



Cultural, religious, spiritual influences

Let's celebrate!



Discovers that food is part of traditional celebrations around the world and at home.

Prior knowledge and lesson preparation

- Through class discussion, children suggest events that are commonly celebrated within Australia and in other countries.
- Discuss the purpose of each celebration and the foods that are eaten as part of the celebration.
- Display the information under 3 columns: *celebrations, purpose, food*.

Focus inquiry

- In groups of 3–4, children discuss their favourite celebrations.
- Through class discussion, children identify questions that they could ask each other about their favourite celebrations (eg what are some things that your family does to make these celebrations special? What is your favourite celebration food? How could the celebration be made healthier?)
- In groups of 3–4, children generate discussion about:
 - > What do you think are the most popular celebrations of people that you know?
 - > How can we find out?
- Using the proforma on page 79, interview 3 people to find out:
 - > their favourite celebration
 - > the reason for the celebration
 - > the favourite food shared at the celebration
 - > add an extra question of your own.

- Children report their findings to the class and update the class display on celebrations and food.

Further inquiry

- Revisit the class display on *celebrations, purpose, food*. Children summarise the chart by identifying new things they have learnt.
- Conduct a class survey about celebration foods that the children would like to try.
- Investigate recipes for the most popular healthy celebration foods and prepare in class.

Appetiser!

Food is a large part of all holidays and celebrations, not just the major ones we hear about often but also small everyday family celebrations.

Food and celebrations unite people in the same family, giving them a common bond. Celebrations and the food that adorns these occasions, brings people from all cultures and backgrounds closer together sharing new tastes and a better understanding of each other's traditions.

Healthy eating learning programs should be inclusive of the socio-economic, cultural and spiritual perspectives of their communities†.

†*eat well SA schools and preschools healthy eating guidelines 1.3*

Healthy take-away!

Invite parents with various cultural backgrounds to prepare and share food used in traditional celebrations with the class and provide more information about the celebration or other aspects of their culture (eg music, dress, customs).

Australian Curriculum exemplar links

English: Literacy: Interacting with others, Interpreting, analysing, evaluating [ACELY1784, ACELY1656, ACELY1788, ACELY1677, ACELY1678]

Maths: Measurement and Geometry: Location and transformation [ACMMG044]

General Capabilities

Intercultural understanding, Literacy, Critical and creative thinking, Numeracy, ICT competence, Personal and social competence

Cross Curriculum Priorities

Asia and Australia's engagement with Asia

Websites to support inquiry

Classroom friendly Cultural Events and Celebrations Calendar

www.multicultural.sa.gov.au

Information on Vietnamese New Year

www.adoptvietnam.org/vietnamese/tet-lessonplan.htm

Food and Celebrations

<https://www.betterhealth.vic.gov.au/health/videos/celebrations-healthy-birthday-parties>

eat well SA healthy eating guidelines

<https://edi.sa.edu.au/library/document-library/guideline/early-childhood/eat-well-sa-schools-and-preschools-healthy-eating-guidelines.pdf> (staff login required)

Write to penpals in other countries

www.surfnetkids.com/penpals.htm

Botanic Gardens, Australian Plant Use

www.botanic.sa.edu.au

Food and celebrations from around the world

Name Date

Dear Parent,

We are learning about food and celebrations from around the world. Your child has been asked to interview three people about their favourite celebrations. Please assist your child to collect this information.

Completed information needs to be returned to school by _____. Thank you

	Name of favourite celebration	Reason for celebration	Favourite food eaten at celebration	My own question:
Person 1				
Person 2				
Person 3				

International food facts



Links various foods that we eat to the influence of migrants.

Prior knowledge and lesson preparation

- Through class discussion, children suggest and list different cultural groups or countries of origin represented at school along with other cultural groups that the children are aware of. With a partner, children:
 - > locate the countries of origin of cultural groups stated using a map of the world.
 - > estimate which cultural groups needed to travel the furthest to come to Australia.
 - > identify a traditional food eaten by each cultural group.

