Influences on food choice,  
Levels 9 and 10

Home Economics

Unit of work



**Disclaimer:** It is the responsibility of the school to ensure that duty of care is exercised in relation to the health, hygiene and safety of all students undertaking activities where students handle or taste food. In implementing projects with a focus on food, care must be taken with regard to food safety and specific food allergies that may result in anaphylactic reactions.

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Introduction to the unit of work

**Unit of work:** Influences on food choice

**Time (approximate):** 400 minutes (8 × learning activities)

**Curriculum level:** 9 and 10

**Curriculum areas:**  Design and Technologies

Health and Physical Education

Overview

Students brainstorm the factors that influence what they eat, and start to critically analyse the contextual factors that influence food choice. They choose one factor to investigate further then produce a documentary outlining their findings, their vision of the preferred future, and actions that could lead to better health and wellbeing. They follow the design process to create a healthy meal that supports their vision of a preferred future.

Learning intentions

* Identify and critically analyse the range of factors that can influence food choice.
* Investigate contextual factors that influence your behaviour and decisions.
* Consider your preferred future and propose actions to enhance health.
* Design a meal that supports your preferred future.

Victorian Curriculum correlation

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| --- | --- |
| **Design and Technologies strands** | **Health and Physical Education strand** |
| Technologies and Society  Technologies Contexts  Creating Designed Solutions | Personal, Social and Community Health |
| **Achievement Standards (extract)** | |
| By the end of Level 10 students … identify the changes necessary to designed solutions to realise preferred futures they have described …  Students create designed solutions for … the prescribed technologies contexts based on a critical evaluation of needs or opportunities … They generate and connect design ideas and processes of increasing complexity and justify decisions. … They select and use appropriate technologies skilfully and safely to produce quality designed solutions suitable for the intended purpose. | By the end of Level 10, students critically analyse contextual factors that influence their identities, relationships, decisions and behaviours … Students access, synthesise and apply health information from credible sources to propose and justify responses to situations in the home, in the school and the community …  They compare and contrast a range of actions that could be undertaken to enhance their own and others’ health, safety and wellbeing. |
| **Content Descriptions (extract)** | |
| Technologies and society   * Explain how designed solutions evolve with consideration of preferred futures and the impact of emerging technologies on design decisions ([VCDSTS055](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSTS055))   Food specialisations   * Investigate and make judgements on how the principles of food safety, preservation, preparation, presentation and sensory perceptions influence the creation of food solutions for healthy eating ([VCDSTC058](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSTC058))   Investigating   * Critique needs or opportunities to develop design briefs and investigate and select an increasingly sophisticated range of materials, systems, components, tools and equipment to develop design ideas ([VCDSCD060](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD060))   Generating   * Apply design thinking, creativity, innovation and enterprise skills to develop, modify and communicate design ideas of increasing sophistication ([VCDSCD061](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD061)) | Being healthy safe and active   * Evaluate factors that shape identities, and analyse how individuals impact the identities of others ([VCHPEP142](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP142)) * Identify and critique the accessibility and effectiveness of support services based in the community that impact on the ability to make healthy and safe choices ([VCHPEP145](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP145))   Communication and interacting for health and wellbeing   * Evaluate health information from a range of sources and apply to health decisions and situations ([VCHPEP148](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP148))   Contributing to healthy and active communities   * Critique behaviours and contextual factors that influence the health and wellbeing of their communities ([VCHPEP151](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP151)) |

Advice and teaching considerations

* Students could organise a film festival to showcase their documentaries.
* Consider a cross-curricular link with Media Arts in the development and editing of the film.
* Are there organisations in your community that students could interview or survey as part of their investigation?

Learning activities, resources and tips

Learning activity 1: What influences our food choices?

*Learning intentions:*

*Identify and critically analyse the range of factors that can influence food choice.*

*Investigate contextual factors that influence your behaviour and decisions.*

Use hexagon thinking to explore the influences on food choice.

* As a class, have students brainstorm the factors that influence which foods they eat. Record each idea on a separate blank hexagon.
* In groups, students then make connections between the hexagons by placing the straight edges together where they believe ideas link. Have students explain why they have linked these ideas together.
* Students can further explore the hexagon clusters and make generalisations about the relationships between the linked ideas.
* Working individually, students then take a photo or video of their hexagons and record a 1–2 minute discussion summarising the connections and generalisations they have made.
* Introduce family, personal, social, environmental, economic and cultural factors as broad categories to explore. As a class, discuss:
* Do the factors and themes identified in the hexagon thinking activity fit within these categories?
* Are there other factors that fit within these categories?
* Note: there are many ways these factors can be categorised. Your class might come up with your own categories.

