

An Educational Unit for Secondary Schools

Pork Is On The Menu



Acknowledgements

This educational resource was produced by Australian Pork Limited (APL) in conjunction with the Primary Industries Education Foundation Australia (PIEFA).

The resource is designed to introduce young people to Australian pork and new recipe ideas to help them expand their recipe repertoire and serve up delicious pork dishes. Whilst not an exhaustive educational resource, it is intended to raise the awareness of school-aged students about the benefits of eating lean, trim Australian pork, and it supports investigations of ways to select Australian pork cuts, and prepare, eat and share healthy meals using Australian pork.

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**‘EDUCATION IS NOT
THE FILLING OF A
BUCKET BUT THE
LIGHTING OF A FIRE.’**

(W.B. Yeats)

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Introduction

Rationale

This resource material aims to help teachers and students in secondary schools prepare, cook and present Australian pork dishes using a range of techniques to ensure optimum nutrient content, flavour, texture, visual appeal with a low ecological footprint. Students also use food photography and digital technologies to inspire others to cook with Australian pork. (See ACTDEK045 elaboration).

The objectives of the educational resources are to:

- Support APL and its members to encourage people to prepare and cook nutritionally balanced, aesthetically pleasing Australian pork recipes.
- Support schools to implement home economics-related concepts, content and processes.
- Engage and inform teachers and students about the nutritional contribution lean, trimmed Australian pork makes to a healthy and well balanced diet.
- Educate school students on how to use food selection tools and recipes and design a range of meals using Australian pork.
- Demonstrate to students that everyone can design, prepare and present nutritionally balanced, aesthetically appealing and cost conscious meals using Australian pork.
- Develop, in school communities, food preparation skills and techniques.
- Demonstrate to students that they can adapt recipes to maximise the nutritional value and/or cost effectiveness of a recipe, manage resources when choosing and preparing food, and practise food safety and hygiene methods.
- Develop engaging learning programs using an inquiry process aligned to the Australian Curriculum.

These educational resources are an effort to provide practical support to teachers and students learning about practical food preparation using Australian pork.

About the approach

The unit uses Project Based Learning (PBL) as a way to engage students in secondary schools to learn about Australian pork, different cuts of meat and how they can be prepared and served in delicious, versatile and healthy meals using Australian pork.

It uses a teaching and learning model based on the current philosophy that scientific knowledge is a social construction, highlighting how people's ideas and explanations create new knowledge. The teaching and learning model is also based on the concept that learning is a process of personal construction and reconstruction of ideas, rather than the absorption of a hierarchy of taught facts and concepts.

In practical terms, this means that teachers are not seeking to instil in students a selection of understandings, but are teaching and supporting them to experience and use creative ways of thinking to develop understandings of their environment.

Throughout this educational resource the emphasis is on providing teachers with suggestions and possibilities. The interactive teaching and learning approach uses the *solution fluency* through six phases: **Define; Discover; Dream; Design; Deliver** and **Debrief**. The phases of the model are based on the 21st Century Fluencies created by Crockett et al. (2011).

The 21st Century Fluencies are outlined extensively in the book '*Literacy Is Not Enough*' by Crockett et al. (2011). See <https://globaldigitalcitizen.org> and on the new Solution Fluency Planner at www.solutionfluency.com

These fluencies are:

- **Define:** The 'Define' phase begins with lessons that mentally engage students with a challenge, problem, question and task. This phase captures their interest, provides an opportunity for them to express what they know about the topic, share understandings being developed, and helps them to make connections between what they know and the new ideas.
- **Discover:** The 'Discover' phase includes activities in which they can explore, investigate, research, read, discuss, gather, organise and compare knowledge and data. They grapple with the challenge, problem, question or phenomenon and describe it in their own words. This phase provides a context and enables students to acquire a common set of experiences that they can use to help each other make sense of the new knowledge or understandings.
- **Dream:** The 'Dream' phase enables students to imagine and develop possible solutions and explanations for the challenge, problem, question and task they have experienced. The significant aspect of this phase is that the students' explanations follow substantive conversations and higher order thinking experiences.
- **Design:** The 'Design' phase provides opportunities for students to apply what they have learned to new situations, to map production processes and so develop a deeper understanding of the challenge, problem, question or phenomenon. It is important for students to extend explanations and understandings using and integrating different modes such as diagrammatic images, written language and media.

