: What are we doing to improve food literacy?](#) 47
 - [Teacher activity 2: SWOT Analysis](#) 48
 - [Teacher Activity 3: Cross Curriculum Planning](#) 50

1 Introduction

The Healthy Eating and Food Literacy (HEFL) in Secondary Schools Teacher Resource Kit aims to promote healthy eating behaviours and increase food literacy among secondary students and their families in Victoria.

Using a whole-school approach, it supports the Healthy Eating Oral Health benchmarks of the Healthy Together Achievement Program. Developed by the Victorian Department of Health and Human Services and the Department of Education and Training, the Achievement Program provides a simple, evidence-based framework to support the health and wellbeing of everyone in your school.

While practical knowledge and skills are an essential element to bring about behaviour change, this is best achieved when a supportive environment exists. A healthy and supportive school environment may be enriched through health-promoting school policies and processes, culture and partnerships with students, families and community organisations. This can also be referred to as a 'whole-school approach'.

The HEFL Teacher Resource Kit explicitly links food literacy knowledge and skills with the food practices of schools, students, their families and communities, and can support learning and skill development across a range of learning areas/subjects. In addition, the Resource Kit helps schools identify opportunities to negotiate and embed a whole-school approach to healthy eating and food literacy that suits their local context and community.

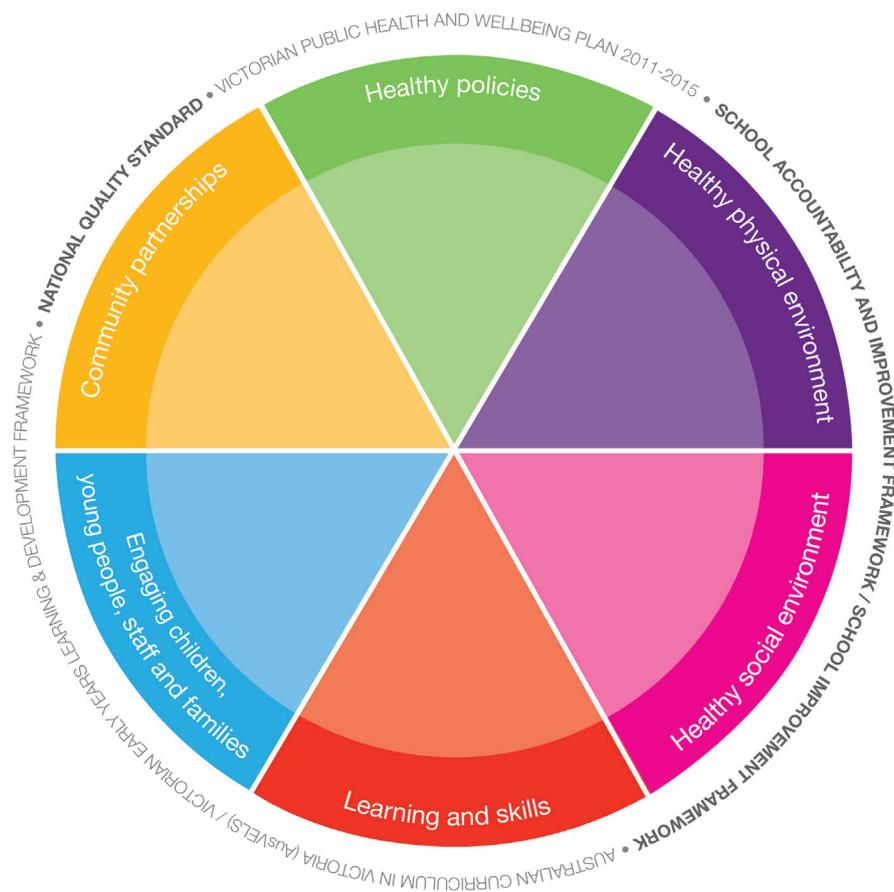


Image source: *The Healthy Together Victoria Achievement Program, 2015*¹

¹ The Healthy Together Victoria Achievement Program, 2015 www.achievementprogram.healthytogether.vic.gov.au/

Why is healthy eating and food literacy important for school communities?

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 attending school. Schools are focused on educational outcomes that enable students to optimise their potential as members of society. 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.”² When schools promote healthy eating practices, adolescent dietary choices are deemed to be healthier.³

Food habits developed in adolescence are likely to persist into adulthood.⁴ When poor food choices and behaviours exist and dietary intake is inadequate, the consequences for health and education are numerous. In Australia, almost one in four children are overweight or obese which places them at increased risk of many life-limiting chronic diseases.⁵ Overweight children may be subject to discrimination and victimisation that can lead to poor relationships, negative school experiences and reduced psychological wellbeing.⁶ It is estimated that over 41% of total daily energy for 14–18 year olds is consumed from ‘discretionary foods’ such as confectionary, cereal/nut/fruit/seed bars, soft drinks and flavored mineral water.⁷ In addition, only 5% of 12–18 year olds reported eating the recommended amount of both fruits and vegetables.⁸

Risk Factors

The Global Burden of Disease Study led by the Institute for Health Metrics and Evaluation (IHME) at the University of Washington, found in terms of disability-adjusted life years (DALYs) in Australia, high body-mass index, dietary risks, and tobacco smoke were the leading risk factors in 2013.⁹

2 Langford R, Bonell CP, Jones HE, Poulou T, Murphy SM, Waters E, Komro KA, Gibbs LF, Magnus D, Campbell R. The WHO Health Promoting School framework for improving the health and well-being of students and their academic achievement. *Cochrane Database of Systematic Reviews* 2014, Issue 4.

3 Townsend, N., Murphy, S., & Moore, L., 2011, The more schools do to promote healthy eating, the healthier the dietary choices by students. *J Epidemiol Community Health*, 65(10), 889-895.

4 Neumark-Sztainer, D., Wall, M., Fulkerson, J. A., & Larson, N., 2013, Changes in the frequency of family meals from 1999 to 2010 in the homes of adolescents: trends by sociodemographic characteristics. *J Adolesc Health*, 52(2), 201-206.

5 AIHW 2015 www.aihw.gov.au/overweight-and-obesity/

6 VicHealth, Influencing children’s health: critical windows for intervention, 2015, <https://www.vichealth.vic.gov.au/media-and-resources/publications/influencing-childrens-health-critical-windows-for-intervention>

7 ABS (Australian Bureau of Statistics) 2014, Australian Health Survey: nutrition first results – foods and nutrients, 2011–12, cat. no. 4364.0.55.007, www.abs.gov.au/ausstats/abs@.nsf/Lookup/by%20Subject/4364.0.55.007~2011-12~Main%20Features~Discretionary%20foods-700

8 ABS (Australian Bureau of Statistics) 2015, National Health Survey: First Results, 2014-15 www.abs.gov.au/ausstats/abs@.nsf/mf/4364.0.55.001

