

# Australian Native Food Education Kit

This unit of work has been designed to support the Australian Curriculum. As assessment practices vary from school to school, teachers are encouraged to modify the assignment to suit their school's assessment design criteria.

## CURRICULUM CONTENT DESCRIPTIONS

Analyse how characteristics and properties of food determine preparation techniques and presentation when designing solutions for healthy eating ([ACTDEK033](#))

### Elaborations:

- Planning and making quality, safe and nutritious food items, using a range of food preparation tools, equipment and techniques.

## Week One: Lesson One – Australia's Agriculture history

Task and estimated time	Task description	Learning intention	Equipment/ resources (online or task sheets)
<b>Class discussion</b>  20 minutes	<b>Introduce the topic:</b>  Ask students to document what they think the term native Australian food means and list any native Australian foods that they can name (students could do this in pairs or groups).  As a class discuss the student's definitions and make a list of the foods that the students can name.	Pre-test to see what students know about native Australian ingredients.	White board/interactive board.  Online videos ... <a href="https://education.abc.net.au/home-!/digibook/3122184/bruce-pascoe-aboriginal-agriculture-technology-and-ingenuity">https://education.abc.net.au/home-!/digibook/3122184/bruce-pascoe-aboriginal-agriculture-technology-and-ingenuity</a>  Fascinating Australian Food History ...  <b>Chapter 3</b> – 4 mins. - grain/seed harvesting  <b>Chapter 4</b> – 6 mins. - grass seeds, flour production, the first bakers!  <b>Chapter 7</b> – 4 mins. – tubers/yam farming  <b>Chapter 10</b> – 5 mins – Indigenous aquaculture

NOTE: Lesson One continues on next page...



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# Australian Native Food Education Kit

## Week One: Lesson One – (Continued) Australia's Agriculture history

Task and estimated time	Task description	Learning intention	Equipment/ resources (online or task sheets)
<b>Presentation and discussion</b> <i>20 minutes</i>	<p>In small groups, ask students to discuss what they think Australia was like before British settlers? Ask them to make comments about the landscape, the houses, the lifestyle of the Indigenous Australians, what they ate and how they cooked and prepared their food.</p> <p>Ask the students to record their responses and share them with the class.</p> <p>Using the information provided, on the website, deliver a presentation about food before British settlers – what the agriculture looked like, how Indigenous Australians farmed their food and the types of food that was grown/cooked.</p>	Develop an awareness of Aboriginal culture and agricultural methods prior to settlement by the British.	<p>Computer/interactive whiteboard – PowerPoint</p> <p>Fact Sheets from the Website.</p>



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# Australian Native Food Education Kit

## Week One: Lessons Two and Three – Double Lesson

Task and estimated time	Task description	Learning intention	Equipment/ resources (online or task sheets)
<b>Exploring native Australian ingredients</b>  90-100 min	<p><b>Introduce the topic:</b></p> <p>Students will see, smell and taste the five native Australian ingredients provided in the package.</p> <p>Place 5-10 grams of each native Australian ingredient into individual dishes and divide the class into 5 groups.</p> <p>Students will complete the tasting worksheet by looking, smelling and tasting each of the native Australian ingredients - rotate the groups to taste each ingredient.</p> <p><b>Teacher demonstration:</b></p> <p>Choose one of the recipes provided to demonstrate to the class.</p> <p>During the demonstration, engage students in discussion about:</p> <ul style="list-style-type: none"> <li>The dried form of the ingredients and how it is being used as a flavouring similar to a herb or spice.</li> <li>Ask students to name some herbs and spices that they are familiar with and what foods they are usually found in.</li> <li>Introduce the concept of native Australian herbs and spices and the flavours of Australia.</li> <li>Ask students to suggest some dishes that could incorporate the native spices that they have tasted.</li> <li>Possibly discuss other native ingredients that are not herbs or spices.</li> </ul> <p>Provide students with a sample of the food demonstrated. Discuss.</p>	<p>Experience native Australian ingredients in a dried form – as a herb or spice and taste one ingredient in a dish/food product.</p> <p>Develop awareness of the different forms of native Australian ingredients and the concept of Australian native flavours.</p>	<p>Access to a kitchen</p> <p>Tasting Worksheet</p>

**HOMEWORK:** Ask students to research using the internet to see if they can find out what sustainability and sustainable eating is. They should bring a short definition to their class next week.