- **Deliver:** The 'Deliver' phase has two stages – production and publication or presentation. In the production phase the task comes to life – this is the doing phase. At the end of this phase, the student task should be completed. Next, they present or publish their work sample to an audience.
- **Debrief:** The 'Debrief' phase provides an opportunity for students to revisit, review and reflect on their own learning and new understanding and skills. This is also when students provide evidence for changes to their understanding, beliefs and skills.

Source: Solution Fluency <https://globaldigitalcitizen.org>

Throughout this educational resource the emphasis is on providing teachers with ideas and activities that enable them to:

- Provide a supportive classroom environment by valuing what students already know; meeting individual and collective needs; providing scaffolding and supporting all students to be successful.
- Be a resource person by collecting resources and materials; and suggesting strategies for investigation.
- Be a fellow investigator by advising on appropriate investigations; modelling ways of learning and identifying learning opportunities.
- Challenge students' ideas and learning strategies by encouraging further inquiry; providing the stimulus for investigating real life situations, alternative viewpoints and empowering students to investigate and respond to a challenge, task or project (commonly called 'Project-Based Learning').
- Co-evaluate what students know, can do and understand; using a range of assessment strategies including self-assessment and peer assessment; negotiated assessment tasks, learning logs, observation and conferencing. (Note: The unit of work contains a 'Student Task' which is well suited for assessment, as it is the summation of the work undertaken by the students in the unit of work).

The unit of work can has been designed as a sustained sequence of activities based on the content descriptions of the Australian Curriculum identified in Year 9 and Year 10 in Technologies.

Teacher Notes

Resource description

This is a unit about cooking with Australian produced pork.

This unit uses a food technology/home economics lens and integrates both theoretical and practical learning.

In this unit students discover the extraordinary skills chefs have in taking raw pork cuts and producing an array of different tastes and flavours. They discover how some chefs source and approach food preparation, cooking and presentation and then design and produce their own plates of pork using a range of approaches to ensure optimum nutrient content, flavour, texture and visual appeal with a low ecological footprint.

Students in groups are tasked with bringing their love of food and cooking together through showcasing fresh Australian pork on a 'Function Menu of Pork Plates' and preparing and serving their hand held pork dishes as they plan and where possible put on an event that celebrates pork.

Students are also tasked with designing and using sustainable approaches to cooking, catering and waste management.

Students then use food photography and digital technologies to produce a 'How-to' video to explain and document the processes they have used.

Year levels: Year 9 and 10

Curriculum focus:

This resource contains a unit of work in Technologies/ Food Technology with a variety of student activities selected as vehicles to help students:

- Discover and explain how chefs use Australian pork in their restaurants and kitchens;
- Discover a range of recipes that use Australian pork as the key ingredient;
- Discover and explain the range of pork cuts and what recipes they can be used in;
- Discover and explain label claims used to describe the origin of pork products;
- Explore and explain the connection between source, product, process and flavour;
- Explore and explain food safety principles and practices;
- Examine and explain how some pork producers implement on-farm efficiencies to ensure a low ecological footprint on their farm;
- Explore and explain how to use sustainable approaches whilst selecting ingredients, cooking, serving and managing waste;
- Evaluate features of a range of pork recipes;
- Establish success factors including sustainability considerations and use these to produce and then evaluate their ideas and design processes;
- Design and implement a project management plan;

- Select and use appropriate technologies to safely produce recipes using Australian pork;
- Select and use food safety principles and practices;
- Design and use sustainable approaches to cooking, catering and waste management;
- Review and analyse their products and processes and identify areas for improvement.

Teachers will find, as they examine this unit and its student activities that there are some learning areas which are more strongly represented than others. This is a consequence of the subject matter presented to students. Sustainability is the dominant cross curriculum priority, and the Technologies/Food Technology learning areas feature strongly in the unit as the topics deal with designing and creating pork dishes, designing and using sustainable approaches to cooking, catering and waste management, and producing a 'How-to' video to explain the processes used.