9 IHME, 2013 www.healthdata.org/australia

BURDEN OF DISEASE ATTRIBUTABLE TO LEADING RISK FACTORS, 2013

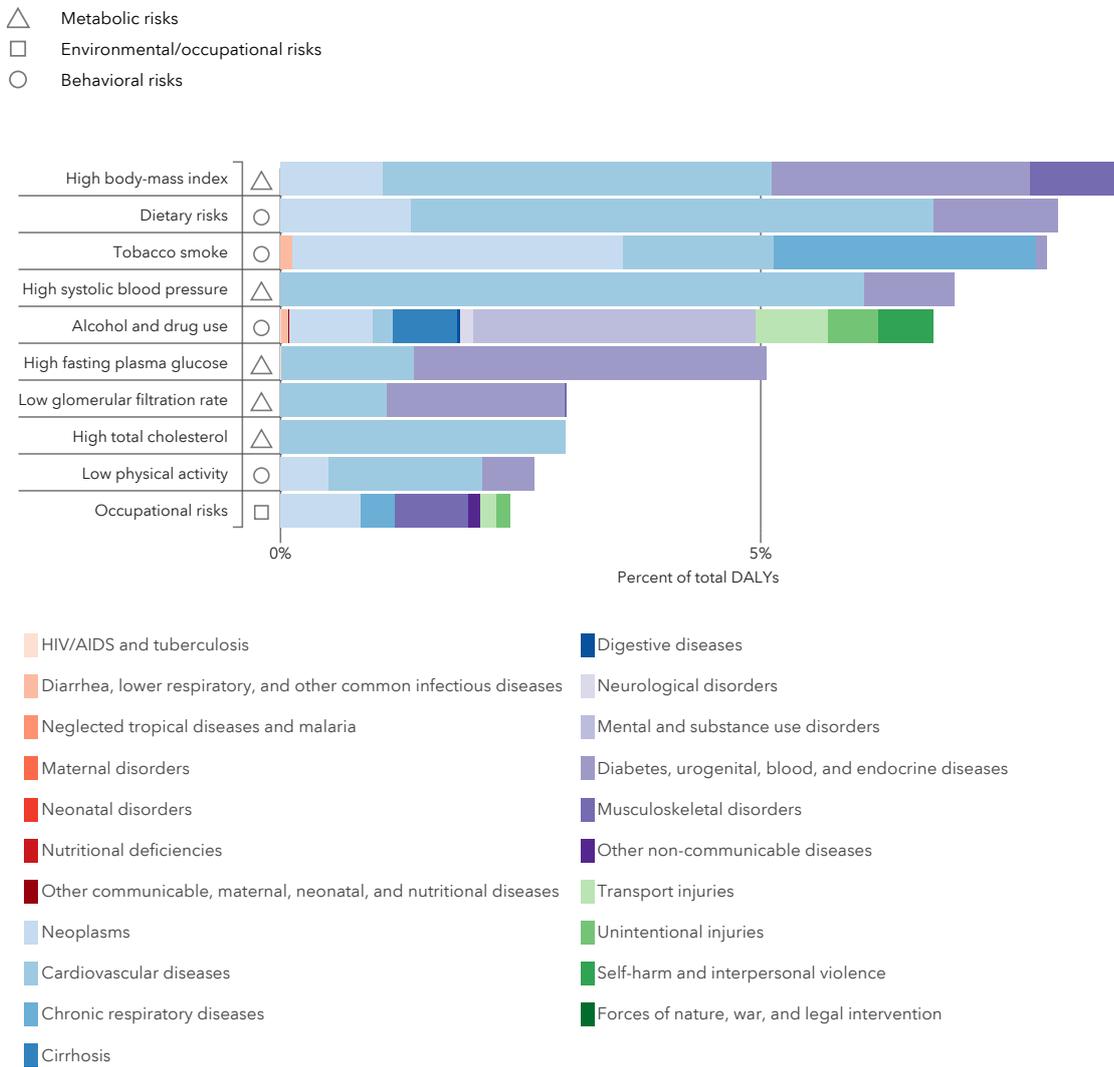


Image Source: IMHE, 2013

In 2014–15, 63.4% of Australian adults and 27.4% of children aged 5–17 were overweight or obese.¹⁰ The rising cost of obesity and related conditions can be addressed through increasing food literacy among children and adolescents. Investment in education efforts to promote healthy eating has potential benefits for individual and population health and wellbeing.¹¹



63% of Australian Adults



27% of Australian Children

¹⁰ ABS (Australian Bureau of Statistics) 2015, National Health Survey: First Results, 2014-15 www.abs.gov.au/ausstats/abs@.nsf/mf/4364.0.55.001

¹¹ Sawyer, S. M., Afifi, R. A., Bearinger, L. H., Blakemore, S.-J., Dick, B., Ezech, A. C., & Patton, G. C., 2012., Adolescence: a foundation for future health. *The Lancet*, 379(9826), 1630-1640.

2 Healthy Eating and Food Literacy in the Achievement Program

A whole school approach

The journey to achieving food literacy in school communities varies. We know that implementing food literacy is more effective if it involves healthy policies, healthy physical and social environment, learning and skills, students, staff and family engagement, and community partnerships. It is a process of continuous improvement rather than a one-off project or activity that is information based and implemented only in the curriculum.¹² However, while some schools will be able to show food literacy across the whole school community, others may only be able to initially focus on one area.

The important thing is that schools review their current practice and take steps to contribute to a whole-school approach to food literacy.

The Achievement Program framework outlines six domains that need to be addressed for a school to be recognised as health promoting school:

- **Healthy policies:** Policies clearly articulate conditions and practices necessary to create a physical and social environment, which promotes health and wellbeing.
- **Healthy physical environment:** The physical environment facilitates and encourages health choices and lifestyles, complementing the health messages taught in the curriculum.
- **Healthy social environment:** Respect, fairness and equality is promoted and modeled, and a sense of belonging is fostered.
- **Learning and skills:** Learning opportunities and experiences within the curriculum enable children and young people to gain knowledge and skills and take action to enhance health and wellbeing.
- **Engaging children, young people, staff and families:** Structures are established to engage children, young people, families and staff as active participants in the promotion of health and wellbeing.
- **Community partnerships:** Partnerships with local health professionals, services and the wider community enhance health promotion capacity and support children, young people and their families' health and wellbeing needs.

The Achievement Program can support schools to adopt a whole school approach through coordinating action across the six components of the Achievement Program framework.

¹² IUHPE. Achieving Health Promoting Schools: Guidelines for promoting health in schools. Paris. International Union for Health Promotion and Education, 2009.

How the Achievement Program works

Once you register to become a member, you will receive all the information, guides and easy to use tools to implement the Achievement Program at your school. At your own pace, you will work through the following three stages of the Achievement Program cycle.



Phase 1: Coordinate

Get your school on board with the Achievement Program, put together a team and assess what your school's health priorities are.

Phase 2: Create

Develop a health and wellbeing plan based on your school's health priorities and put it into action. The Achievement Program for schools incorporates eight health priority areas, but it's best to focus on only one or two at a time.

Phase 3: Celebrate

Review your work and reflect on the healthy changes you can see in your school. When you reach this point your school will be recognised by the Victorian Government as a *Healthy School*.

Health priority areas

In addition to Healthy Eating, the Achievement Program helps coordinate your health and wellbeing actions across an additional seven health priority areas. You can apply for recognition for promoting these health priorities when your school has successfully met state-wide benchmarks. The additional health priority areas are:



The evidence-based benchmarks are a guide to best practice health promotion. They will help ensure you are taking a whole-school approach to health and wellbeing. You can use them to guide your health and wellbeing planning and build on initiatives you already have in place.¹³

¹³ The Achievement Program (2015) www.achievementprogram.healthytogether.vic.gov.au

Healthy Together Achievement Program Framework for Schools and Services

Domain	Examples of food literacy across the school
Healthy policies	<ul style="list-style-type: none"> • What policies support healthy eating in our school? • Do we allow high sugar content drinks and confectionary to be provided through school food services? • Does our canteen align with the School Canteen and Other School Food Services Policy? • Do we have a Health and Wellbeing team?
Healthy physical environment	<ul style="list-style-type: none"> • How easy is it to access healthy food: <ul style="list-style-type: none"> • at school • in the canteen • in our community • at home? • Do we have a school garden and sustainable environmental practices?
Healthy social environment	<ul style="list-style-type: none"> • Are healthy foods available at school events and through initiatives such as breakfast programs? • Are sweet foods and other unhealthy options accepted and used as rewards? • How does food marketing and sponsorship impact on young peoples' food choice? • Are we exposed to food marketing in school?
Learning and skills	<ul style="list-style-type: none"> • Do students have the knowledge and skills to source, prepare, cook and share healthy foods? • Are we actively teaching food literacy and healthy eating? • Do we have the capacity for a cross curriculum approach? • What other options can be explored e.g. engage with Technology teachers to develop blogs, or Arts teachers to design promotional materials?
Engaging students, staff and families	<ul style="list-style-type: none"> • Is our wider school community healthy? • Does the wider school community have a role to play in supporting healthy eating? • Is student agency and leadership encouraged? • How do we engage and communicate with our parents? • Are students encouraged to take food and recipes home to share with their family?
Community partnerships	<ul style="list-style-type: none"> • Can we utilise links with food charities and/or local businesses? • What food is produced locally? • What role does food play in our community? • What services are available to support families with healthy eating?

3 What is Food Literacy?

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



The key elements of food literacy are:

Knowledge	<ul style="list-style-type: none"> • What does healthy eating mean? • How do nutrients interact in the human body? • What is a balanced meal? • How does dietary need vary between individuals?
Skills	<ul style="list-style-type: none"> • Which food preparation skills are required to prepare and serve a meal? • Which cooking methods are required for a selected meal? • What skills are required to modify recipes? • How can resources be managed when providing food for self and others?
Capacity to source	<ul style="list-style-type: none"> • How can food be grown and harvested? • Which foods can be sourced locally? • What is the impact of food availability on food choice? • Which factors influence food produce selection?
Sustainable manner	<ul style="list-style-type: none"> • What are the implications of household food waste? • How effective are market gardens in providing food produce? • What are the consequences of highly processed food products? • How effective are food systems in maintaining good health?

Food Literacy Knowledge

Eat a wide variety of foods

Rationale – Eating a variety of nutritious foods from each of the core food groups ensures a balanced diet and consumption of all essential nutrients.

Key messages:

- Use seasonal fresh produce
- Create meals which include at least three food groups
- Add fruits and vegetables to every snack and meal
- Drink plenty of water.

A balanced diet means eating the recommended amounts of a wide variety of foods from each of the five food groups:

- Vegetables and legumes/beans
- Fruit
- Lean meats and poultry, fish, eggs, tofu, nuts and seeds, legumes/beans
- Grain (cereal) foods, mostly wholegrain and/or high cereal fibre varieties
- Milk, yoghurt, cheese and/or alternatives, mostly reduced fat.

Small amounts of vegetable oils, such as olive oil are recommended. Discretionary foods should be eaten only sometimes and in small amounts.

Food variety is essential for good health; eating many different foods helps maintain a healthy and interesting diet that provides adequate nutrition.

Eating a variety of foods can help prevent diseases such as diabetes, cancer and cardiovascular disease. Eating a wide variety of food also helps to keep you meals interesting and creative.¹⁴

¹⁴ Eat for Health, The Australian Dietary Guidelines, 2013, www.eatforhealth.gov.au

The Food System

Rationale – locally grown food is better for health, the environment and the local economy.

Key messages:

- More local governments, organisations, agencies, businesses and individuals are appreciating the connections between local farmers, healthy food and healthy communities.
- Protecting and preserving Victoria's arable food-growing land is important now, as well as ensuring a local food supply of fresh fruit and vegetables for generations to come.

What do we mean by local food systems?

