

A close-up photograph of a woven basket filled with several bright green pears. One pear is in sharp focus in the foreground, showing its stem and smooth skin. The background is softly blurred, showing more pears and the texture of the basket. The overall lighting is warm and natural, highlighting the freshness of the fruit.

getting fresh!

a practical course addressing good nutrition for healthy living

© angliss neighbourhood house

Getting fresh

**A practical course addressing good nutrition for healthy living
A fundamental right and necessary element in the daily lives of all people**

Subjects addressed in module:

- What is nutrition
- Purchasing nutritious food
- Recognizing nutritious, fresh and quality foods
- Preparation of foods
- Dietary considerations
- Cultivation of fruit and vegetables available in Australia

Food security (or food access) can be defined as the state in which all persons obtain a nutritiously adequate, culturally acceptable diet in all times through local non – emergency sources”

Community Food Security Coalition 1995

Week	Topic	Frameworks Learning Outcomes:
1	What is Nutrition	Speaking LO 1 &2 Listening LO 1 &4 Reading LO 3 &4
2	Nutrition – Dietary considerations	Speaking LO 1 &2 Listening LO 1&4 Reading LO 3 &4 Writing LO 1 2 & 3
3	Where do we get nutritious foods – recognizing good quality foods	Speaking LO 1-4 Listening LO1&2 Reading LO 2
4	Purchasing nutritious foods –access in the local area (Footscray Market)	Speaking LO 1-4 Listening LO1 &2
5	Preparing Nutritious food (Demonstration)	Listening LO 1-5 Speaking LO 5
6	Growing nutritious foods (Ceres) Cultivation	Listening LO 1-5 Speaking LO 1 3 & 5
7	How do we fare? Sharing favorite recipes – Our dietary intake examined.	Listening LO 1 -5 Speaking LO 1 2 4 &5 Writing LO 1 2 & 4 Reading LO 4
8	Access – Visit Queen Vic. Market Food purchasing Cultural diversity	Speaking LO 1 & 3 Listening LO 1 2 &3
9	Our Health Week Workshops/discussions/demonstrations	Listening LO 1 -5 Speaking LO 1 2 3&5 Reading LO 3 & 4
10	'Getting Fresh' –presentation of project work & evaluation	Listening LO 4 &5 Speaking LO 4 Reading LO 4 & 5Writing LO 4 & 5

Course Details

Name: 'Getting Fresh' – Access to healthy and nutritious food

Duration : 50hrs

Purpose : To familiarize CALD students with the local area and access to healthy foods and to educate students about nutrition and healthy eating.

Related areas in ESL Frameworks document –
VBN 507 Health & medicine
VBN 501 Local Orientations

Summary of Outcomes

1. Describe nutrition and its relation to our health
2. Recognize and describe food items and their usage and nutritious quality
3. Demonstrate familiarity with local area and accessible food outlets
4. Describe and demonstrate food preparation and handling
5. Describe how foods are produced and/or grown





**Learning Outcome 1:
Understand and describe nutrition and its relation to our health
Assessment Criteria-**

1.1: Identify the properties that contribute to nutrition ie: vitamins, carbohydrates, fibre...

Suggested Activities:

- What is nutrition? – Discuss topic with class list opinions on board
- Read information on nutrition and complete comprehension questions
- Look at nutritious information labels on food items. Chart information and discuss most and least nutritious foods
- complete wordfind and discuss word meanings

1.2: List the place of foods in the food triangle

- Group foods into food types; Meats, fruits, dairy...
- Label and describe different foods
- Make a food triangle showing foods we should eat most and those we should eat less
- Create a large triangle for group work have students place pictures of food or actual foods onto triangle

1.3: Recognize the effect of nutritious food on our bodies

- Read information about vitamins – what are they good for? Discuss and/or survey class on vitamin use.
- Look at the digestive system discuss the effect of fibre
- Have a nutritionist talk to class
- Where do we get calcium? What does calcium do for us – Look at the dairy corporation website www.dairy.com.au
- Write to or telephone the Heart Foundation or other organizations to gather information on nutritious foods
- Look at the heart foundation website www.heartfoundation.com.au

1.4: Explain problems that can occur due to a poor diet ie: diabetes, obesity, fatigue...