Focus inquiry

Partner activity

- Children choose one cultural group to further investigate the different traditional foods eaten (eg through internet research or by contacting cultural associations).
- Partners aim to find at least 5 different foods from the chosen cultural group.
- Children represent the research on a poster or create and publish their findings electronically.
- Focus questions about the foods selected could include:
 - > Have you tried this food? What did it taste like?
 - > Where would you get this food?
 - > When is this food usually eaten?
 - > How is this different to food you usually eat?
- Construct a class bar graph or spreadsheet to represent *Foods we have tried from other countries*.

Further inquiry

- Introduce a designated one week class focus on *Food from other cultures*:
 - > Design invitations to send out to parents, inviting them to come to school to assist children in preparing traditional foods from their country of origin.
 - > In groups of 3–4, children list inquiry questions to find out more from parents about their food and customs.
 - > Where relevant, provide advanced notice to seek support from the school canteen to prepare food from other cultures (eg healthy pizza, food wraps, sushi).
 - > Collect and collate popular recipes from around the world.
 - > Create and publish recipe books for all families to share.

World's healthiest pizza

- Using *The Australian Guide to Healthy Eating* (AGHE) create the *World's healthiest pizza*:
 - > Children create a list of possible ingredients. Discuss your choices with classmates.
 - > Children discuss healthy pizza options and assign organisational responsibilities within their group.
 - > Visit the local supermarket to purchase all the necessary ingredients.
 - > Where relevant, invite the canteen manager to include the *healthy pizza* on the school canteen menu.
 - > Promote the *World's healthiest pizza* through the class and school newsletter.

Healthy take-away!

Complete procedural writing on *How to make the world's healthiest pizza*. Share with your family.

Australian Curriculum exemplar links

English: Literacy: Interacting with others, Creating texts [ACELY1656, ACELY1789, ACELY1671] **Language:** Language variation and change [ACELA1460]

Maths: Measurement and Geometry: Location and transformation [ACMMG044]

Statistics and Probability: Data representation and interpretation [ACMSP050, ACMSP069, ACMSP263]

Science: Science Inquiry Skills: Processing and analysing data and information [ACSIS057]

General Capabilities

Intercultural understanding, Literacy, Critical and creative thinking, Numeracy

Cross Curriculum Priorities

Asia and Australia's engagement with Asia

Websites to support inquiry

Classroom friendly Cultural Events and Celebrations Calendar
www.multicultural.sa.gov.au

Multilingual Healthy and Tasty Cookbook
www.mhcs.health.nsw.gov.au/services/campaign/MultilingualCookbookLaunch.asp

Food from around the world

www.globalgourmet.com/destinations/#axzz1PsnHudu1

Bush tucker

Identifies traditional Indigenous bush tucker food.



Prior knowledge and lesson preparation

- Read *Waterlilies* by Diane Lucas to the class to explore Indigenous use of Australian plants and seeds.
- Through class discussion, children list different types of bush tucker foods mentioned in the story.

Focus inquiry

- In groups of 3, children investigate types of food hunted and gathered for eating (bush tucker) by traditional Indigenous Australians and Torres Strait Islanders.
- Make a wall chart of bush tucker vocabulary, adding to the list throughout the investigation.
- Compare bush foods to similar familiar foods we eat today.
- Compare the lifestyles of Pre-invasion Indigenous Australians to those of today in relation to hunting and gathering food to eat.

Further inquiry

- Take an *Australian Plant Use* virtual tour on www.botanic.sa.edu.au
- Consider and discuss ways Indigenous Australians used these plants.
- Discuss the possible effect these practices had on the environment.
- Download the *Aboriginal Plant Use* for the relevant age group and organise an excursion to the Botanic Gardens for a guided tour. *Bookings are essential and can be made on line at www.botanic.sa.edu.au*

- Using the blank proforma of *The Australian Guide to Healthy Eating* (AGHE) (Refer Teaching support materials section of this kit), classify bush tucker foods into appropriate food groups. Compare results to the Aboriginal and Torres Strait Islander version of the Guide (refer page 7).
- Find out more about a bush tucker food of your choice including how and why this food was hunted or gathered and draw conclusions about whether or not the food chosen contributed to a healthy diet. Present and share your findings creatively.

Appetiser!

Did you know that you can roast the quandong nuts and then grind them to make a flour? You will need to crack the seed first.