Victoria is made up of many local or community food systems, is served by a regional food system, and fits within a national and global food system. The food system includes many activities from production to supply, all of which can affect food accessibility in different ways and subsequently health. The way consumers eat (prepare and consume) food is also part of the food system. The figure depicts the food system from production to supply.¹⁵

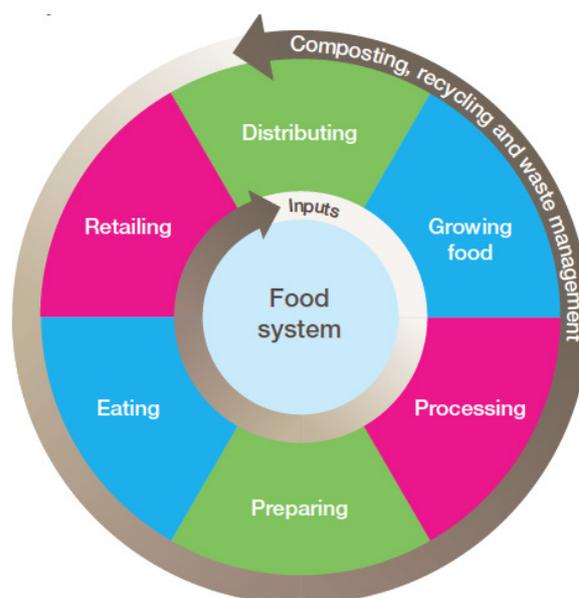


Image Source: Healthy Food Connect, 2014

Suggested activity for the classroom – How are you part of the local food system?

- Where are the local food suppliers
- What type of food suppliers are in your schools locality?
- Where does your family shop for its food and why?
- Compare industrial and local food systems

¹⁵ Healthy Food Connect: A support resource, 2014 docs2.health.vic.gov.au/docs/doc/Healthy-Food-Connect:-A-support-resource

Food and Health

Rationale – Enjoying a wide variety of nutritious foods and limiting foods containing saturated fat, added salt, added sugars and alcohol will support good health.

Key messages:

- Choose water
- Practice portion control
- Choose poly and monounsaturated fats over saturated fats
- Reduce salt
- Reduce added sugars

The Australian Dietary Guidelines were updated in 2013 with advice from experts based on the best available scientific research from over 55,000 scientific journal articles.¹⁶ The Guidelines are used to:

- promote health and wellbeing
- reduce the risk of diet-related conditions
- reduce the risk of chronic disease.

Research on the impact of the guidelines shows that only one to five per cent of the population are aware of the key messages from the guidelines.

It is important for current and future school children to know and pass on their knowledge to families.



What schools can do:

- Embed topics such as nutrition, food models, food systems and healthy eating across curriculum areas
- Develop partnerships with local food producers and suppliers
- Contribute to the local food system
- Promote the relationship between health and food within the school
- Encourage and support students to advocate for making healthy food accessible and affordable.

¹⁶ Eat for Health, The Australian Dietary Guidelines, 2013, www.eatforhealth.gov.au/

Food Literacy Skills

Ability to budget

Rationale – Being able to afford and access healthy food supports wellbeing and reduces social isolation.

Key Messages:

- Shopping to a budget will increase health and reduce waste
- Seasonal food is more affordable
- Home cooked meals are cheaper than take away
- Bulk cooking and using leftovers can help with managing the family food budget



Ability to prepare and cook food

Rationale – Being able to cook and prepare nutritious foods has a positive impact on the health and life expectancy of individuals and their families.

Key messages:

- Knowledge and skills can help transition behaviour and change
- Have a repertoire of simple recipes with under 10 ingredients each
- Knowledge of basic preparation skills and healthy cooking methods
- Cooking ability is associated with better nutritional and mental health indicators, and stronger family connections.¹⁷

Interpreting food labels, messaging and advertising

Rationale – By mid adolescence most young people have been exposed to a large number of food labels, messages and advertisements – more time than they spend with teachers in school. With so many conflicting and confusing messages teaching young people to read between the lines is a must.

Key messages:

- By law certain information must be displayed on packaged food labels in Australia
- Messages about food should be looked at critically
- Advertisers use a variety of methods to sell their products eg: Lite vs Light

¹⁷ Utter et al (2016), Adolescent Cooking Abilities and Behaviors: Associations With Nutrition and Emotional Well-Being, Journal of Nutrition Education and Behavior, Volume 48, Issue 1, 35 - 41.e1 <http://dx.doi.org/10.1016/j.jneb.2015.08.016>

Ability to modify recipes

Rationale – Many recipes can be made healthier by simply substituting ingredients for healthy options or using healthier cooking techniques.

Key messages:

- Use healthy cooking techniques
- Substitute ingredients for healthier options
- Control portions/serves
- Add fruits and vegetables, including legumes to recipes

What schools can do:

- Embed topics such as budgeting, practical healthy cooking skills, recipe modification, seasonality in the curriculum
- Provide students with opportunities to learn and use practical cooking skills outside of the curriculum
- Provide students with opportunities to plan, shop and prepare healthy menus
- Run activities such as a food advertising competition e.g. students create an advertisement for healthy foods
- Get students to advocate about healthy eating and food literacy to the school community.

Food Literacy and the capacity to source

Being able to access a variety of food locally

Rationale – knowing where to access a variety of foods within the local area is essential for people to consume a balanced diet.

Key messages:

- Be familiar with the produce available in the local area
- Emergency relief organisations are available in local areas
- Get involved with the community to generate better access to food

The World Food Summit of 1996 defined food security as existing “when all people at all times have access to sufficient, safe, nutritious food to maintain a healthy and active life”.¹⁸

However, even in some rural and remote areas of Australia, the food availability is limited which may influence the variety of foods consumed by the community. Issues such as distance (food miles), cost, biodiversity, the physical environment and individual’s food literacy skills can all impact on the availability of healthy food in a community.



Know where and how to access specific ingredients

Rationale – Accessing diverse ingredients allows people to experience foods from a range of different places and cultures.

Key messages:

- Access foods from a range of different local sources
- Visit local retailers, farmer’s markets, farm gates etc
- Be open to experiencing foods from a range of cultures

Examples: Introducing school gardens, working with the community farmers markets and other fresh food outlets can be used to increase students knowledge of food and expand their dietary variety. Evidence from school kitchen garden programs suggest that the greater the involvement of students with growing and harvesting vegetables and fruits, the more willing they are to include them in their diet.

¹⁸ The World Health Organisation, Food Security www.who.int/trade/glossary/story028/en/print.html

Physically access food shops

Rationale – being able to access nutritious foods under your personal circumstances is essential for achieving a balanced diet.

Key messages:

- Be familiar with the produce available in the local area
- Understand the local transport system
- Use physical transport where appropriate e.g. walking
- Grow your own

Obesogenic environment

Boyd Swinburn (et al. 1999) defines obesogenic environment as “an environment that promotes gaining weight and one that is not conducive to weight loss” this could be at home, workplace and school when even our best intentions are destined to fail.¹⁹

The healthier choice is not always the easiest choice. As you see everyday in the school canteen, at football or in hospitals, healthy choices can be limited and sometimes expensive.

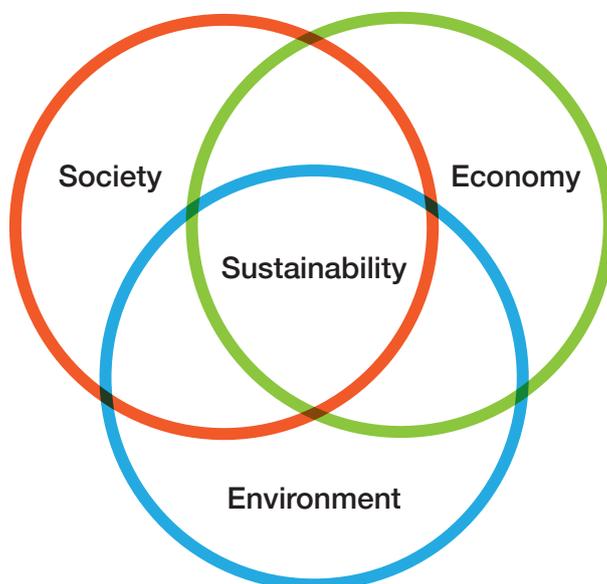
School action can include:

- Embed topics such as budgeting, shopping, excursions, food system mapping in the curriculum
- Establish partnerships with others in the community e.g. through joining local food networks
- Provide students with opportunities to engage in the local food system
- Provide students with a range of cultural food experiences
- Create local food challenges based on locally sourced ingredients.
- Provide students with the skills and opportunity to grow their own produce
- Provide healthy choices in the school canteen

19 Swinburn, B., et al (1999) Dissecting Obesogenic Environments: The Development and Application of a Framework for Identifying and Prioritizing Environmental Interventions for Obesity, Preventative Medicine, Vol 29, Issue 6, 563-570

Food Literacy and sustainability

The term **sustainable** is most commonly associated with the environment, however, it has three overlapping dimensions – environment, economy and society that are interconnected and interrelated.



Reduce food waste

Rationale – up to 40% of waste in the average household bin is food.²⁰ For the average Australian household that means around \$1000 worth of food is thrown away every year – this is enough to feed the average household for over a month. Food waste impacts on all three dimensions of sustainability.

Key messages:

- Stock up with essential ingredients
- Consider portion sizes when buying, preparing and eating food
- Write menu plans and shopping lists
- Use leftovers
- Store food correctly

Food waste also impacts on the environment. The resources it takes to produce food impacts on the environment as does the over production of food.

Local and seasonal produce creates less energy and water being used to produce our foods (through growing, transport and refrigeration). Seasonal crops are more likely to work with the local biological and environmental systems and species. This of practice minimises the requirement for cultivation systems, for example glasshouses and crop yield interventions such as pesticides.