Deep understanding takes time; achieving it is a gradual process that evolves throughout the unit and is facilitated by reflection. This unit invites students to think beyond the information and insights they gather and the recipes they design and create. They step back from their investigations and do some big picture thinking for:

- sustainable approaches to cooking, catering and waste management;
- the sustainability considerations of buying Australian pork as opposed to imported pork;
- critiquing and designing a range of recipes using Australian pork; and
- using food photography and digital technologies to make a 'How-to' video;

In many activities, it is suggested the teachers 'reflect aloud' and thereby model to students the kinds of questions, language and thinking associated with this task.

Based on Australian Curriculum, Assessment and Reporting Authority (ACARA) materials downloaded from the Australian Curriculum website in June 2016. ACARA does not endorse any changes that have been made to the Australian Curriculum.

Australian Curriculum Content Descriptions

Technologies

Design and Technologies Knowledge and Understanding

Investigate and make judgments on how the principles of food safety, preservation, preparation, presentation and sensory perceptions influence the creation of food solutions for healthy eating **ACTDEK045**

Elaboration - preparing and presenting foods using a range of techniques to ensure optimum nutrient content, flavour, texture and visual appeal

Design and Technologies Processes and Production Skills

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 **ACTDEP048**

Develop, modify and communicate design ideas by applying design thinking, creativity, innovation and enterprise skills of increasing sophistication **ACTDEP049**

Elaboration - Communicating using appropriate technical terms and recording the generation and development of design ideas for an intended audience including justification of decisions, for example developing a digital portfolio with images and text which clearly communicates each step of a design process

Work flexibly to effectively and safely test, select, justify and use appropriate technologies and processes to make designed solutions **ACTDEP050**

Evaluate design ideas, processes and solutions against comprehensive criteria for success recognising the need for sustainability **ACTDEP051**

Develop project plans using digital technologies to plan and manage projects individually and collaboratively taking into consideration time, cost, risk and production processes **ACTDEP052**

Cross Curriculum Priorities: Sustainability

OI.3: Sustainable patterns of living rely on the interdependence of healthy social, economic and ecological systems.

OI.5: World views are formed by experiences at personal, local, national and global levels, and are linked to individual and community actions for sustainability.

OI.7: Actions for a more sustainable future reflect values of care, respect and responsibility, and require us to explore and understand environments.

OI.8: Designing action for sustainability requires an evaluation of past practices, the assessment of scientific and technological developments, and balanced judgments based on projected future economic, social and environmental impacts.

NSW Syllabus Outcomes

Technology Mandatory Stage 4

Knowledge and Understanding

TE4-6FO explains how the characteristics and properties of food determine preparation techniques for healthy eating

Design and Production Skills

TE4-IDP designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities

TE4-2DP plans and manages the production of designed solutions

TE4-3DP selects and safely applies a broad range of tools, materials and processes in the production of quality projects

Life Skills

TELS-IDP communicates ideas and solutions to authentic problems or opportunities

TELS-2DP participates in planning for the production of designed solutions

TELS-3DP participates in the production of designed solutions

TELS-4DP follows safe practices in the use of tools, materials and processes for design projects

TELS-7FO designs or prepares solutions for healthy eating

Food Technology Stage 4 and Stage 5

Knowledge and Understanding

FT4-1 FT5-1 demonstrates hygienic handling of food to ensure a safe appealing product

FT4-5 applies appropriate methods of food preparation

FT5-5 applies appropriate methods of food processing, preparation and storage preparation

FT4-8 collects, interprets and uses information from a variety of sources

FT5-8 collects, evaluates and uses information from a variety of sources

FT4-9 FT5-9 communicates ideas and information using a range of media and appropriate terminology

FT4-10 uses appropriate techniques and equipment for a variety of food-specific purposes

FT5-10 selects and employs appropriate techniques and equipment for a variety of food-specific purposes

FT4-11 plans, prepares, presents and evaluates practical food activities

FT5-11 plans, prepares, presents and evaluates food solutions for specific purposes

General Capabilities

Literacy

This unit's learning experiences enable students to develop literacy capabilities that relate to everyday living contexts that students face throughout their lives. For example:

- Comprehending texts through listening, reading and viewing;
- Composing texts through speaking, writing and creating;
- Developing skills in reading, interpreting and comparing recipes;
- Developing expertise in using a range of genres such as procedures (recipes); and
- Developing oral language skills as students ask questions, seek advice, present viewpoints and discuss their practical tasks.