Essential resources

* [SOLO hexagons](http://fuse.education.vic.gov.au/?42HF9S) – use the [app for iPad](https://itunes.apple.com/us/app/solo-hexagons/id1023237205) or [download and print hard copies](http://pamhook.com/wp-content/uploads/2012/12/HookED-SOLO-Hexagons-Template-Secondary.pdf) for an offline activity

Optional resources

* TEDx talk: ‘[The politics of food: who influences what we eat](http://fuse.education.vic.gov.au/?XWC7C7)?’
* MS OneNote allows students to easily record audio within the app and embed in on the page along with images, notes, links and other files.
* Other collaborative spaces such as [Google apps for education](https://www.edustar.vic.edu.au/catalogue/pages/googleapps.aspx) or [Global2](http://global2.vic.edu.au/) blogs allow students to link to or embed voice recordings.
* A video of the discussion with the hexagons could be done with iPads using the ‘Explain Everything’ app, which is available to Victorian government teachers and students through [eduSTAR.](https://www.edustar.vic.edu.au/Catalogue/Pages/SoftwareHome.aspx)
* [Padlet](http://fuse.education.vic.gov.au/?V6YFM7) is an online board that allows students to add ideas and notes collaboratively

Tip

Complete the following extension activities if time permits, or set as a homework or a flipped learning activity:

* Watch the TEDx talk [‘The politics of food: who influences what we eat?’](http://fuse.education.vic.gov.au/Resource/ByPin?Pin=XWC7C7&SearchScope=All). As students are watching, they should list all the influences mentioned on a Padlet board.
* Compare and contrast factors and actions that could have a positive or negative influence on health and wellbeing. Students could present this information in a written format such as a table, or orally, as a podcast.

Learning activity 2: Exploring factors that influence food choice

*Learning intention:*

*Identify and critically analyse the range of factors that can influence food choice.*

* Working in groups, have students choose one category/theme (family, personal, social, environmental, economic or cultural) to explore further and make a short video or animation (30–60 seconds) analysing factors within that category that influence food choice.
* Depending on the time available, students could present their videos to the class or within small groups, or they could embed into an online class space.
* Peer feedback: Have students choose another student’s video to provide comments on and ask questions about.

Optional resource

* [Adobe Spark video](http://fuse.education.vic.gov.au/?HPNY9G) allows students combine video, photos, icons, text and voice into an engaging video, available on iPad and desktop. Students will need an Adobe account to access Spark. For an example of a Spark video, see ‘[Influences on food choice – Adobe Spark](http://fuse.education.vic.gov.au/?S5F77L)’.

Learning activity 3: Student investigative task

*Learning intentions:*

*Identify and critically analyse the range of factors that can influence food choice.*

*Consider your preferred future and propose actions to enhance health.*

* Students will conduct an investigative task over four sessions (4 × 50 minutes).
* Students work in groups to complete the Student investigative task ([Appendix 1](#Appendix1)). Students

choose one factor that may influence food choice (family, personal, social, environmental, economic or cultural) to investigate further and create a short documentary or Ted Talk (no longer than 10 minutes) that includes:

* an outline of what they have found in their investigation
* their vision of what their preferred future could be
* actions that we can take to initiate change to support better health and wellbeing.

Essential resource

* Student investigation outline – see [Appendix 1](#Appendix1).

Optional resources

FUSE resources:

* [Impact of social factors on food choice](http://fuse.education.vic.gov.au/?LSQKK8) – FUSE package from Monash pre-service teachers
* [The role of the media in shaping food information and food choices](http://fuse.education.vic.gov.au/?2YTZ4Z) – FUSE package from Monash pre-service teachers
* [Healthy eating and food literacy](http://fuse.education.vic.gov.au/?N2JKTF) – FUSE package developed by Home Economics Victoria
* [Is diet dependent on where you live?](http://fuse.education.vic.gov.au/?PM7WQT) – FUSE package

Websites and articles:

* ‘[Hungry? Food choices are often influenced by forces out of your control](https://theconversation.com/hungry-food-choices-are-often-influenced-by-forces-out-of-your-control-46303)’ – *The Conversation*
* [The determinants of health](http://www.who.int/hia/evidence/doh/en/index3.html) – World Health Organization
* '[The factors that influence our food choice](https://www.eufic.org/en/healthy-living/article/the-determinants-of-food-choice)s’ ­­– European Food Information Council
* [Food choice](https://www.eufic.org/en/healthy-living/category/food-choice/) – European Food Information Council
* ‘[Australian children going hungry, report finds, with one in five kids missing meals](http://mobile.abc.net.au/news/2018-04-15/report-shows-one-in-five-children-suffer-from-food-insecurity/9653532)’ – *ABC News*

**Tip**

* Student research can be documented in a group collaborative space. MSOneNote and Google Docs allow multiple users to share one document. Teachers can view the document history, including who added content and made edits. Google Docs is available to Victorian government teachers and students through [eduSTAR.](https://www.edustar.vic.edu.au/Catalogue/Pages/SoftwareHome.aspx)