How to make a *Quandong Pie*. Refer to recipe provided on the website. www.primaryconnections.org.au
Refer to *Plants in Action*.

Tumbeela in the Adelaide Hills is a non-Aboriginal and Torres Strait Islander family that operate a bush food farm selling quandongs and other bush food. Orders can be placed on line at <http://tumbeela.com.au/>

Australian Curriculum exemplar links

English: Literacy: Interacting with others, [ACELY1784, ACELY1647, ACELY1789, ACELY1667]

Science: Science Inquiry Skills: Communicating [ACSIS029]

History: Historical Skills: Chronology, Terms, Concepts, Analysis and use of sources [ACHHS016, ACHHS019, ACHHS032, ACHHS035]

Aboriginal Cultural Studies Resource†: How do Australian Indigenous plants link to all of nature?

General Capabilities

Intercultural understanding, Literacy, ICT competence

Cross Curriculum Priorities

Aboriginal and Torres Strait Islander histories and cultures, Sustainability

† Document available via Education Services Australia Scootle.

Websites to support inquiry

Use *The Australian Guide to Healthy Eating* to assist you to evaluate your recipe.

Recipes

www.globalgourmet.com/food/egg/egg0597/glossary.html#bunya

<http://aso.gov.au/search/?q=bush+tucker>

www.bushtuckershop.com

Historical perspective

www.aboriginalartstore.com.au/aboriginal-art-culture/aboriginal-food.php

www.gondwananet.com/australia-facts-aboriginal-history.html

Cel-e-bra-tion!



Reports on food celebrations around the world.

Prior knowledge and lesson preparation

- Create a mind map based on children's knowledge of food celebrations around the world. Use this information to discuss the ways that food is used in celebrations around the world and the links between celebrations, festivals and holidays to foods.
- Reinforce this relationship by reading *A Medieval Feast* by Alikei.

Focus inquiry

Partner activity

- Children identify a celebration or festival they would like to learn more about.
- Children pose 5 guidance questions related to their inquiry, one of which needs to be about food.
- Children summarise and present their findings to the class using multimedia.
- Class provides feedback about the presentation based on how successfully each guidance question assisted learning about the chosen celebration.

Appetiser!

Examples of celebrations around the world featuring food:

- > Chinese New Year
- > Easter
- > Christmas
- > Diwali
- > Hogmanay
- > Ramadan
- > Eid ul-Fitr
- > Tet Moon Festival
- > Australia Day
- > Hanukkah.

Further inquiry:

- Consider where specific foods for each celebration fit within *The Australian Guide to Healthy Eating* (AGHE).
- Discuss or debate the use of *sometimes (extra) foods* in celebrations.

Australian Curriculum exemplar links

English: Literacy: Interacting with others, Creating texts, [ACELY1677, ACELY1792, ACELY1697, ACELY1700, ACELY1707]

Language: Language for interaction, Text structure and organisation [ACELA1476, ACELA1488, ACELA1490]

General Capabilities

Intercultural understanding, Literacy, Critical and creative thinking, Numeracy, ICT competence

Cross Curriculum Priorities

Asia and Australia's engagement with Asia

Websites to support inquiry

Classroom friendly Cultural Events and Celebrations Calendar

www.multicultural.sa.gov.au

Information on Vietnamese New Year

www.adoptvietnam.org/vietnamese/tet-lessonplan.htm

Food and Celebrations

<https://www.betterhealth.vic.gov.au/health/videos/celebrations-healthy-birthday-parties>

Learning about other cultures using penpals

www.surfnetkids.com/penpals.htm

Around the world challenge



Describes the origin of popular foods such as pasta, nachos, yiros, sushi.

Prior knowledge and lesson preparation

- In groups of 3, children list their favourite foods and suggest the country of origin for each food. Share with class and discuss.
- In groups of 3, children discuss where each food listed would fit within *The Australian Guide to Healthy Eating* (AGHE). Share with the class.

Focus inquiry

- Children complete the *Foods from around the world challenge* on page 84.
- Children then identify 5 foods they are unfamiliar with and research the country of origin.
- Upon completion, children share with the class outcomes of their research. Foods are then grouped under each country of origin and information recorded on a class list.