Numeracy

This unit's learning experiences enable students to develop numeracy capabilities that relate to everyday living contexts as they make recipes. For example:

- Calculating and estimating;
- Using a range of measurement techniques when producing food items;
- Developing skills in estimating quantities of ingredients; and
- Developing skills in using formulae—calculating quantities of ingredients for smaller or larger groups than intended by a recipe.

ICT Capability

This unit's learning experiences enable students to develop the capacity to both manage and use information technology safely and responsibly including the capacity to evaluate sources, and their reliability, accuracy and validity of information and use digital technologies in academic, practical, collaborative and creative pursuits. For example:

- Applying social and ethical protocols and practices when using ICT;
- Investigating with ICT;
- Creating with ICT;
- Communicating with ICT;
- Managing and operating ICT;
- Developing skills to undertake effective searches online and locate appropriate information in a timely manner;
- Using digital photography to represent stages in the development of products or to provide evidence of their learning.

Critical and Creative Thinking

This unit's learning experiences enable students to develop the capacity to solve problems, think critically and creatively, generate new ideas, see existing situations in new ways, identify alternative explanations, see links and find new ways to apply ideas in the context of everyday living as they engage in choosing Australian pork recipes and cooking them to showcase the versatility of Australian pork. For example:

- Inquiring – identifying, exploring and clarifying information;
- Generating innovative ideas and possibilities;
- Reflecting on thinking, actions and processes;
- Analysing and synthesising and evaluating information; and
- Developing creative solutions when they apply divergent thinking to resolving design challenges—for example, designing and creating pork plates and then making pork the hero on a function menu for a food fair using sustainable approaches to cooking, catering and waste management.

Personal and Social Capability

This unit's learning experiences enable students to develop the capacity to take responsibility for their own work and learning, manage their learning, monitor, reflect on and evaluate learning, identify personal characteristics that contribute to or limit effectiveness, plan and undertake work independently, take responsibility for their behaviour and performance, and learn from successes and failures. For example:

- Managing their own and others' safety when working in food preparation and presentation areas and in an online environment; and
- Interacting with others in social and communal activities in practical food preparation classes.

Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), downloaded from the Australian Curriculum website in June 2016.

Implementing the unit and activities in the classroom

Using the unit

The unit can be used in a number of ways. It will be of most benefit to teachers who wish to implement a sustained sequence of activities in Year 9 & 10 in Food Technology, Nutrition and Food Studies in Technologies. In NSW schools it will benefit teachers who wish to implement a food and fibre focus in the NSW Syllabus for the Australian Curriculum Technology Mandatory Years 7-8 Syllabus and the Food Technology Years 7-10 Syllabus.

Selecting activities

At each stage, several activities are suggested from which teachers are encouraged to select the most appropriate for their purposes. Not all activities in each stage of the unit need to be used. Alternatively, teachers may add to or complement the suggested activities with ideas of their own.

Some learning activities require food handling and cooking, therefore it is recommended that before commencing these tasks teachers check that students do not have allergies or sensitivities to foods being prepared and cooked. Similarly, it is recommended that teachers ensure foods being prepared and cooked are culturally acceptable.

Teachers may like to consider creating a hyperlinked unit by organising the digital resources for use by the class on a shared website, Moodle or Wiki.

Resourcing the unit

The resources suggested are on the whole, general rather than specific. Schools and the contexts in which they exist vary widely as does the availability of some resources – particularly in remote and disadvantaged areas.

There is a strong emphasis in the unit on gathering information and recipes, and food handling and cooking.

Students use Internet based resources to discover information and recipes and then design, prepare and present Australian pork using a range of cooking and presentation techniques.

Where possible, ingredients, cooking utensils/equipment and school kitchens are required for food preparation and cooking. If necessary, students might also prepare and cook recipes at home.

Ideally students also plan and host an event like a food fair where they serve and share the food they have cooked.

Students also use digital devices to capture and represent stages in the development of their pork recipes and to provide evidence of their learning. Teachers will need to investigate what tools, equipment and technology is available in the school.

Adapting the unit

The unit is targeted at Year 9 and 10 students. This is a suggested age range only and teachers are encouraged to modify activities to suit the needs of the students with whom they are working.

The unit's topics are based on content descriptions of the Australian Curriculum and on a number of 'General capabilities' as defined in the Australian Curriculum. Teachers are encouraged to explore ways in which the content can be adjusted to suit the context in which they are working.