Learning activity 4: Creating designed solutions

*Learning intention:*

*Design a meal that supports your preferred future.*

* Students will design and prepare a healthy meal over two sessions (2 × 50 minutes).
* Have students design and prepare a healthy meal that aligns with the [Australian](https://www.eatforhealth.gov.au/guidelines/australian-guide-healthy-eating) Guide to Healthy Eating and supports the vision and preferred future they identified in their investigation (see Learning [activity](#Learning_activity3) 3). Their previous research should inform their design solution.
* Some examples could include:
* Economic (focus on income and food cost): Design a meal for a family of four that costs less than $5 per serve.
* Environmental (focus on sustainability): Design a school lunch that uses only seasonal, locally available foods. Foods should have no or minimal packaging.
* Cultural (focus on religion): Design a meal that can be shared at an Iftar celebration.
* Social (focus on peers and marketing): Design a snack that would be appealing to adolescents at your school, and detail your marketing/advertising plan.
* Family (focus on family members): Design a family meal that caters to the likes and dislikes, allergies, and available time and resources of your family.

Essential resource

* Student investigation outline ([Appendix 1](#Appendix1)).

Optional resource

* [Australian Guide to Healthy Eating](https://www.eatforhealth.gov.au/guidelines/australian-guide-healthy-eating)

Tip

In this unit, students are focusing on the Investigating and Generating elements of the Creating Designed Solutions process through their investigative task.

Further resources

Useful resources for safety and hygiene include:

* [Food allergies guidelines](http://www.education.vic.gov.au/school/principals/spag/health/Pages/allergies.aspx)
* [Guidelines for the prevention of anaphylaxis in schools, preschools and childcare](https://www.allergy.org.au/health-professionals/papers/prevent-anaphylaxis-in-schools-childcare)
* [Hand hygiene guidelines](http://www.education.vic.gov.au/school/principals/spag/health/Pages/personalhygiene.aspx)
* [Hand hygiene teaching resources](http://www.education.vic.gov.au/school/teachers/teachingresources/discipline/physed/Pages/hygiene.aspx)
* [Safe food handling guidelines](http://www.education.vic.gov.au/school/principals/spag/governance/pages/foodhandling.aspx)
* [Food and healthy eating guidelines](http://www.education.vic.gov.au/school/principals/spag/finance/pages/canteen.aspx)

Appendix 1

Student investigative task

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| There are many factors that influence what we eat. Choose one factor to investigate further and create a short film (5–10 minutes) outlining what you have found in your investigation, your vision of what the preferred future could be and actions that we can take to initiate change for better health and wellbeing.  **Format:** A documentary or Ted Talk-style film. | |
| **Investigation**  Students use primary and secondary data to investigate their factor. | Secondary data using appropriate references:   * Describe the factor and indicate if it is social, cultural or economic (it could be aspects of all of these). * How does this factor influence behaviour and decisions on food choice for individuals and communities? * Are there other consequences or issues that need to be considered, e.g. sustainability, community, etc.? * What other factors and influences impact on your chosen factor, e.g. marketing and economics, animal welfare and the environment, etc.? * Does this factor have positive and/or negative consequences? * Is there a target group that is most impacted, or one that you wish to focus on?   Primary data:   * Conduct a survey or interviews about how this factor influences food choice. * What were your findings? |
| **Vision**  What the preferred future could be. | From what you have found:   * Why is this factor important? * What is your preferred future? (What would you like to see?) * Are there designed solutions (or changes needed) to achieve your preferred future? |
| **Action**  To initiate change for better health and wellbeing. | Based on your research, what actions can we take in relation to this factor to contribute to our vision and preferred future? Consider both:   * larger scale actions to promote the health and wellbeing of our community. * everyday small actions we can take as individuals.   What groups or resources already exist that can support this action? |
|  | |
| **Creating Designed Solutions** | Drawing on your research:   * Design a healthy meal/snack that aligns with the [Australian Guide to Healthy Eating](https://www.eatforhealth.gov.au/guidelines/australian-guide-healthy-eating) and supports the vision and preferred future you identified. * Generate two or three design options. * Identify your preferred option and justify why you have chosen this option. * Prepare your designed meal/snack. |

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| **Resources** | |
| Tools for film making | * [Movie Making for secondary students](http://fuse.education.vic.gov.au/?82LNCY) – FUSE package * [Adobe Spark](http://fuse.education.vic.gov.au/?HPNY9G): an easy to use platform for basic video editing * [Adobe Premiere Pro](http://fuse.education.vic.gov.au/?Y4GYKK): edit with a high-performance, industry-leading editing suite * [iMovie](http://fuse.education.vic.gov.au/?X7ZD4X): easily make movies directly on iPad or edit on MacBook’s for more functionality * [Microsoft Movie Maker](http://fuse.education.vic.gov.au/?4K42JG): for editing film on a PC |
| Tools for data collection | * Surveys can be set up using Google Forms or Office365 forms. Google Forms is available to Victorian government teachers and students through [eduSTAR.](https://www.edustar.vic.edu.au/Catalogue/Pages/SoftwareHome.aspx) |
| Tips for filmmaking | * The [ACMI storyboard generator](http://fuse.education.vic.gov.au/?PNYV8J) helps you plan your movie before filming and provides tips on structuring a movie. |