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# Australian Native Food Education Kit

## Week Two: Lesson One – Single lesson

Task and estimated time	Task description	Learning intention	Equipment/ resources (online or task sheets)
<b>Introduction of Assignment</b>  45 min	<b>Introduce the Assignment to the students</b>  Explain each section of the recipe card/pamphlet to the students.  Inform students of the native Australian ingredient(s) that they will be using for the task.  Provide strategies, resource ideas for the research section of the task.  Explain how to take notes and keep a record of the references accessed.  Give students an opportunity to find/ design a recipe.	Introduce students to the assignment and the assessment criteria.	Assignment Computers



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# Australian Native Food Education Kit

## Week Two: Lessons Two and Three – Double Lesson

Task and estimated time	Task description	Learning intention	Equipment/resources (online or task sheets)
<b>Cooking with native Australian ingredients</b> <i>90-100 min</i>	<p>Ask students to share their definitions of sustainability and sustainable eating and develop a class definition for each term.</p> <p>Chose a recipe from the Creative Native website using a native Australian ingredient from the package that you haven't used.</p> <p>Demonstrate the recipe to the class.</p> <p>During the demonstration, discuss the practical assessment that will occur next week and what you will be assessing during the practical.</p> <p>Discuss how using native Australian ingredients supports sustainable eating practices.</p> <p>Individually or in pairs the students will prepare the recipe that you have demonstrated and practice their practical skills in preparation for their assessment next week.</p>	<p>Create an awareness of sustainable eating practices and how native Australian ingredients support sustainable eating practices.</p> <p>Formative assessment – practical task.</p>	<p>Access to a kitchen.</p> <p>Recipe from the website and ingredients from the package.</p>

**HOMEWORK:** Finalise their recipe selection for the assignment.

Look for information for Section 1 of the assignment.



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# Australian Native Food Education Kit

## Week Three: Lesson One – Single lesson

Task and estimated time	Task description	Learning intention	Equipment/resources (online or task sheets)
<b>Planning for practical assessment</b> 45 min	<p>Students will modify their recipe for the number of serves required (teacher to determine the number of serves).</p> <p>Prepare and submit a food order for the recipe.</p> <p>Prepare a production plan/time plan.</p> <p>Design some questions for their taste testers to fill out in to provide feedback on their dish for the testimonials.</p>	Preparation for practical assignment.	Assignment Computers.

## Week Three: Lessons Two and Three – Double Lesson

Task and estimated time	Task description	Learning intention	Equipment/resources (online or task sheets)
<b>Planning for practical assessment</b> 100 min	<p><b>Students will:</b></p> <p>Prepare, serve and photograph their finished dish.</p> <p>Invite at least two people to try the dish and complete the feedback sheet.</p>	Prepare a dish of their choosing/- design incorporating a native Australian ingredient.	Access to a kitchen.

**HOMEWORK:** Incorporate the recipe and picture into the recipe card/brochure.



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# Australian Native Food Education Kit

## Week Four: Lesson One – Single lesson

Task and estimated time	Task description	Learning intention	Equipment/ resources (online or task sheets)
<b>Complete recipe card/- brochure.</b>  <i>45 min</i>	Students will complete their recipe card/brochure.	Create a recipe card/brochure.	Computer.

## Week Four: Lessons Two and Three – Double Lesson

Task and estimated time	Task description	Learning intention	Equipment/ resources (online or task sheets)
<b>Evaluation</b> <i>100 min</i>	Evaluation.	Practical evaluation.	Computer.



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