Resource sheets are provided for some activities. Most are for photocopying or making available on a whiteboard, shared website, Moodle or Wiki for students.

They are identified within units by the following label: **Resource 1.1, Resource 1.2** etc.

What about assessment?

Rather than being a task carried out at the end of the unit, assessment is viewed as integral to the entire unit sequence. Each activity should be regarded as a context for assessment of student learning.

When planning and implementing the unit of work, teachers are advised to make clear decisions on what they will focus on in assessing learning. The unit provides an opportunity for a range of **skills** and **understandings** to be observed. We encourage teachers to devise an assessment plan or use the suggested assessment rubric that features areas to be assessed over subsequent lessons.

For this unit, the following understandings are provided to assist teachers in planning for assessment.

By the end of this unit, students:

- Understand the role Australian pork producers play in producing good, wholesome, and nutritious pork that appears on menus and our plates;
- Understand that all fresh pork sold in Australia is 100% Australian grown;
- Understand that Australian pork is a source of protein and the Australian Dietary Guidelines highlight that depending on age and sex, health benefits may be seen with the consumption of 1 - 3 serves of lean trimmed pork per week for adults. (Note: a standard serve of cooked pork is 65g and uncooked is 100g);
- Can identify the pink Australian PorkMark;
- Can explain how people working in the catering industry use food hygiene and safety practices when preparing, cooking and serving food;
- Can explain how Australian chefs inspire people to cook using Australian pork;
- Can design and create pork dishes that can be hand held and hero pork on a function menu using sustainable approaches to cooking and waste management;
- Use a range of food preparation skills and techniques;
- Can plan an event using sustainable approaches to catering and waste management;
- Use food photography and digital technologies to represent stages in the development of their pork dish and to provide evidence of their learning.

The assessment rubrics provided in this resource, for Year 9 and Year 10 students are the summation of the student tasks. The rubrics provide:

- A common language for discussing student achievement in relation to the tasks undertaken, and
- A means of engaging with, and communicating student achievement, to the student and his/her parents or caregivers.

The rubric columns: levels

Each of the rubrics is divided into four levels.

Level 1: Basic

Level 2: Sound

Level 3: Very High

Level 4: Outstanding

The rubric rows: aspects of the task

Each of the rubrics is divided into rows, with each row representing critical aspects of the student task.

In this learning sequence the Year 9 – Year 10 students in groups are asked to:

- Investigate how to prepare, cook and present pork using a range of techniques to ensure optimum nutrient content, flavour, texture and visual appeal and then serve it at a function using sustainable approaches to cooking, catering and waste management; and then design and create pork dishes that can be hand held and hero pork on a function menu for a food fair using sustainable approaches to cooking, catering and waste management.
- The group is also required to use food photography and digital technologies in a 'How to' video to explain what cut of pork is being used, the way it is prepared, the equipment and techniques used to ensure optimum nutrient content, flavour, texture and visual appeal with a low ecological footprint. The stages involved in the cooking and development of the pork recipe are required to provide evidence of learning about how the principles of food safety, preparation, presentation and sensory perception influenced the creation of the pork dish.
- All group members need to be involved in the research, analysis of findings, cooking of the recipe, planning of the food fair and production of the 'How-to' video.

OVERALL PROJECT RUBRIC:

This rubric is designed to specifically evaluate what has been asked of the students from the scenario presented to the class.