Scenario: Children work with a partner to choose a country and simulate the opening of a restaurant providing an appropriate healthy menu from that country (eg a French restaurant). The menu will need to include 1 entrée, 2 choices for the main course and 2 choices for dessert.

- Children may choose to use information already gathered on the class list or conduct further investigation to complete menu. This includes:
 - > listing ingredients used to prepare the food.
 - > reasons for choosing the food.
 - > confirming that the food choice is a healthy choice, based on the AGHE.

Further inquiry

- Children investigate menu design and customer appeal to help market their menu.
- Children work with a partner to present their menu using ICT skills.
- Create a class recipe book, publish the finished product as part of *International Children's Day* celebrations.
- Children develop a spreadsheet to record all their recipes, web page information, examples of menus as documentation of their learning.

Healthy take-away!

To celebrate the completion of the task, with a partner, children are assigned the challenge of preparing one course from their menu for others to sample.

Parents or grandparents may be invited to assist the children with the preparation and cooking of food.

Australian Curriculum exemplary links

English: Literacy: Interacting with others, Creating texts, Interpreting, analysing, evaluating [ACELY1676, ACELY1687, ACELY1682, ACELY1678, ACELY1707]

Language: Language for interaction [ACELA1477]

General Capabilities

Intercultural understanding, Literacy, Critical and creative Thinking, Numeracy, ICT competence

Cross Curriculum Priorities

Asia and Australia's engagement with Asia

Websites to support inquiry

Everything you want to know about Greek Food

www.greecefoods.com

Global Gourmet www.globalgourmet.com/destinations/#axzz1PsnHudu1

Food from around the world

<http://ethemes.missouri.edu/themes/1390>

Foods from around the world

Name Date

Below is a list of some foods with foreign origins that are eaten in Australia.
 Select five to research in a dictionary or use other resources to determine the country of origin for each.
 Using *The Australian Guide to Healthy Eating* determine the food group to which each belongs.

- | | | | |
|-----------|-----------|------------|-----------|
| Cous cous | Hamburger | Chappati | Won ton |
| Borscht | Sushi | Omelette | Spaghetti |
| Baklava | Gazpacho | Kebab | Yogurt |
| Chutney | Ghee | Fetta | Tofu |
| Crepe | Baguette | Tortellini | Goulash |

Name of food	Country of origin	Food group (AGHE)

Bush tucker



Explains changing food choices of Indigenous Australians over time.

Prior knowledge and lesson preparation

- Revisit *The Australian Guide to Healthy Eating* (AGHE). Consider types of foods that fit into each section.

Focus inquiry

Partner activity

- Investigate the traditional bush tucker food that Indigenous groups might have eaten prior to the arrival of Europeans.
- Group these foods within the AGHE—children use the blank AGHE diagram to write, draw or collage the foods into the respective food groups. Refer Teaching support materials section of this kit for AGHE proforma.
- Introduce and discuss the AGHE. Suggest reasons as to why specific foods are grouped in each section.
- Draw conclusions about the content of each group and compare with the traditional AGHE. www.health.sa.gov.au/pehs/branches/health-promotion/ATSI-nutrition-chart.pdf
- In groups of 3–4, consider the impact that the arrival of Europeans has had on traditional Aboriginal eating patterns and report on findings. Possible focus themes could include:
 - > loss of land and land clearance.
 - > introduction of non-native animals such as sheep, cows, rabbits.
 - > introduction of non-native plants.
 - > introduction of sugar, fats and processed foods.

Further inquiry

- Invite your department Regional Aboriginal team to locate key local Aboriginal people, including Aboriginal cultural specialists, to talk to children about how the traditional Aboriginal diet has changed in modern times.

Scenario: *It is 1950, as an Aboriginal Elder you have been asked to make a speech to the Government outlining the introduction of processed food and the effect it has had on the health of your people. Practise and present your speech to a group.*

- Summarise the key points raised in the speeches in a section of the class newsletter.

Appetiser!

Did you know?

- > The traditional Aboriginal diet was based on plants (ie fruit, vegetables, nuts, legumes), eggs, fish (depending on where they lived) and meat with water as the main drink.
- > Like most Australians, modern eating habits for a large percentage of Indigenous Australians are now low in fruits and vegetables but high in processed or *extra foods* and drinks such as biscuits, cakes, chips, lollies, take away foods and sweetened drinks.