- Chart good and bad effects of foods collect information found when doing LO:1.3

Underpinning Skills and Knowledge

This course is designed to be used with students in ESL Frameworks level Entry and Access 1&2. However, extension activities are possible for delivery to higher levels.

It is anticipated that all students would have some experience of food preparation and purchasing. It is hoped that students will be able to draw on their knowledge and skills to engage in a valuable language learning experience that will aid them in maintaining nutritious and healthy living.

Delivery Strategy

This course is fundamentally practical. It will allow students to develop confidence and knowledge to physically assess nutritious foods. A large part of the course will be the involvement of students in excursions, demonstrations, guest speakers and group work. These activities will allow for students to develop competence in the learning outcomes whilst offering opportunities to experience and practice language.

The course is designed to integrate the listening, speaking, reading and writing core modules of ESL Frameworks, and could be used in conjunction with CELL or CGEA courses.

Classroom based activities will include exploration of vocabulary and word meanings, identifying food items, cooking utensils, measurement requirements, map reading and transport timetable familiarization. Activities should allow for class, group and individual tasks.

Cultural, religious, educational and special learning constraints of individual students will need to be recognized at all times, as will the hygiene and food handling habits of all participants.

Learning Outcome 2:

Recognise and describe food items their usage and nutritious quality

Assessment Criteria-

2.1 Identify healthy food

- collect food items from magazine or supermarket catalogues – describe and discuss qualities
- create a food pyramid using cut outs from magazines – label and state features of items
- play card games – memory & concentration using food picture cards
- visit local markets and observe, purchase, taste and describe food

2.2 Identify foods that are good for you and their contents

- observe television advertising – list catch phrases: low GI, Fat free, Lite... what do these mean? Discuss and collect samples to make a chart.
- on chart of advertising phrases have students match meanings to phrases – use strip cards
- compare sugar content of varied items of the same product ie: milk or bread
- compare fat content of food items
- do experiments with food to show sugar or fat content refer www.howstuffworks.com
- have students create an imagined product and advertise it – either with a poster or as a television commercial/role-play.

2.3 Order foods from very healthy to least healthy

- work in groups to compare the contents of 4 sandwiches, 4 snack bars and 4 soups – Present results to class giving products an order from most healthy to less healthy and have students state why they have made their decision.
- give students a list of foods have them order them from least to most healthy – graph results and discuss.

2.4 Demonstrate knowledge of how foods are used

- In partners and then in the large group discuss how each student prepare different items ie: potatoes, apples, beetroot, nuts... make a flow chart of ways to cook or eat different foods
- have students bring favorite recipes to class – explain preparation or demonstrate cooking, share foods and exchange ideas.
- have a cooking demonstration.
- produce a booklet with photographs and details of students cooking/or sharing food.



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Learning Outcome 3:

Demonstrate familiarity with local area and accessible food outlets

Assessment Criteria-

3.1: Describe local area and locate on a map food outlets

- Look in road directory to locate Footscray's shopping areas, highlight areas such as the market, supermarkets, and independent food outlets
- Work with a group and discuss the areas students shop in, where the best bargains are, who the most helpful shop assistance are
- Explain to group where favorite outlets are transport

3.2: Discuss options for access to food outlets

- Look at transport timetables and complete comprehension questions related to areas shopped in and how to get there
- Discuss in groups and then in class group the way in student travels to shopping outlets
- Give a scenario of a new person to the area how would you explain where to shop and how to get there – draw a map and list transport options

3.3: Locate and orientate food outlets – shops & markets

- Complete survey on local food outlets – find out whether they deliver, what items they sell, do they use paper bags, are they in other areas...
- In partner walk around the local shopping area list what outlets students find, where they are...
- Count the number of fruit outlets are in the market compare prices

3.4: Question outlet owners on services ie: delivery...

