



## Home Economics Institute of Australia (Qld) Inc.

### Healthy Food and Drink Supply Strategy

#### Food used in curriculum activities

The basic principle is that 'red foods' be included as part of the curriculum experiences in line with the Australian Guide to Healthy Eating (AGHE)—that is, on limited occasions and in small amounts across the total course of study.

- Teachers are in an ideal position to model healthy eating practices and demonstrate, by a variety of ways, how healthy foods can be introduced into the diet. The formal curriculum is an ideal place for this to happen. Teachers can engage students in curriculum activities that promote the Australian Guide to Healthy Eating (AGHE), and a powerful way to do this is to engage students in preparing and tasting nutritious foods that are also attractive in taste and presentation.
- Engaging students with practical foods is an opportunity to promote the notion that food for a range of situations can be nutritious, tasty and attractive, whether sweet or savoury. See attached resource list for ideas for healthy foods that can be prepared in a school setting. (To be compiled)
- The formal curriculum does not indicate a need for students to engage with the 'red' foods in a practical way, and it is recommended that they do not do so. For the secondary subject area of home economics, engagement with these foods would be against the philosophical basis of the discipline in that the discipline promotes the wellbeing of individuals and communities.
- There would seem to be little reason to engage students in preparing foods that fit into the 'Choose these foods sometimes or in small amounts' (AGHE) or the 'red' category of the Healthy Food and Drink Supply Strategy. If these foods are to be considered from a curriculum perspective, they should only be considered 'sometimes' or 'in small amounts'. That is, little time should be given to student engagement with these foods. So, for example, if a class prepares a Christmas hamper that includes 'red' foods, it would be expected that all other foods prepared that semester would be from the 'green' (or 'amber') categories.
- When engaging students in comparative studies that involve 'red' foods, if they are tasted at all, then it should be in small taste-testing experiences.
- If the food is to reflect a particular cultural context eg Oktoberfest or Bastille Day, it is acknowledged that some of these foods may be 'red' foods. However, it is expected that these occasions would be limited.
- Demonstrating the preparation and presentation of 'red' foods can indirectly be promoting consumption of these foods and should be avoided.
- If some 'red' foods are prepared to illustrate a food technology concept, the class could consider donating the foods to the school fete, or other 'red' occasion in the school.

## CONSIDERING THE SITUATIONS

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### **Situation 1. Students bring food from home and either eat the food themselves or take it home with them**

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- The teacher determines which foods are to be prepared and/or eaten in the lesson/learning experience.
- Students bring the foods from home.
- Students either eat the foods themselves or take the foods home with them.

#### ***Strategy implementation:***

- In this case, the foods are not supplied to the students by the school so technically speaking these foods do not need to comply with the Strategy.
  - However, it could be argued that because the teacher has determined what food is to be prepared, then the students have been directed to bring these foods into the school, and as such they should comply with the Strategy.
  - ‘Red’ foods in this instance should be included as part of the curriculum experiences on limited occasions and in small amounts—that is, in line with the AGHE.
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### **Situation 2. The school supplies the food for the curriculum activities and the students either eat the foods at school or take them home with them**

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- The teacher determines which foods are to be prepared and/or eaten in the lesson/learning experience.
- The school provides the ingredients/food from either the school budget or by way of a levy to parents.
- Students either eat the foods at school or take the foods home with them.

#### ***Strategy implementation:***

- In this case the school has supplied the students with the food and it should comply with the Strategy.
  - ‘Red’ foods in this instance should be included as part of the curriculum experiences on limited occasions and in small amounts—that is, in line with the AGHE.
  - If students are engaged in comparative studies that involve ‘red’ foods, and there is a need to taste these foods, then it should be in small taste-testing experiences.
  - If the food is to reflect a particular cultural context eg Oktoberfest or Bastille Day, it is acknowledged that some of these foods may be ‘red’ foods. However, it is expected that these occasions would be limited, and the ‘red’ foods preferably in small amounts.
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### **Situation 3. The preparation/presentation of ‘red’ foods is demonstrated by the teacher or by a visitor to the school.**

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#### ***Strategy implementation:***

- These foods should not be given to the students to eat. However they could be distributed in small ‘taste-testing’ sizes as part of the learning experience.
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### **Situation 4. Food is prepared as part of the school curriculum time and supplied to other students in the school (whether free of charge or for payment)**

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#### ***Strategy implementation***

- The foods prepared in these instances must comply with the Healthy Food and Drink Supply Strategy.
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### **Situation 5. Students are involved in experimental food work.**

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#### ***Strategy implementation:***

‘Red’ foods when used in this instance do not need to comply with the Strategy. If foods are to be taste-tested by students, they should be in small portions only.