Australian Curriculum exemplary links

English: Literacy: Interacting with others, Creating texts [ACELY1792, ACELY1682, ACELY1694, ACELY1700] **Literature:** Creating literature [ACELT1607] **Language:** Language for interaction, Text structure and organisation [ACELA1488, ACELA1490]

History: Historical Skills: Chronology, Terms, Concepts, Historical questions and research, Analysis and use of sources, Explanation and communication [ACHHS084, ACHHS067, ACHHS9068, ACHHS071] **Historical Knowledge and Understanding:** First contacts, The Australian colonies [ACHHK080, ACHHK094]

Aboriginal Cultural Studies Resource†: How has our local environment changed over time?

General Capabilities

Intercultural understanding, Literacy, Critical and creative thinking

Cross Curriculum Priorities

Aboriginal and Torres Strait Islander histories and cultures, Sustainability

† Document available via Education Services Australia Scootle.

Websites to support inquiry

Use *The Australian Guide to Healthy Eating* to assist you to evaluate your recipe.

Recipes

www.globalgourmet.com/food/egg/egg0597/glossary.html#bunya

<http://aso.gov.au/titles/documentaries/waripiri/clip1/>

www.bushtuckershop.com

Historical perspective

www.aboriginalartstore.com.au/aboriginal-art-culture/aboriginal-food.php

www.gondwananet.com/australia-facts-aboriginal-history.html

Taste temptations



Plans and prepares cultural food using traditional recipes and cooking methods for others.

Prior knowledge and lesson preparation

- With a partner, students list food outlets in their local area that specialise in food from specific countries (eg Vietnamese, Indian, French restaurants) and add to the list by researching a phone book, internet or local business directory.

Focus inquiry

- With a partner, after choosing a specific genre of restaurant to further investigate, students contact the business manager by letter or email outlining their recent class inquiry, and explore the possibility of the restaurant supplying a sample of their food for a shared class tasting. The restaurant chef may also agree to speak to the class and answer questions about some of the unique features of their cooking such as the types of spices used and method of cooking.
- Alternatively, parents with various cultural background may agree to prepare culturally specific food to be included in the class tasting.
- *Class tasting:* Food samples should be labelled A, B, C etc. Students taste each sample and try to match a country of origin to the food. They could also try to identify some of the ingredients used in the cooking and describe the taste and smell (refer proforma on page 87 to critique the food tasted).

Further inquiry

Food expo

Organise a class *Food expo* that could be presented as part of *International Children's Day*.

- In groups of 3–4, students identify a country for investigation.
- Students identify additional areas of inquiry to develop understanding about the culture of the country (eg location, customs, celebrations, music, costume or traditional dress, people, lifestyle, language).
- Students develop inquiry questions and a strategy for preparing food from the country of choice. This could include inviting parents to assist in food preparation and serving.
- Students develop a strategy to promote the event and the involvement of their chosen country (eg school newsletter, posters, school intranet or website, SRC or recess and lunch time town criers or at the school assembly).
- Students discuss and decide upon foods to be prepared, costing of ingredients, the selection and shopping for fresh, healthy food.

(Refer *Food expo* planning guide on page 88)

Healthy take-away!

The scope of the *Food expo* is limited only by imagination. Students could investigate strategies to help raise money to buy ingredients to make the foods for the *expo*.

Appetiser!

Important: Whenever involving children in food preparation activities:

- > The importance of preparing and cooking food safely and hygienically should be discussed and understood.
- > Parents need to be consulted about possible food allergies prior to the activity and ensure clear labelling of all ingredients.

Australian Curriculum exemplar links

English: Literacy: Interacting with others, Creating texts [ACELY1714, ACELY1720, ACELY1725] **Language:** Expressing and developing ideas [ACELA1524]

Maths: Measurement and Geometry: Using units of measurement [ACMMG138]

Number and Algebra: Money and financial mathematics [ACMNA174]

History: Historical Knowledge and Understanding: Australia as a nation [ACHHK116]

General Capabilities

Intercultural understanding, Literacy, Critical and creative thinking

Cross Curriculum Priorities

Asia and Australia's engagement with Asia

Websites to support inquiry

Everything you want to know about Greek Food

www.greecefoods.com

Global Gourmet

www.globalgourmet.com/destinations/#axzz1PsnHudu1

Food from around the world

<http://ethemes.missouri.edu/themes/1390>

Food from around the world: Cooking food critique

Name Date

Name of food:

What part of the world is it from?