Level 4	Level 3	Level 2	Level 1
The group has created a pork dish that can be hand held that shows evidence of extensive research about how to prepare and present pork using techniques to ensure optimum nutrient content, flavour, texture and visual appeal with a low ecological footprint.	The group has created a pork dish that can be hand held that shows evidence of research about how to prepare and present pork using techniques to ensure optimum nutrient content, flavour, texture and visual appeal with a low ecological footprint.	The group has created a pork dish that can be hand held that shows evidence of some research about how to prepare and present pork using techniques to ensure optimum nutrient content, flavour, texture and visual appeal with a low ecological footprint.	The group has created a pork dish that can be hand held has been created that shows little evidence about how to prepare and present pork using techniques to ensure optimum nutrient content, flavour, texture and visual appeal with a low ecological footprint.
They served the pork dish with an explanation that showed clear evidence of research about how to cook and serve pork dishes using sustainable approaches to cooking, catering and waste management.	They served the pork dish with an explanation that showed some evidence of research about how to cook and serve pork dishes using sustainable approaches to cooking, catering and waste management.	They served the pork dish with an explanation that content showed limited evidence of how to cook and serve pork dishes using sustainable approaches to cooking, catering and waste management.	They served the pork dish with an explanation that content showed little research how to cook and serve pork dishes using sustainable approaches to cooking, catering and waste management.
The 'How-to' video showed clear evidence of research about what cut of pork was used, the way it was prepared, the equipment and techniques used to ensure optimum nutrient content, flavour, texture and visual appeal; and included 10 or more ways to cook, serve and manage food waste with a low ecological footprint.	The 'How-to' video showed some evidence of research about what cut of pork was used, the way it was prepared, the equipment and techniques used to ensure optimum nutrient content, flavour, texture and visual appeal; and included 6-9 ways to cook, serve and manage food waste with a low ecological footprint.	The 'How-to' video showed limited evidence of research about what cut of pork was used, the way it was prepared, the equipment and techniques used to ensure optimum nutrient content, flavour, texture and visual appeal; and included 3-5 ways to cook, serve and manage food waste with a low ecological footprint.	The 'How-to' video showed little evidence of research about what cut of pork was used, the way it was prepared, the equipment and techniques used to ensure optimum nutrient content, flavour, texture and visual appeal; and included 2 or less ways to cook, serve and manage food waste with a low ecological footprint.
The 'How-to' video flowed well and was structured well.	The 'How-to' video flowed and was structured well.	The 'How-to' video struggled in its flow and structure.	The 'How-to' video lacked flow and was loosely structured.
The 'How-to' video was well written and illustrated the subject.	The 'How-to' video was mostly well written and illustrated the subject.	The 'How-to' video was somewhat well written and briefly illustrated the subject.	The 'How-to' video was poorly written and vaguely illustrated the subject.

Level 4	Level 3	Level 2	Level 1
The 'How-to' video showed clear evidence in the acknowledgements of sources used.	The 'How-to' video showed some evidence in the acknowledgements of sources used.	The 'How-to' video showed limited evidence in the acknowledgements of sources used.	The 'How-to' video showed little evidence in the acknowledgements of sources used.
The presentation of the 'How-to' video article flowed well and was structured well.	The presentation of the 'How-to' video article flowed and was structured well.	The presentation of the 'How-to' video struggled in its flow and structure.	The presentation of the 'How-to' video lacked flow and was loosely structured.
The group answered all questions clearly and accurately.	The group answered most questions clearly and accurately.	The group answered some questions clearly and accurately.	The group answered a few questions clearly and accurately.

LEARNING PROCESS RUBRIC

Each of the learning progressions in the learning sequence has a prerequisite for progression – a list of what the student needs to accomplish in order to proceed to the next step in the process. The text from those areas is duplicated in this rubric and can be used with students to guide their progress with feedback, in a mini-debrief, helping them to refine their process and product at critical points throughout the learning sequence.

Level 4	Level 3	Level 2	Level 1
A clear definition of the task was provided.	A somewhat clear definition of the task was provided.	A rather ordinary definition of the task was provided.	A definition of the task could not be provided.
Research was completed with no prompting	Research was completed with minimal prompting.	Research was completed with some prompting.	Research was completed with significant prompting.
A clear visualisation of the bite sized pork dish that can be hand held was provided.	A mostly clear visualisation of the bite sized pork dish that can be hand held was provided.	A somewhat clear visualisation of the bite sized pork dish that can be hand held was provided.	No clear visualisation of the bite sized pork dish that can be hand held was provided.
An extremely clear plan of what the bite sized pork dish that can be hand held, what it contains and how it will be prepared, cooked and served using sustainable approaches was provided.	A very clear plan of what the bite sized pork dish that can be hand held, what it will contain and how it will be cooked and served using sustainable approaches was provided.	A mostly clear plan of what the bite sized pork dish that can be hand held, what it will contain and how it will be cooked and served using sustainable approaches was provided.	A somewhat unclear plan of what the bite sized pork dish that can be hand held, what it will contain and how it will be cooked and served using sustainable approaches was provided.
The 'How-to' video was produced exceeding the required elements and with a logical flow with clear illustrations.	The 'How-to' video was produced with all of the required elements and with a mostly logical flow with mostly clear illustrations.	The 'How-to' video was produced with the minimum number of required elements and with a somewhat logical flow and some illustrations.	The 'How-to' video was produced with less than the minimum number of required elements and with little logic and minimal illustrations.