- In groups students walk around shopping area and complete survey sheet

3.5: Purchase food

- Students are given a task to purchase food items for a class meal
- Students are asked to purchase an item that they have not bought before
- Students are to write the name of items, purchased, price, amount and place of purchase



**Learning Outcome 4:
Describe and demonstrate food preparation and handling**

Assessment Criteria:

4.1 :Identify cooking utensils

- label and list usage of utensils, discuss meaning of words such as mix, stir, chop, grind mash... have students demonstrate actions needed to use these utensils
- match pictures with meanings on a prepared worksheet
- give students a utensil word and they are to orally make a sentence using the word
- Use utensils to demonstrate usage – prepare a fruit platter or make a cake...

4.2 Identify method of cooking

- Select a food item such as a carrot and ask students to list different methods of cooking or preparing it
- List cooking methods – baking, boiling, stir frying, poaching, stewing, steaming...
Discuss the way each of these methods is performed. Students work in pairs and then larger groups to share their own cooking methods and experience.
- Have students demonstrate cooking methods and together create a class meal

4.3 Discuss own recipes

- Students are asked to discuss their favorite meal and share with class, use this information to create a class book about favorite foods – have students bring in recipe books or write out recipes to share experiences and ideas.
- Discuss memories of cooking and foods – favorite party food as a child, mother's best food...

Learning Outcome 5:
Describe how foods are produced and/or grown
Assessment criteria-

5.1 Match foods with process of production/cultivation

- create flow charts with given pictures showing growth from seed to bean, chicken to egg, wheat to bread, cow to cheese etc... discuss life cycles and productivity
- watch video productions that show the dairy or wheat industries
- Visit Ceres environmental farm and observe horticulture, permaculture, herb gardens

5.2 Demonstrate ways to grow food items

- plant herbs from cuttings
- collect pumpkin seeds or beans and grow on cotton wool to show development
- visit the gardens of class members who grow their own fruit or vegetables
- match food items with method of growth on a flow chart – have groups do different foods and collate together to create a large poster showing a variety of products

5.3 Identify and label plants – leaves, roots, stem, seeds etc...

- bring plant samples into class – create a collage with sections and label
- label plant pictures
- draw plants or sections of plants noting detail of veins, structure, colour...
- visit a garden or walk around local area discuss plants that you see
- group plants according to properties ie: eatable leaves, bulbs, eatable flowers, fruits...



Web Sites

www.coles.com.au/healthy_living

Coles supermarkets information on food nutrition and health issues

www.dairy.foodoflife.com.au

Dairy Australia role of dairy in weight loss, healthy tips and recipes

www.dairy.com.au/adc

Australian Dairy Corporation - information on Diabetes

www.discovery.com

Teacher aide site – puzzlemaker

www.healthyactive.gov.au

Healthy eating information

www.howstuffworks.com

Site for scientific experimentation on how food breaks down, effect of sugars, salts....

www.kellog.com.au

Source of information about nutrition

www.kidshealth.com

Information on the digestive system

www.marketfresh.com.au

Melbourne Markets web site

www.whereis.com

Site for maps and street directions

Associations

Australian Dairy Corporation 1800 817 736

Cancer Council Victoria 1300 363 433

Diabetes Australia 1800 640 864

Melbourne Market Authority 9258 6100

Resources

Australian Dairy Corporation, 'Recipes for Good Health,' Australian Dairy Corporation, Nov 1997

Health and Human Development 'Food Technology Workbook', Star of Sea College, 2005

Stafford Julie 'Taste of Life,' Greenhouse Publications Australia, 1989

General food catalogues from supermarket chains, magazines, newspaper advertising