Embedding career education in the Victorian Curriculum F–10

Design and Technologies – Food specialisations, Levels 5 and 6

An existing learning activity linked to a particular learning area or capability in the Victorian Curriculum F–10 can be easily adapted to incorporate career education, enriching students’ career-related learning and skill development.

1. Identify an existing learning activity

**Curriculum area, sub-strand and levels:** Design and Technologies - Food specialisations, Levels 5
and 6

**Relevant content description:** Investigate the role of food preparation in maintaining good health and the importance of food safety and hygiene. [(VCDSTC036)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSTC036)

**Existing activity:** Adapting a recipe to suit the needs of individuals or groups.

**Summary of adaptation, change, addition:** Adapting a recipe for a client/customer.

2. Adapt the learning activity to include a career education focus

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| Existing learning activity | Adaptations, changes or extensions that can be made |
| Teacher introduces a practical food production activity that focuses on adapting a recipe to suit different needs. Students select a person or group of people to prepare food for based on a social occasion or dietary requirement or preference related to health, ethics and/or culture.  | As students plan to adapt a recipe and prepare food for someone other than themselves, they recast their own role. They are to be the provider of a product or service for a ‘customer’ or ‘client’, in an imagined work-related role in the food service industry or food manufacturing industry. Teacher emphasises that customer satisfaction is an important consideration in the planning, production and evaluation stages of food preparation. In teacher-led discussion or brainstorming, students choose a work-related role focused on customers or clients. Such roles can be found in many work environments in hospitality (e.g. restaurants, cafes, catering); food manufacturing (large-scale or niche); and health (e.g. dietitians, allergy specialists).  |
| Teacher provides a foundation recipe that can be adapted to suit a range of groups or individuals. | Students identify and research customer needs through first-hand interviews if possible (e.g. at local eateries), or secondary sources (e.g. websites), or other methods (e.g. interviewing consumers such as family members and friends, mock interviews in class). They then adapt the recipe according to their findings. Students should be able to justify and articulate how the changes reflect customer requirements. Students prepare the adapted recipe. |
| Students prepare the adapted recipe and evaluate their product using agreed criteria. Teacher assesses planning, preparation and the suitability of the product.  | The criteria for evaluating the success of the adapted food product or recipe should reflect the expectations of the ‘customer’, as well as work-related goals. For example, a goal of a dietitian might be to improve the client’s health through dietary changes that are achievable and sustainable.Students can be encouraged to reflect on the skills they have used in the activity, and whether the work role they filled is one that interests them. |

Considerations when adapting the learning activity

* The career-related learning takes food planning and preparation beyond the personal or domestic to something that can be done as a career. Teachers can encourage this thinking by discussing links between food knowledge and professional roles in hospitality, food manufacturing, the health sector and other industries. At this level, the topic of professional standards and evaluation can be introduced in an accessible way by questioning what customers expect from a food product (for example, it’s safe to eat, palatable, well-presented, and meets the supplier’s description).
* Teachers will need to interpret and explain the concept of workplace roles in this context and the delivery of a product to a ‘customer’ or ‘client’. It may be helpful to consider labour market information and impose parameters for student choices.
* It may take some planning to integrate ‘customer response’ into the evaluation criteria, as students might choose a wide variety of different imagined workplace roles. For example, for a student whose chosen role is a caterer managing a special family event, evaluation could be as simple as a tasting by a classmate or family member; a niche food manufacturer could organise a response from a ‘focus group’; and a dietitian or allergy specialist could prepare a short evidence-based report outlining facts and fallacies related to the relevant dietary requirement.

Additional resources to help when adapting the learning activity

* [Job Outlook](https://joboutlook.gov.au/) (easily accessible labour market information)

Benefits for students

Know yourself - self-development:

* Adapting recipes and preparing food using tools, equipment, techniques and different ingredients builds dexterity and efficiency, and enhances creativity, confidence and independence around food.
* Proposing an adaptation and sharing it with a ‘customer’ develops communication skills.

Know your world - career exploration:

* By working for a ‘customer’, students build awareness that skills can be transferred from the school setting into the world of work.
* Using technology and information to adapt a recipe and create a suitable food product draws on skills and expectations of many roles in food sciences, food services and industries, agriculture, marketing, media and more.

Manage your future – be proactive:

* Students develop employability skills during the preparation and evaluation phases of the task. Through creating and justifying a product for a customer, students find and apply information, think critically and creatively, set goals, plan and organise, make decisions, and need to be enterprising and adaptable.
* Students can reflect on their own strengths and connect these to future opportunities in the labour market.