## SPECIAL CONSIDERATIONS FOR HOSPITALITY CLASSES

Where the hospitality curriculum requires students to work with a range of foods and use different cooking techniques, teachers should use the following guidelines:

- The basic principle is that ‘red foods’ be included as part of the curriculum experiences in line with the Australian Guide to Healthy Eating (AGHE)—that is, on limited occasions and in small amounts across the course of study. This would mean that:
  - Where electives are chosen (eg Sweet making, Gateaux and tortes) no more than one of these electives should have a focus on ‘red’ foods. If an elective such as Sweet making was chosen, very careful consideration would need to be given to other electives to ensure that across the course of study, the balance is correct.
  - In a unit/elective etc whereby a ‘variety’ of techniques is called for, then techniques that are associated with red foods eg deep frying should be balanced by a focus on techniques that encourage use of green (and amber) foods.
  - If techniques such as deep frying are essential for the curriculum, the technique should be used only on limited occasions, recognising that some students may require to engage with the technique more than once in order to gain competence.
  - For all categories of food eg appetisers, main course, dessert, the focus should be on healthy foods, recognising that in order for students to prepare and serve a range of foods and use a range of techniques, they will, on limited occasions, be preparing and serving ‘red’ foods and/or preparing foods in such a way that renders them ‘red’ foods.
- Foods supplied to other **students** in the school (eg as part of a function, coffee shop etc) must comply with the Strategy (this is a must, unless the occasion is one of the school’s ‘red’ occasions).
- Hospitality students planning and preparing foods for adults in the school (eg catering for a teachers’ seminar or principals’ meeting) should take the opportunity to model good practice in presenting healthy food options (although in this case they do not have to comply with the Strategy as they are not supplying food or drink to **students**).
- As the future generation of people involved in the hospitality industry, students should be equipped with attitudes and skills that will ensure a future of healthy foods being the ‘norm’ for the hospitality industry.

NB Some of the techniques associated with ‘red foods’ are high-risk techniques from a safety point of view—for example, deep frying, sweet making—and this should be another consideration when selecting electives.

### Notes:

#### Hospitality Studies

##### Food production

- ❑ Students prepare food ‘using a variety of cooking methods’. There is no reason for students to produce ‘red’ foods and drinks on more than limited occasions in completing this topic satisfactorily.
- ❑ Beverage production and service
  - ❑ It is more difficult to support the philosophy of Smart Choices when offering Beverage Production and Service than when offering Food Production, in that soft drinks, including artificially sweetened soft drinks, are categorised as ‘red’ foods. This does not preclude Beverage Production and Service from being offered. Indeed, it is acknowledged that this topic area is valuable for students. Whilst acknowledging that use of ‘red’ foods may be required to meet enterprise standards for some options, when offering Beverage Production, teachers are encouraged to engage students in preparing some healthy alternatives such as fruit frappes, ice tea etc. This allows students to experience a full range of beverages, and acknowledges the trend towards healthier eating in restaurants and coffee shops. Beverages using ‘red’ foods should be prepared on limited occasions.
  - ❑ Preparing milk-based drinks should not be a problem as full-fat milks and fruit juices and drinks are considered ‘amber’ foods, and reduced-fat milk drinks fit into the ‘green’ category. In serving a range of cold beverages, and taking account of contemporary trends, it is assumed that students would be preparing some beverages using low fat and low sugar alternatives.

### **Food and beverage service**

- ❑ There is no reason for students to serve ‘red’ foods and drinks on more than limited occasions in completing this topic area satisfactorily.

### **Certificate 1 in Hospitality (Operations)**

- ❑ The five common core units of competency do not require students to work with ‘red’ foods.
- ❑ In the Food and Beverage functional area, *Operate a bar* and *Prepare and serve non-alcoholic beverages*, the preparation of ‘red’ foods to cover a complete range of industry products would be required—see notes above for Beverage Production and Service.

### **Certificate 1 in Hospitality (Kitchen operations)**

- ❑ The five common core units of competency do not require that students work with ‘red’ foods.
- ❑ Commercial Cookery:
  - ***Organise and prepare food.***

The focus is on preparing the food eg filleting a fish. When cooking the prepared food, methods that render the food a ‘red’ food, should be used on limited occasions within a program that is balanced within the philosophy of the AGHE.

    - Element 3 does not require the handling of ‘red’ foods on more than limited occasions
    - Element 4 does not demand that these ‘amber’ foods are prepared by a method that would deem them ‘red’ foods.
  - ***Present food***
    - This competency does not demand that the student presents ‘red’ foods, but it would seem sensible for students to experience presenting a range of foods, including ‘red’ foods. However, these could be presented on limited occasions and not dominate the learning experiences.
- ❑ The other competencies that could involve red foods include:
  - Prepare and serve non-alcoholic beverages (see notes above)
  - Prepare appetisers and salads
    - Element 1 states that students prepare and present salads and dressings. The dressings may well fall within the ‘red’ foods category but would usually only form a small part of the salad.
    - Whilst Element 2 ‘Prepare and present a range of hot and cold appetisers’ could include ‘red’ foods, it does not have to, and indeed students could demonstrate their flair for presenting nutritious appetisers. It would seem reasonable that if ‘red’ foods are used for these appetisers, they would be prepared in small quantities and/or on limited occasions.

In summary, it is feasible to offer Hospitality programs that comply with both industry standards and the philosophy of Smart Choices, particularly if the school takes the position of only preparing ‘red’ foods when necessary and on limited occasions.