Ingredients:

An ingredient I haven't heard of before is:

What did it smell like?

What did it taste like?

What different food colours do you see in this dish?

Would you cook this again at home? yes / no

Flag

Star Rating (according to personal taste): /5

Planning your food expo

Name Date

What types of advertising will be used?

Do you have a series of recipes for healthy foods to use for the Expo?

How many servings do your recipes make?

Will you need to adjust the recipes to cater for the number of attendees?

How long will it take to prepare your recipes?

Make a list of ingredients to be used in the recipes.

Find the cost of ingredients.

What equipment/utensils do you require, including paper plates, cutlery, napkins?

Who is responsible for each task?

What extra adult supervision will be required?

What steps will be taken to ensure that the food is safe to eat?

Preparing bush tucker



Analyses food and food preparation customs and prepares traditional foods of Aboriginal and Torres Strait Islanders.

Focus inquiry

- Introduce KWS Diagram—*What I Know*, *What I Want to Learn*, and *Possible Sources* in relation to the topic *Food Preparation and Cooking Customs of Aboriginal and Torres Strait Islanders*.
- In groups of 4–5, students:
 - > investigate types of Bush Tucker.
 - > identify preparation and cooking methods (where applicable) regarding a bush tucker food of interest.
 - > generate at least 5 inquiry questions.
 - > conduct shared research.
 - > draw conclusions based upon findings.
- Create a multi-media presentation to represent findings.
- Demonstrate the food preparation method where appropriate.
- Investigate traditional cooking in the ground technologies and arrange for a shared eating experience (eg on a school camp).

Further inquiry

- Invite an Aboriginal and Torres Strait Island Regional consultant to provide information about traditional bush foods of the local area and how these were prepared for eating. Identify key themes from which to pose questions in advance for the guest speaker.
- Explore the websites below to select a recipe to make a traditional Aboriginal food. Choose a healthy recipe that is easy to follow.
- Which ingredients contribute to your food being a healthy choice?

Appetiser!

Background information

- > The Laws laid down by the Dreaming affect the types of food eaten, who gathered or hunted what type of food, eating habits and the way in which food was prepared and stored.
- > The Rules and Laws differed from one language group to another depending on the environment and the dreaming stories that belonged to that area.
- > Some foods have a spiritual significance to some people. These animals and plants need to be protected and were only eaten during ceremonies.
- > Certain foods are traditionally prepared by women (eg yams, roots, nuts, fruit and shellfish). Fresh foods like kangaroo and emu are often prepared by men. These roles are not the same for all language groups.
- > Traditional food was prepared by washing, cooking in ground ovens, pounding, boiling, and roasting.
- > Traditional Aboriginals prepared their land for farming by using fire.

Healthy take-away!

Organise a Parent Evening to share students' research findings and taste traditional Indigenous food or familiar non Indigenous food with an Indigenous influence.

Australian Curriculum exemplar links

English: Literacy: Creating texts, Interpreting, analysing, evaluating [ACELY1717, ACELY1713]

Science: Science Understanding: Biological sciences [ACSSU094]

History: Historical Skills: Historical questions and research, Explanation and communication [ACHHS120, ACHHS119, ACHHS125] **Historical Knowledge and Understanding:** Australia as a nation [ACHHK116]

General Capabilities

Intercultural understanding, Literacy, ICT competence, Critical and creative thinking

Cross Curriculum Priorities

Aboriginal and Torres Strait Islander histories and cultures, Sustainability

Websites to support inquiry

Use *The Australian Guide to Healthy Eating* to assist you to evaluate your recipe.

Recipes

www.eatforhealth.gov.au

Historical perspective

www.aboriginalartstore.com.au/aboriginal-art-culture/aboriginal-food.php

www.gondwananet.com/australia-facts-aboriginal-history.html