²⁰ Facts on Food Waste www.foodwise.com.au/foodwaste/food-waste-fast-facts/

Prepare and consume healthy food when circumstances change

Rationale – life is unpredictable therefore it is important to be able to maintain a healthy diet even if circumstances change for example, lifespan stages or income challenges.

Key messages:

- Budgeting skills are essential
- Food relief agencies are available to help
- Substitute ingredients to make meals healthier and more affordable
- Grow your own produce

Sustainability is also a term we use when we refer to an individual's ability to 'sustain' healthy eating behaviours in situations where their circumstances change, such as moving out of home or losing their job. People need to be interested and willing to develop sustainable skills and know how to cook in different ways to adapt to changing physical, social and environmental circumstances.

For example: A student may take up new intense sport such as rowing or triathlons. In this situation the student would need to be able to read labels, change diet to compensate for increase in energy required and adjustments to the food accordingly.

It is important for teacher to ensure that these skills continue on in life so they are 'sustainable skills'

School action can include:

- Embed topics such as food hygiene, food storage, food security, portion sizing e.g. Australian Guide to Healthy Eating across curriculum areas

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

- Establish relationships with food relief organisations and provide students with opportunities to become involved
- Develop or utilise a school paddock to plate program
- Consider portion sizing with all school food services
- Start a compost program
- Try the following websites for more information: www.foodwise.com.au and www.lovefoodhatewaste.vic.gov.au
- Implement comprehensive programs that promote healthy school and nutrition literacy.²¹

²¹ World Health Organisation (2016) Report of the Commission on Ending Childhood Obesity www.who.int/end-childhood-obesity/news/launch-final-report/en/

4 The Victorian Curriculum

Where can healthy eating and food literacy be taught? Teachers and curriculum coordinators can use these resources to consider where and how food literacy can be addressed across the curriculum.

Food and Nutrition in the Victorian Curriculum

Student attitudes and behaviour regarding healthy living can be influenced by providing students with opportunities to learn about where their food comes from, how it is produced, and how they can prepare it. In the Victorian Curriculum, students are taught about food and nutrition in Health and Physical Education and in Design and Technologies.

In Health and Physical Education, students develop knowledge and understanding of nutrition principles to enable them to make healthy food choices and consider the range of influences on these choices.

In Design and Technologies, students learn how to apply knowledge of the characteristics and scientific and sensory principles of food, along with the nutrition principles described in Health and Physical Education, to food selection and preparation. They do this through the design and preparation of food for specific purposes and consumers. They also develop understandings of contemporary technology-related food issues such as convenience foods, highly processed foods, food packaging and food transport.

Home Economics

Home Economics supports students to develop the capacity to make decisions, solve problems and develop critical and creative responses to practical concerns of individuals, families and communities. Where Home Economics is offered as a subject, the teaching and learning program is based on curriculum drawn from both Health and Physical Education and Design Technologies.²²

Health and Physical Education

The food and nutrition focus area addresses the role of food and nutrition in enhancing wellbeing.

The curriculum supports students to develop knowledge, understanding and skills to make healthy, informed food choices and to explore the contextual factors that influence eating habits and food choices.

At appropriate intervals across the continuum of learning from Foundation to Year 10, students learn about the following:

- food groups and recommendations for healthy eating (including The Australian Guide to Healthy Eating)
- nutritional requirements and dietary needs (including The Australian Dietary Guidelines)
- food labelling and packaging
- food advertising
- personal, social, economic and cultural influences on food choices and eating habits
- strategies for planning and maintaining a healthy, balanced diet
- healthy options for snacks, meals and drinks
- sustainable food choices.²³

²² Victorian Curriculum victoriancurriculum.vcaa.vic.edu.au

²³ Australian Curriculum www.australiancurriculum.edu.au

Design and Technologies

Technologies and Society

- Students explore contemporary technology-related food issues such as convenience foods, highly processed foods, food packaging and food transport.

Technologies Contexts:

- Food specialisations context explores the application of nutrition principles and the characteristics and properties of food, food selection and preparation, and contemporary food issues.
- Students come to understand the importance of a variety of foods, sound nutrition principles, food preparation skills and food safety.

Creating Designed Solutions

- Students design and prepare food for specific purposes and consumers by creating designed solutions organised by five sub-strands:
 - Investigating
 - Generating
 - Producing
 - Evaluating
 - Planning and managing

A cross curriculum approach to food literacy



Activity:

- Plan a unit of work using the Victorian Curriculum and Teacher Activity 3 ‘**Cross Curriculum Planning**’ template from Section 8.

Cross curriculum resources – Victorian Curriculum

Food literacy can be taught across the curriculum. Based on teacher recommendations, Home Economics Victoria has put together a range of resources to support schools to take a cross curriculum approach to food literacy.

English	
<p>Level 7 Use a range of software, including word processing programs, to create, edit and publish written and multimodal texts (VCELY390)</p>	<p>Choose an aspect of food literacy for a blog, eg: compare popular diets to the Australian Dietary Guidelines, provide an informative piece outlining how to establish and use a kitchen garden, a written piece on the role that food plays in communities and cultures.</p> <p>Resources:</p> <ul style="list-style-type: none"> • Global2 blogging (DE&T) • Eat for Health – Australian Dietary Guidelines Website
<p>Level 8 Use comprehension strategies to interpret and evaluate texts by reflecting on the validity of content and the credibility of sources, including finding evidence in the text for the author’s point of view (VCELY412)</p> <p>Level 8 Recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in texts (VCELT406)</p>	<p>Determine and apply criteria for evaluating the credibility of a website such as nutritional advice, cooking websites, celebrity chefs and Australian Dietary Guidelines. Explain whether the author conveys meaning adequately, particularly in distinguishing fact from opinion.</p> <p>Resources:</p> <ul style="list-style-type: none"> • Food 4 thought (Oxfam) • Healthy Together Victoria Website • Choice: Groceries review
<p>Level 9 Create imaginative, informative and persuasive texts that present a point of view and advance or illustrate arguments, including texts that integrate visual, print and/or audio features (VCELY449)</p> <p>Level 10 Evaluate the social, moral and ethical positions represented in texts (VCELT462)</p>	<p>Persuasive writing – Settlements has had a negative impact on indigenous culture, consider eating patterns and bush tucker</p> <p>Resources:</p> <ul style="list-style-type: none"> • ABC Splash – Bush Tucker
Mathematics	
<p>Level 7 Investigate and calculate ‘best buys’, with and without digital technologies (VCMNA250)</p>	<p>Comparing the cost of food per 100g, expressing profit and loss as a percentage of cost or selling price, comparing the difference.</p> <p>Resources:</p> <ul style="list-style-type: none"> • MoneySmart: How can we reduce our spending (The Learning Federation) • Maths: A resource for teaching and learning numeracy (Consumer Affairs Victoria) • Financial Maths – purchasing and pricing (The Learning Federation)
<p>Level 8 Solve problems involving profit and loss, with and without digital technologies (VCMNA278)</p>	

Humanities – Geography

<p>Year 9/10 Biomes and Food Security</p> <p>Challenges in feeding the current and projected populations of Australia and the world, and responses to these challenges (VCGGK138)</p> <p>Human alteration of biomes to produce food, industrial materials and fibres, and the environmental effects of these alterations (VCGGK136)</p>	<p>Sustainability, food security and agriculture</p> <p>Resources:</p> <ul style="list-style-type: none">• The Conversation – Agriculture• Video – Food Wastage Footprint (United Nations)• Feeding 9 Billion (University of Guelph)• Video – Using the food we don't eat (ABC Splash)
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Humanities – History

<p>Level 7/8 How physical or geographical features influenced the development of Aboriginal and Torres Strait Islander peoples' communities, foundational stories and land management practices (VCHHK105)</p>	<p>Exploring the meaning and use of fire as a practical tool in hunting, cooking, warmth and managing the landscape.</p> <p>Resources:</p> <ul style="list-style-type: none">• ABC Splash – Bush Tucker (ABC Splash)
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Humanities – Economics

<p>Level 7/8 Examine the ways consumers and producers respond to and influence each other in the market, particularly through price mechanism (VCEBR011)</p>

Science

<p>Level 7/8 Interactions between organisms can be described in terms of food chains and food webs and can be affected by human activity (VCSSU093)</p> <p>Energy appears in different forms including movement (kinetic energy), heat, light, chemical energy and potential energy; devices can change energy from one form to another (VCSSU104)</p>	<p>Resources:</p> <ul style="list-style-type: none">• National Science Week 2014 Teacher Resource Book – Food for our future – Year 7: Sustainable Fishing• Energy Calculator (ABC Splash Game)
<p>Level 9/10 Multicellular organisms rely on coordinated and interdependent internal systems to respond to changes to their environment (VCSSU117)</p>	<p>Resources:</p> <ul style="list-style-type: none">• How does your body burn fuel (ABC Splash)

Digital Technologies	
<p>Level 7/8 Acquire data from a range of sources and compile into a digital format (VCDTDI037)</p> <p>Level 9/10 Analyse and visualise data to create information and address complex problems, and model processes, entities and their relationships using structured data (VCDTDI048)</p>	<p>Resources</p> <ul style="list-style-type: none"> • Web mapping activity (plot restaurants and take away venues in your area)
Intercultural Capability	
<p>Level 7/8 Analyse the dynamic nature of own and others cultural practices in a range of contexts (VCICCB013)</p> <p>Level 9/10 Identify and analyse the challenges and benefits of living and working in an interconnected and culturally diverse world (VCICCD019)</p>	<p>Resources</p> <ul style="list-style-type: none"> • Food and Celebration (Better Health Channel) • ABC Splash – Bush Tucker (ABC Splash) • Australia’s cuisine culture: a history of our food (Australian Geographic)
Ethical Capability	
<p>Level 7/8 Explore the extent of ethical obligation and the implications for thinking about consequences and duties in decision-making and action.</p> <p>Level 9/10 Distinguish between the ethical and non-ethical dimensions of complex issues, including the distinction between ethical and legal issues</p>	<p>Resources</p> <ul style="list-style-type: none"> • Palm Oil (ABC Splash) • Don’t Palm us off (Zoos Australia) • Choice: organic and free range • Food animal production – (John Hopkins University)

Find these resources and more online at: fuse.education.vic.gov.au/?GK25GQ

5 Lesson ideas and resources

Use this section to get ideas and link to resources for your classroom:

- What skills and knowledge are needed to prepare healthy meals?
- How do we source and prepare healthy food?
- What influences healthy eating and food choices?
- How do individuals and families access food in our community?
- How does culture influence food choices and preparation in our community?
- How can we improve food sustainability in our school/community?
- How 'healthy' are individuals and families in our local area?
- What is the local food system in our area?