Some questions and possible answers

Should I do all the activities?

At each stage of a unit, a number of activities are listed. Teachers would not be expected to do them all. Instead, the unit is designed so that a selection of activities can be made at each stage. Teachers should select the activities according to the needs and interests of their students and the time, relevance to the existing school curriculum and resources available to you.

While teachers are encouraged to follow the suggested inquiry sequence for each unit, it is quite possible to pick and choose from the range of activity ideas throughout the unit. It may also be used in conjunction with other programs teachers use.

How do these units fit into my weekly program?

Although the unit integrates a range of key subject areas, it is not designed to be a total program. It is assumed that regular routines that operate in the classroom will continue to run alongside your unit of work.

How long should the unit run?

This will of course depend on the school's particular circumstances but generally, a few weeks to a term is suggested.

I don't know much about production of Australian pork or cooking with pork myself – will I be able to teach it effectively?

Yes! The unit is designed in such a way that the teacher is a co-learner and teachers are provided with teacher notes, plus the resources are mainly web-based and are readily available. Most importantly, teachers will find that they learn with the students and make discoveries with them.

Fact Sheet: Facts and Figures about the Australian Pork Industry

This page gives some basic pig production information that may be helpful when you interact with the school students.

Pigs and the Environment

The Australian pork industry is serious about environmental stewardship. The industry believes it has a duty to ensure that Australian pork is produced and distributed responsibly, while also remaining competitive and sustainable. The Australian pork industry has taken proactive steps to help ensure its producers carefully manage the nation's precious environment and resources. In efforts to reduce the industry's environmental footprint, ongoing industry research and development is focused on the continuous improvement of overall productivity, waste minimisation, pollution prevention and beneficial reuse of wastes.

Environmental issues pose both a challenge and opportunity for the Australian pork industry. The industry has tackled this challenge head-on and is making important progress in addressing these issues—especially in acknowledging and addressing greenhouse gas (GHG) emissions. The industry was the first in Australia to have developed and approved a methodology for the government's Carbon Farming Initiative (CFI). This initiative is now part of the new Emissions Reduction Fund (ERF).

GHG emissions produced by the pork industry are significantly lower than other agricultural sectors such as beef cattle, dairy cattle and sheep. Currently, the industry's emissions and potential mitigation options puts the industry in the position to have a low, if not the lowest, global warming potential for pork production worldwide. The industry is striving to reduce this even further by setting an industry goal of **1 kg CO₂ per kg of pork produced**. Fortunately, most of the industry's GHG relate to emissions from effluent ponds. This provides pig farmers with a fantastic opportunity for emissions capture, destruction or use. Progressive industry research is developing innovative new technologies and management systems to mitigate and utilise these GHG emissions. Current research shows that a 500-sow piggery has the potential to produce enough energy to power 3.1 million 100 watt globes for one hour, or produce electricity to run 62 houses for one year. And if combusted and destroyed, it would eliminate the equivalent of the fossil fuel GHG emissions from 458 Toyota Corollas travelling 20,000km/per year burning 7 Litres/100km.

As well as GHG emissions, the industry is also proactively addressing many other environmental issues such as nutrient management, by-product reuse, alternative waste management and soil health.

Pigs and Food Safety

The Australian pig herd is free from many serious diseases afflicting other pork producing countries. This is why product integrity continues to be one of the most important aspects of Australian pork production. The industry has quickly responded to growing consumer demand for top quality produce that is safe to eat. The Australian Pork Industry Quality Assurance Program (APIQ[✓]®) is an on-farm quality assurance program that allows

producers to demonstrate good farming practice using the principles of Hazard Analysis and managing Critical Control Points for management, food safety, animal welfare, bio-security and traceability. The uptake of APIQ✓® by producers throughout Australia has reached 91% of the national herd, and is increasing.

Australia's pork industry is also leading the world to ensure its pork products are fully traceable from paddock to plate. This has been realised through a traceability system (PigPass National Vendor Declaration—NVD). The PigPass NVD provides key information that can be used to trace pigs or pork back to the property of origin in the event of an emergency, such as an animal disease outbreak or a food safety incident.

