



## *Victorian Curriculum Links\**

### **Levels 5 and 6**

#### **SUPER SLEUTHS OF FOOD**

This fun and interactive workshop encourages curiosity about food and our food environment. Students will investigate a variety of food and how it supports the body to grow and learn. They will examine their local community foodscape and how it influences their food choices and the power of persuasion in food marketing.

#### **LEARNING AREAS**

##### **Technologies/Design and Technologies**

##### **Levels 3 and 4**

Investigate food preparation techniques used in modern or traditional societies ([VCDSTC026](#))

##### **Levels 5 and 6**

Investigate how and why food and fibre are produced in managed environments ([VCDSTC035](#))

Investigate the role of food preparation in maintaining good health and the importance of food safety and hygiene ([VCDSTC036](#))

##### **Levels 7 and 8**

Analyse how food and fibre are produced when creating managed environments and how these can become more sustainable ([VCDSTC046](#))

Analyse how characteristics and properties of food determine preparation techniques and presentation when creating solutions for healthy eating ([VCDSTC047](#))

##### **Health and Physical Education**

##### **Levels 3 and 4**

Discuss and interpret health information and messages in the media ([VCHPEP094](#))

##### **Levels 5 and 6**

Investigate community resources and strategies to seek help about health, safety and wellbeing ([VCHPEP107](#))

Plan and practise strategies to promote health, safety and wellbeing ([VCHPEP108](#))

Recognise how media and important people in the community influence personal attitudes, beliefs, decisions and behaviours ([VCHPEP111](#))

Investigate the role of preventive health in promoting and maintaining health, safety and wellbeing for individuals and their communities ([VCHPEP112](#))

Investigate how celebrating similarities and differences can strengthen communities ([VCHPEP114](#))

##### **Levels 7 and 8**

Develop skills to evaluate health information and express health concerns ([VCHPEP129](#))

## The Humanities/Geography

### Levels 5 and 6

Environmental and human influences on the location and characteristics of places and the management of spaces within them ([VCGGK096](#))

### English

#### Level 4

Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts ([VCELY288](#))

#### Level 5

Understand how texts vary in purpose, structure and topic as well as the degree of formality ([VCELA309](#))

Navigate and read imaginative, informative and persuasive texts by interpreting structural features, including tables of content, glossaries, chapters, headings and subheadings and applying appropriate text processing strategies, including monitoring meaning, skimming and scanning ([VCELY318](#))

Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources ([VCELY319](#))

Analyse the text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text ([VCELY320](#))

#### Level 6

Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects ([VCELA339](#))

Analyse and evaluate similarities and differences in texts on similar topics, themes or plots ([VCELT341](#))

Analyse strategies authors use to influence readers ([VCELY345](#))

Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts ([VCELY347](#))

## CAPABILITIES

### Creative and Critical Thinking

#### Levels 3 and 4

Explore reactions to a given situation or problem and consider the effect of pre-established preferences ([VCCCTQ011](#))

#### Levels 5 and 6

Experiment with alternative ideas and actions by setting preconceptions to one side ([VCCCTQ022](#))

Consider the importance of giving reasons and evidence and how the strength of these can be evaluated ([VCCCTR025](#))

Explore what a criterion is, different kinds of criteria, and how to select appropriate criteria for the purposes of filtering information and ideas ([VCCCTR028](#))

*\*Victorian Curriculum links are current as at June 2019. The Victorian Curriculum F–10 is structured as a continuum across levels of learning achievement not years of schooling. This enables the development of targeted learning programs for all students, where the curriculum is used to plan in relation to the actual learning level of each student rather than their assumed level of learning based on age.*