What skills and knowledge are needed to prepare healthy meals?

Victorian curriculum links

Design and Technologies – Contexts: Food specialization, Creating designed solutions.

Health and Physical Education – Knowledge, understanding and skills to make healthy, informed food choices

Ideas for activities or events

- Students cook healthy meals following a design brief of investigating, generating, producing, evaluating, planning and managing a design solution.
- Students can demonstrate Food Literacy skills, developed in Home Economics by preparing a class recipe at home for their family. Students are encouraged to adapt the recipe based on the ingredients that they can source. Students and family members evaluate the meal together. The recipes (along with ideas for adaptations) could be shared through the school newsletter.
- Students can design their own healthy recipe based on the Australian Dietary Guidelines, and describe the skills required to prepare the recipe.

Resources

- Use student activity sheet 1 ‘**Group scenarios**’ to gather ideas on social media, health champions, fundraising, practical cooking skills and the skills they deem important in the area of healthy eating and food literacy. (Section 7: Student Activity Sheets)
- The Eat for Health [Australian Dietary Guidelines](#) website has information about the guidelines, brochures and posters, advice and tips on choosing nutritious foods, energy estimate calculators and games for students.
- [Better Health Channel](#) has heaps of information

on health and nutrition. For example students can use the [Healthy Cooking Tips](#) to modify a recipe.

- [Shop, store, cook and eat safe](#) These student friendly videos from the Victorian Department of Health and Human Services that show the importance of handling food safely.
- The [Live Lighter](#) campaign website has a range of resources and recipes with food and nutrition information and healthy eating tips.
- [Rethink Sugary Drink](#) has a video, posters and a drink calculator that can be used with your class.

Tips and Talking Points

What is healthy eating?

What are discretionary choices, how do these impact on our diet?

How important is healthy eating?

Why do we need to know how to prepare healthy meals?

What does a healthy meal look like?

What is portion control?

How useful is portion control for healthy eating?

What food skills are needed to prepare a healthy meal?

Share ideas of healthy recipes that your students eat at home with their families

How do we source and prepare healthy food?

Victorian curriculum links

Design and Technologies – Contexts: Food specialization, Creating designed solutions.

Humanities – Geography Biomes and Food Security

Ideas for activities or events

- Take a trip to your local supermarket or food market and have a look at the range of foods they offer for sale. Groups of students could pick a different section of the store or market stall and analyse the health attributes of the food. Research how the food might have been produced prior to reaching the market stall or supermarket.
- Students can film each other preparing a simple recipe in the classroom at school. Place these recipes on the school website to encourage the preparation of healthy meals at home.
- Visit a farm, community garden or food processing manufacturer and see how our food is grown or produced. Prepare a storyboard report.
- Students could research local produce – what is local? How is it produced? How does it arrive at the table? Students can look at the ethical and sustainable issues related to the farming and processing of food. This information could be presented as an infographic, mind map or video and display their findings. Organic farming, free-range farming, battery hens and the use of pesticides are just a few of the possible ethical areas that could be explored.
- Try making a sourdough starter and bake your own sourdough bread. Sourdough starter needs to be fed every day until it is ready to use so it would depend how often you see your students. This could be a special project with a small group of students or a VCE project.
- Explore challenges in feeding the current and projected populations of Australia and the world, and responses to these challenges.

Resources

- If you can't physically get to your local supermarket, try looking at their website. [Coles](#) and [Woolworths](#) have online shopping websites with all of their products listed, students can compare food prices at different locations.
- [Ceres](#) have an urban organic farm where they produce food to sell at their own market. Schools can visit them for an excursion or you can access educational resources in their [Sustainability Hub](#) website.
- [Food a fact of life](#) from the British Nutrition Foundation has a cooking module with [ideas and recipes](#) along with [videos](#) on preparing ingredients.
- The 'From Farm to Fork' board game is a fun way to teach students about health, shopping, cooking and food safety.
- [Market Fresh Australia](#) is a guide to seasonal fruit and vegetables. It provides images, recipes and how to prepare and cook food videos. Students can also search for their local green grocer.

Tips and Talking Points

Student led demonstrations are a great way to learn food preparation skills.

The Internet also has heaps of instructional videos to support student learning.

Try some special projects like cheese, yoghurt or sourdough bread and starter making.

What influences healthy eating and food choices?

Victorian curriculum links

Design and Technologies – Contexts: Food specialization, Creating designed solutions.

Health and Physical Education – Students explore strategies to promote the health of the community.

English – Interpret and evaluate the credibility and validity of texts.

Ideas for activities or events

- Students can plan and conduct a survey of the school community about the school canteen. After analysis of the results, students can develop an action plan to promote healthy eating. This can include partnerships with the community or setting up a garden to source ingredients, trialing recipes and promoting it within the school community.
- Analyse data from [Australia's Food & Nutrition 2012](#), which highlights some of the factors that influence Australian's food choices. Students can analyse proportion of total household weekly food expenditure? Does socio-economic status influence food choice? How does advertising affect food choices?
- Access to enough money can affect food choices – this could be an opportunity for a budget challenge activity with your students. Give them a set amount of money and see if they can design a healthy meal or snack to come in under that budget.
- Research the ways that food is marketed to children and adolescents. Consider print, television, apps, video games and social media. Perhaps compare the different approaches used on these platforms. Link with English to evaluate the social, moral and ethical positions represented in online media.
- View the proportion of total energy intake from [discretionary foods](#) from the Australian Health Survey. Students can explore what discretionary foods are, and what is being consumed for each age group. Discuss what influences may contribute to the consumption of discretionary foods.
- Create a digital healthy eating campaign for the school community.

Resources

- Use student activity 2 '**Food brainstorm**' to guide a discussion through what influences our food choices (Section 7: Student Activity Sheets)
- The [Healthy Canteen](#) page provides a range of links and resources to support schools, including the [Healthy Canteen kit](#), which contains policy advice, food planners and student learning activities.
- Schools can access a free [menu assessment](#) as well as advice, resources, recipes and training from the [Healthy Eating Advisory Service](#).
- Learn more about the [Castlemaine Secondary College Canteen](#) and [St Aloysious College Student Led Café](#).
- [Australia's Food & Nutrition 2012](#) presents highlights from the Australian Institute of Health and Welfare's 2012 report on the nation's food and nutrition system.
- Find recent data from [Victorian population healthy survey 2011–12](#) and the [Australian Health Survey](#).

Tips and Talking Points

What are the influences that affect what foods we choose to eat?

How much say do students have over their daily choices?

How much is influenced by their parents or what is available to them.

How can students make better decisions when choosing their own food and snacks?

Consider how peer groups influence student's food choices.

How do individuals and families access food in our community?

Victorian curriculum links

Design and Technologies – Contexts: Food specialization, Creating designed solutions.

Health and Physical Education – Students explore the contextual factors that influence eating habits and food choices.

Ideas for activities or events

- Use government data and food mapping to understand your local food system. Students can contact local council directly with questions about their local data or map the food outlets in your local area.
- Students can map where food is purchased in their local area and compare fast food outlets with stores selling fresh foods. Try using Google maps to see the type and number of takeaway food outlets within 5km of the school.
- Contact a local food charity to find out how they support members of the community. Student's can:
 - Design a meal from the ingredients that the charity or local community provides and pass it onto an organisation or a member of the community in need.
 - Recipes could be designed that are able to be cooking with limited resources to pass on to people who access the food charity to give them ideas of how they might use the ingredients they receive.
- Evaluate influences of family and social environment on food choices. Students can interview family members about what food they eat. They can prepare a graph to compare home prepared, take away eaten in the home and food eaten outside the home. Analyse the reasons why these meals are chosen.
- Contact your local council to see food systems data is available, for example some councils have data on the ratio of fruit and vegetable outlets and supermarkets compared to fast food outlets.

Resources

- [FareShare](#) Melbourne offer a [schools program](#) where students can learn about the reality of hunger in their community.
- [SecondBite](#) and [Foodbank](#) also provide food relief, programs and information about food security and hunger in Australia.
- ABC video: [Born on a boat now he helps other refugees](#).
- Use Section 6 of this resource '[Local Food Systems](#)' to get some ideas about using local data with your students.

Tips and Talking Points

Do you grow your food at home; buy it at the supermarket; a market; or from a restaurant/ takeaway food outlet? Why do you choose to source your food this way?

Food charities are a great way of highlighting Australia's food security issues. There may be many members of the community who don't know where their next meal is coming from. Find out about the agencies that organise food provision in the local community.

Access to fresh food may be difficult for some individuals and families. Great ways of accessing inexpensive, nutritious food can be from tinned and frozen veggies and legumes. Conduct a design challenge with your students to make an exciting dish from these foods.

Students could work in groups to cook a recipe, each group using either a fresh, frozen or tinned fruit or vegetable, then compare the difference in sensory properties.

How does culture influence food choices and preparation in our community?

Victorian curriculum links

Design and Technologies – Contexts: Food specialization

Health and Physical Education – Evaluate factors that shape identities.

Intercultural Capability – students demonstrate an awareness of and respect for cultural diversity within the community.

Ideas for activities or events

- Explore how cultural practices and beliefs contribute to identity, including the use of food in daily routines and for religious or traditional celebrations.
- Students interview family members about the role of food in their culture. They then design and prepare a culturally significant meal to share with the rest of the class.
- Explore and compare types of ingredients that are used in a range of different cultures. You might like to focus on one kind of ingredient such as herbs & spices. Try a smell and guess the spice challenge.
- Students can explore how traditional food patterns contribute to the unique belief systems of Aboriginal and Torres Strait Islander Peoples and their connectedness to the land, sea, sky and waterways.

Resources

- The SBS [Food Safari](#) website showcases food from many different cultures and how they are celebrated in Australia. Students can watch episodes, investigate different cuisines and access recipes.
- [Australia's cuisine culture: a history of our food](#) is a great article from Australian Geographic highlighting Australia's food culture.

- The [Bush Tucker](#) resource from ABC Splash is a collection of videos and resources covering many aspects of Aboriginal culture and food.
- The [Asia Education Foundation](#) has resources aligned to the Australian Curriculum [Design and Technology](#)
- [Census@School 2013](#) has data on favourite take away foods; discuss what these foods are and how culture has influenced these food choices.

Tips and Talking Points

Think about all of the foods you can access locally. Consider the type and number of food outlets that exist. What are the food outlet patterns and trends of defined period of time, such as 30 years. What is the impact of these patterns and trends on food availability? Why have the variety of food choices changed so much?

How has the immigration of people from various countries and cultures influenced food choice in Australia?

Warrigal greens are an easy to grow native plant that is great to eat raw or cooked.

Check your local council or the [Immigration museum](#) for food related cultural events.

How can we improve food sustainability in our school / community?

Victorian curriculum links

Design and Technologies – Technologies and society, the impact of technologies on individuals, families, local, regional and global communities, and the environment.

Humanities – Geography Biomes and Food Security

Ethical Capability – the role and context of experience in ethical decision-making and actions

Ideas for activities or events

- Set up a school vegetable or herb garden as part of a cross-curricular inquiry unit on sustainability.
- Its easy to experiment with growing herbs from seed, its cheap and a great learning opportunity. Students can bring in a plastic water bottle or milk carton from home, fill with some potting mix or seed raising soil, plant a seed and watch it grow. If you have a windowsill in the classroom or an outdoor space, give it a try!! Care: Use a spray bottle to water the seedlings. Organise a roster of volunteer herb monitors to care for the seedlings. Maybe the kitchen assistant can water them for you. They can also easily be taken home during school holidays to care for them.
- Students can coordinate a Nude Food Lunch day to promote ways to reduce packaging at school.
- How is left over food used at your school? Students could perform a school audit to see how waste is managed in the school and propose new ideas for waste management or recycling. Explore how food wastage could affect future food security.
- Prepare, deliver and critique a presentation to parents on tips for serving and eating food that has been prepared sustainably. Explore ethical decision-making and actions in relation to sustainability.

Resources

- The [Food Design Challenge 2015](#) has a lesson plan for making Nude Food Lunch with your class.
- ABC Splash has a variety of short videos with food-related issues to discuss and teacher notes. Check these ones out:
 - [The Future of Food](#) this resource kit contains curriculum ideas, videos and assessment. It includes factors affecting food production, feeding the future, food security and sustainability.
 - [Sustainable Gardens](#) a package with over 20 videos.
 - [How seeds become plants](#) how to collect and plant your own tomato seeds and grow sprouts in a jar.
 - [Vegetable gardens](#) how to grow vegetables in a box if you have a lack of space.
 - [Using the food we don't eat](#) outlines the increasing trend of throwing out food.
- [Primezone](#) provides teachers with single-point access to a range of primary industries education resources.
- [Feeding 9 Billion](#) resources for students to explore the global food system including [#foodcrisis](#) a graphic novel about global food security.
- The Ceres [Sustainability Hub](#) website has programs and curriculum resources for schools.
- [Gardening Australia](#) is a great resource with tips, videos and fact sheets. Here is a handy [vegetable growing guide](#) for finding out what to plant when.

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- The [Diggers Club](#) website provides gardening advice, fact sheets, video tutorials and more. They have three gardens in Victoria that can be visited.
 - The TED website has short videos (18 minutes or less) on a range of topics to spark conversations. TED talks are aimed at adults or older students, so watch the video first to decide if it is suitable for your class. Explore for yourself or watch these ones:
 - [A vision for sustainable restaurants](#)
 - [Why not eat insects?](#)
 - [A teacher growing green in the South Bronx](#)

Tips and Talking Points:

A herb garden is easier to set up and maintain than a full vegetable garden. Herbs are great for adding flavour and colour to the dishes students make – use as a garnish, make tabouli or some corn and herb fritters.

Make a grow bag: Begin with bag of potting mix or compost, find a sunny spot, cut some holes in the bag and plant seedlings straight into the bag. No need for a pot or any fancy equipment. Growing tomatoes this way is successful.

Discuss with students: Why are we trying to grow our own produce at school? What benefits can growing your own food have on an individual or community?

Kangaroos provide sustainable and healthy meat – explore why kangaroo isn't more popular in Australian cuisine and at family mealtime.

How 'healthy' are individuals and families in our local area?

Victorian curriculum links

Design and Technologies – Contexts: Food specialization, Creating designed solutions.

Health and Physical Education – Knowledge, understanding and skills to make healthy, informed food choices

Ideas for activities or events

- Get students to research and create their own 7-day breakfast or lunch menu that supports the Australian Dietary Guidelines. Encourage students to be creative to demonstrate that there are many ideas for including a variety of foods in breakfast and lunch meals.
- Host a healthy breakfast for the school community. Students research, design and prepare food to be shared.
- Design a 'Fakeaway' meal – students can choose their favourite takeaway food and redesign it to be healthier.
- Students can work in groups to design and produce health promotion posters/brochures to display at school about a healthy eating topic. Topic ideas:
 - Why do we need fruit and vegetables?
 - What does a serve of fruit or vegetables look like?
 - Why should I drink plenty of water
 - How can I make better food choices
 - What are some quick healthy snack ideas and tips

Students interview other students or community members on a topic eg: *how many serves of vegetables did you eat yesterday* then compare this to local or national data and the Australian Dietary Guidelines.

Students investigate a non-communicable disease in Australia such as Diabetes or health disease and investigate the role food plays in relation to the disease.

Resources

- Use student activity sheet 3 'School focused cloud activity' (internal link) to gather student options on healthy eating within their school community. (Section 7: Student Activity Sheets)
- [Victorian population healthy survey 2011–12](#) presents data on health and lifestyle, including physical activity levels, smoking prevalence, alcohol consumption, intake of fruit and vegetables, selected health and screening checks, body weight, asthma and diabetes prevalence, psychological distress and social networks. The website also features the [Interactive Health Status Atlas](#)
- The [2007 Australian National Children's Nutrition and Physical Activity Survey](#) reported food and nutrient intake, physical activity levels, weight and height of children aged 2–16. The key findings provide a good overview for students that students can use for research and comparisons.
- The [CensusAtSchool](#) tables indicate the trends, habits, attitudes and lifestyles of Australian students. The [education services](#) section has activities and classroom ideas for using data. Check out the tables on favourite takeaway foods or what students had for breakfast. Analyse the data and suggest reasons for the observations.
- The Eat for Health [Australian Dietary Guidelines](#) website has information about the guidelines, brochures and posters, advice and tips on choosing nutritious foods, energy estimate calculators and games for students. The [healthy eating for children brochure](#) provides an overview as well as a handy graphic of serves per day and serving sizes for 2 – 18 year olds.

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- Try the following websites for great healthy recipe ideas and healthy eating tips:

- [Better Health Channel](#)
- [Nutrition Australia](#)
- [Live Lighter](#)
- [Dieticians Association of Australia](#)

Tips and Talking Points

Why is breakfast important? Check out what the [Dieticians Association of Australia](#) says about breakfast.

How many secondary school aged students skip breakfast? What are the barriers preventing students from eating breakfast? Suggest ways to overcome the barriers.

Why is the high consumption of take-away food a health issue in communities?

Check out the population health survey and look at your local area data.

What is the local food system in our area?

Many local governments, and community health services have conducted research into their local food system. The food system includes the growing, production, manufacturing, distribution, retailing and consumption of food.

Food system research explores a range of issues such as barriers to accessing fresh healthy food in local communities and opportunities for action to help improve healthy food access and availability in the local area.

Victorian curriculum links

Design and Technologies – Contexts: Food specialization, Creating designed solutions.

Health and Physical Education – Evaluate health information from a range of sources and apply to health decisions and situations

Digital Technologies – Analyse and visualise data using a range of software.

Ideas for using local food system data in your school

Using local food system research can strengthen student learning. Local data can better engage students because it is about the place where they live and learn and the community around them.

Analyse your local food system data:

- Students brainstorm ideas to address some of the findings in local food system research and develop a pitch to local government detailing ways that the school and their community can be involved in finding solutions to local food access issues.
- Students interview others in the school community about the number of vegetable serves eaten in a day. Compare results to your local data as well as the Australian Dietary Guidelines in a digital graph.

Connect with your local council or community health service:

- Students can establish questions to find out more about the barriers to accessing healthy food in their local area or ask about programs that are running to support healthy eating in the area.

Do your own mapping activity:

- Use an online mapping tool (e.g. Google maps) to show food outlets, community gardens and vending machines within 2km of the school. This could include your school canteen as well as local restaurants, fast food outlets, service stations, supermarkets, greengrocers, bakeries, butchers etc. What types of food are available? How many healthy choices are available, and where?
- Present results in a visual display and discuss what impact this might have on the school and local community. You could ask the school community (teachers, parents etc) if they agree with the local data and recommendations

Some questions to consider:

- What are the barriers to accessing healthy fresh food in our community?
- What are some local initiatives that support healthy eating?
- What can our school do to help improve the local food system?
- What food networks exist that students, parents or teachers could be part of?
- What are we doing to promote healthy eating in our school?

Links to useful resources

[Healthy Food Connect: Case Studies](#) provides case studies from Victoria and other states to demonstrate the ways in which the built environment, policy, planning and community action have supported improving healthy food access (or decreasing access to unhealthy food).

[Healthy Food Charter: Creating a vibrant healthy eating culture](#) provides resource for all those; working in partnership with the Victorian Government to improve the health of Victorians through food.

[Food Alliance](#) provides information and resources to support our food system. Students can access information on where fruits and vegetables are grown on [Melbourne's](#) urban city fringe. Resources are also available on Health, Urban Agriculture, Planning, Food Waste, Local and Regional Food Systems.

Contact your local council

Visit your local city council website for more info on what great things related to healthy eating and food access are happening in your area and how you might be able to get involved.

6 Using Social Media

Social media provides a great way to keep up to date with the latest issues and find great resources while making valuable professional connections.

Follow us on:

- Facebook: www.facebook.com/HomeEconomicsVictoria
- Twitter: [@HomeEconomicsV](https://twitter.com/HomeEconomicsV) and [@HEFL_HomeEcVic](https://twitter.com/HEFL_HomeEcVic)

Twitter Tip: Find out what others are doing on Twitter by clicking on their account. You can see who they are following, what they have tweeted or re-tweeted, and what tweets they have marked as favourites. To get more advice and support on using Twitter go to: slav.global2.vic.edu.au/guides/twitter-user-guide

Facebook tip: If you want to see all posts from an organisation, turn on notifications from their page.

Organisations to follow:

Nutrition and Healthy Eating

Eat for Health – the Australian Dietary Guidelines

- www.eatforhealth.gov.au
- [@eatforhealthaus](https://twitter.com/eatforhealthaus)

Deakin Nutrition

- deakinnutrition.wordpress.com
- [@DeakinNutrition](https://twitter.com/DeakinNutrition)

Thinking Nutrition

- www.thinkingnutrition.com.au
- www.facebook.com/thinkingnutrition
- [@CroweTim](https://twitter.com/CroweTim)

Nutrition Australia

- www.facebook.com/NutritionAustralia
- [@NutritionAust](https://twitter.com/NutritionAust)

Food a fact of life – British Nutrition Foundation

- [@Foodafactoflife](https://twitter.com/Foodafactoflife)
- www.youtube.com/user/BritishNutrition

Food Security and Sustainability

Love Food Hate Waste

- www.facebook.com/LoveFoodHateWasteVictoria
- www.youtube.com/user/SustainVic/videos
- [@LFHW_UK](https://twitter.com/LFHW_UK) (UK account)

Food Wise

- [@DSFoodWise](https://twitter.com/DSFoodWise)
- www.facebook.com/DSfoodwise
- YouTube Channel – Do Something

World Health Organisation

- [@WHO](https://twitter.com/WHO)

United Nations

- [@UN](https://twitter.com/UN)
- [@FAOKnowledge](https://twitter.com/FAOKnowledge)
- [@ZeroHunger](https://twitter.com/ZeroHunger)

7 Student activity sheets

Student activity 1: Group scenarios

Purpose: These activities allow students to work in groups to explore ideas to promote healthy eating through social media, health champions, fundraising, practical cooking skills and the skills they deem important in the area of healthy eating and food literacy. It is estimated that this activity will take approximately 25 minutes.

Instructions:

1. Split the students into five even groups.
2. Distribute one scenario description per group (following) and ask each group to allocate a scribe (who writes up the responses) and a reporter (who will share their ideas with the rest of the class)
3. Scenarios
 - #hashtag
 - Lead by example
 - Cook off?
 - Futurama
 - Money Maker
4. Allow the students time to work on their scenarios in their groups and then bring the groups back together and ask the reporter to share what the group came up with to conclude the session.

Scenario 1: #hashtag

Create a social media campaign that educates people your age about healthy eating. Think about how major food companies use social media to advertise their products, for example: SMS competitions.

In your group brainstorm some activity ideas for your campaign and consider why it would appeal to young people.

Name of activity:	Name of activity:	Name of activity:
Description of activity:	Description of activity:	Description of activity:
Why would it appeal to young people?:	Why would it appeal to young people?:	Why would it appeal to young people?:

Scenario 2: Lead by example

Your school has decided to start a student leadership program as part of improving healthy eating.

As a group discuss and write down your responses to the following questions – you can have more than one answer to a question if your group members have different ideas.

Who:

- How should student leaders be selected?
- Should it be a new position or part of an existing leadership position?
- How many of these leaders should there be?
- What Year levels should the leaders come from?
- What would you name the healthy eating leaders?

What:

- What activities could the leaders do at school to improve healthy eating?
- What activities could the leaders do within the community to improve healthy eating?
- What support is required for these leaders to be successful

Scenario 3: Cook off?

You are to design a cooking competition for schools in your local area. Entrants must abide by the following rules:

- Entries must be healthy foods
- Ingredients must be local produce
- The competition must involve all year levels

Make sure your group considers the following factors when designing the competition:

- What will your competition look like?
- What is its name and description?
- How schools can share their entries?
- What dishes/recipes could be allowed?
- How could students prove they have used local ingredients?

Scenario 4: Futurama

You have now left home and entered the big wide world. As a group discuss and list the skills and knowledge you will need to have to eat healthily?

Make a list:

- Skills = what you are able to DO
- Knowledge = what you KNOW

Scenario 5: Money Maker

The school needs to raise some cash and they need your help.

The school community really wants to create a healthy eating environment so the fundraising event needs to only use healthy food so sausage sizzles or chocolate drives out.

As a group brainstorm and record some ideas on what the school could do. Remember it must be something that people will actually buy or be involved in and easy for students to organise.

Student Activity 2: Food Brainstorm (10 minutes)

Purpose: To encourage students to think about food and healthy eating in a broader context than just 'what they eat'.

Instructions: This activity is a teacher-facilitated brainstorm

1. Begin by asking students: Why do people need food? Enter the responses inside the outline of the person (see figure 1)
2. Then direct the discussion to the reasons people eat what they eat
3. Ask students: How does family, school and the community influence what we eat? Enter responses into the corresponding sections of figure 1
4. Below are some leading questions to prompt discussion.

Leading questions:

Family

- Who cooks/shops/works in your home? Why is it their responsibility?
- Who decides what food is in the home and controls the budget?
- How is food shared in your family?

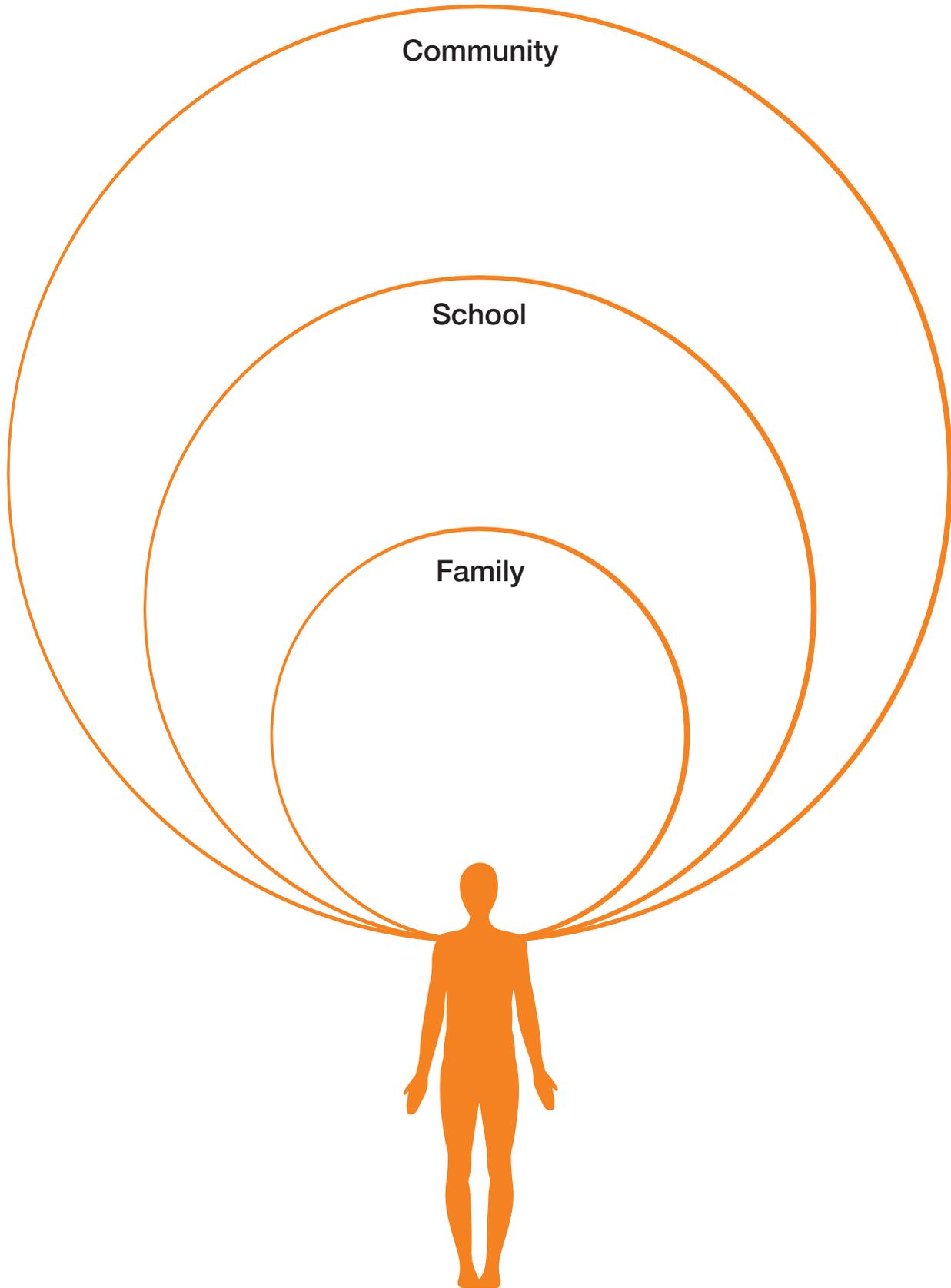
School

- What do you eat at school? What influences that?
- Who do you eat with at school?
- When are you exposed to food or discussions about food at school?

Community

- When and how are you exposed to food outside of school and your home?
- Where do you purchase food?
- Where does your food come from?
- How does food bring people together?
- Does advertising/sponsorship influence what you purchase?
- What shops/food is available close to school?
- How is food used or promoted via sporting/recreation/out of school activities?

Figure 1: Food brainstorm



Student activity 3: School focused cloud activity (25 minutes)

Purpose: To gather student's opinions on healthy eating within their school and community including: what is currently happening, barriers, influences on healthy eating, and what they feel could be done to improve healthy eating within the school community.

Instructions:

1. Distribute the worksheets one per student (following) – this can also be done as a class activity if the teacher feels this is best.
2. Give students 5–10 minutes to fill in their own thoughts or think about each question if doing this as a class.
3. As a group discuss each cloud.
4. Conclude the activity with sharing how students think the barriers identified can be overcome using the sun diagram – encourage students to be creative, yet realistic.
5. Consider completing this activity using online collaborative tools [Padlet](#) or a [blog](#).

Some examples that teachers might like to use to stimulate student ideas if they needed:

<p>Who is part of our school community</p> <p>Examples:</p> <p>Teachers, students, parents, school staff, canteen managers, school council, local community.</p>	<p>What issues would you like to see addressed in relation to healthy eating within our school?</p> <p>Examples:</p> <p>Healthier options at the canteen, nicer places to eat at school, a microwave available for students, healthier options at school events, school garden.</p>
<p>What are we currently doing well?</p> <p>Examples:</p> <p>Learning about nutrition in Health and Home Economics, healthy breakfast clubs, sharing healthy recipes via the newsletter.</p>	<p>What are our areas for improvement?</p> <p>Examples:</p> <p>Healthier options at the canteen, grow vegetables in a garden, have healthy food for school activities and fundraisers, cook more multicultural food in Home Economics.</p>
<p>What can students do?</p> <p>Examples:</p> <p>Promote healthy eating at assembly, run competitions, contribute to the school policies about healthy eating, work in the school garden</p>	<p>What are the barriers to healthy eating in our school?</p> <p>Examples:</p> <p>Shops with unhealthy foods close to the school, peer pressure</p>

Healthy eating in our school community



Who is part of our school community?



What issues would you like to see addressed in relation to healthy eating within our school?



What are we currently doing well?



What are our areas for improvement?



What can students do?



What are the barriers to healthy eating in our school?

Sun Diagram – how can we overcome the barriers?



8 Teacher activity sheets

Teacher activity 1: What are we doing to improve food literacy?

Materials: yellow and blue or green sticky notes

This exercise is a way to explore existing practice and inform planning. It could be an exercise used at a staff meeting to consult with staff or by the health and wellbeing team.

1. Brainstorm all of the activities your school is currently doing in relation to healthy eating and food literacy.
2. If you deem the activity to be “healthy” write it on the yellow sticky note
3. If you deem the activity to be “unhealthy” write it on the green/blue sticky note
4. The six domains of the Achievement Program framework represent a whole of school approach. Each domain is of equal importance and all need to be considered when implementing a whole of school approach. The framework can be used as both an audit and planning tool.
5. Organise your sticky notes by the relevant domain of the Achievement Program
 - Healthy policies
 - Healthy physical environment
 - Healthy social environment
 - Learning and skills
 - Engaging children, young people, staff and families
 - Community partnerships

Discuss areas of strength and areas that could be improved.

Which domains are areas of strength in your school	Which domains are potential areas of improvement?

Teacher activity 2: SWOT Analysis

Complete a SWOT analysis of your schools readiness to implement a whole school approach to healthy eating and oral health. Consider some of the following when responding:

Strengths	Weaknesses
Opportunities	Threats

SWOT Analysis – Matching and converting

Can any of the strengths identified be utilized to maximize any of the opportunities?

What are some of the strategies that could be implemented to convert any weakness or threats into strengths or opportunities?

Which weakness or threats can't be converted and therefore should be minimized or avoided where possible?

Teacher Activity 3: Cross Curriculum Planning

Use the following content descriptions from the [Victorian Curriculum](#) to think about healthy eating and food literacy activities that could be used in that subject, or as a cross curriculum activity.

English

- **Level 8** Use comprehension strategies to interpret and evaluate texts by reflecting on the validity of content and the credibility of sources, including finding evidence in the text for the author's point of view ([VCELY412](#))
- **Level 10** Evaluate the social, moral and ethical positions represented in texts ([VCELT462](#))

Healthy eating and food literacy activity

Humanities – Economics and Business (Resource allocation and making choices)

- **Level 7/8** Examine the ways consumers and producers respond to and influence each other in the market, particularly through price mechanism ([VCEBR011](#))

Healthy eating and food literacy activity

Humanities – Geography (Biomes and Food Security)

- **Level 9/10** Challenges in feeding the current and projected populations of Australia and the world, and responses to these challenges ([VCGGK138](#))
- **Level 9/10** Human alteration of biomes to produce food, industrial materials and fibres, and the environmental effects of these alterations ([VCGGK136](#))

Healthy eating and food literacy activity

Humanities – History (Historical knowledge)

- **Level 7/8** How physical or geographical features influenced the development of Aboriginal and Torres Strait Islander peoples' communities, foundational stories and land management practices ([VCHHK105](#))

Healthy eating and food literacy activity

Mathematics (Money and financial mathematics)

- **Level 7** Investigate and calculate 'best buys', with and without digital technologies ([VCMNA250](#))
- **Level 8** Solve problems involving profit and loss, with and without digital technologies ([VCMNA278](#))

Healthy eating and food literacy activity

Science (Biological sciences)

- **Level 7/8** Interactions between organisms can be described in terms of food chains and food webs and can be affected by human activity ([VCSSU093](#))
- **Level 9/10** Multicellular organisms rely on coordinated and interdependent internal systems to respond to changes to their environment ([VCSSU117](#))

Healthy eating and food literacy activity

Digital Technologies (Data and Information)

- **Level 7/8** Acquire data from a range of sources and compile into a digital format ([VCDTDI037](#))
- **Level 9/10** Analyse and visualise data to create information and address complex problems, and model processes, entities and their relationships using structured data ([VCDTDI048](#))

Healthy eating and food literacy activity

Ethical Capability (Understanding Concepts)

- **Level 7/8** Investigate why ethical principles may differ between people and groups, considering the influence of cultural norms, religion, world views and philosophical thought ([VCECU015](#))
- **Level 9/10** Distinguish between the ethical and non-ethical dimensions of complex issues, including the distinction between ethical and legal issues ([VCECU021](#))

Healthy eating and food literacy activity

Intercultural Capability

- **Level 7/8** Analyse the dynamic nature of own and others cultural practices in a range of contexts ([VCICCB013](#))
- **Level 9/10** Identify and analyse the challenges and benefits of living and working in an interconnected and culturally diverse world ([VCICCD019](#))

Healthy eating and food literacy activity

Personal and Social Capability

- **Level 7/8** Perform in a variety of team roles and accept responsibility as a team member and team leader, assessing how well they support other members of the team ([VCPSCSO041](#))
- **Level 9/10** Analyse how divergent values and beliefs contribute to different perspectives on social issues ([VCPSCSO047](#))

Healthy eating and food literacy activity