Additionally, Australia's pork industry traceability system Physi-Trace enables rapid trace-back of pork in the event of a food safety incident. Physi-Trace also offers a compliance verifying pork product label that can identify where nearly every domestic pork product comes from.

These systems help to ensure the integrity of the Australian pork supply chain which makes the Australian pork industry leaders in their field.

Looking after our Pigs – We're Leading the World

Australian pig producers have the same concerns as the community when it comes to taking care of their pigs. To demonstrate that pig farmers are listening to consumer sentiment, in November 2010 the industry announced the voluntary phase-out of sow stalls by 2017. Australia's pig farmers are the first in the world to make such a voluntary commitment.

Producers understand more than anyone that providing excellent care results in a contented animal that provides a high quality product—pig producers' livelihoods depend on it. The industry invests millions of dollars each year to research new technologies and practices to improve pig welfare, and provide valuable education and training to industry personnel throughout Australia. Additionally, APL invests over \$800 000 annually in research to continue to continuously improve pig welfare alone.

The Model Code of Practice for the Welfare of Animals (Pigs), third addition—(the Model Code)—is a guide that has been developed by the Australian government in consultation with all levels of industry, regulators, RSCPA and scientists to detail the acceptable practice for the management of pigs. It outlines all responsibilities involved in caring for pigs—including their housing, food, water and special needs. Standards in the Model Code have been incorporated into APIQ✓® and all APIQ✓® accredited farms are independently audited each year to ensure producers comply with these standards.

How Pigs are Farmed

All pigs grown for meat are housed in different sized groups depending on their age and weight.

A sow raised for breeding will have her first litter when she's about one-year-old. The gestation period (the time from conception to birth) for a sow is 3 months, 3 weeks and 3 days. She can have up to two litters each year and usually has between 10–14 piglets weaned per litter. The piglets feed from their mother for three to four weeks before being weaned and grouped with other pigs the same age in a weaner or grower facility.

Pigs are handfed mostly on grains and continue to grow until they reach between 24–55 kg and are sold as 'porkers'. Pigs that are sold between 55–110kg are known as 'baconers'/'finishers' – most pigs are sold between 80–100kg. It usually takes 18–20 weeks for a pig to reach 100kg.

There are three main types of pig farming methods used in Australia—indoor housing, deep litter housing and outdoor bred/free range systems.

Indoor housing systems are for pigs from birth to sale and for lactating and weaned sows. This system allows pigs of similar ages to be kept together. Group pens and individual pens are often used indoors.

Deep litter housing systems are usually large open-sided sheds or hoop-like structures with deep litter flooring (rice hulls, straw, sawdust). These systems are used extensively for growing pigs and for group housing of dry sows.

Free range systems consist of outdoor paddocks, including rooting areas, wallows and shelter huts. The weaners, grower pigs and sows all have access to paddocks at all times throughout their lives. The paddocks must be rotated with a crop-forage-pasture phase.

Outdoor bred systems are where adult breeding sows live in open spaces with free access to paddocks for their entire adult life. Piglets are born and raised under these conditions until weaning when they are moved to grow out housing. The paddocks must be rotated with a crop-forage-pasture phase.

Gestation stalls: In November 2010, the industry overwhelmingly agreed that Australia would be the first nation in the world to voluntarily phase-out the use of sow stalls by 2017. This means sows and gilts must be kept in loose housing from five days after mating until one week before farrowing.

The reason producers have used sow stalls in the past is because pigs can be extremely aggressive animals—especially during the early stage of pregnancy. The best and safest way to ensure sows get enough food and water and aren't bullied, bitten and injured has been to protect them in individual stalls. Australian producers are now transitioning to a sow stall free status.

Piglet Protection Pen: The average sow weighs between 120–300 kg (equivalent to three standard fridges) and after farrowing, her new piglets are at serious risk of being crushed to death. A piglet protection pen allows a sow to stand up, lie down and stretch out, while keeping her piglets safe and warm in a separate section. The temporary use of a piglet protection pen during the piglets' most vulnerable weeks plays a vital role in their protection. In the wild sows build nests which don't allow the piglet to leave until they are big and strong enough. This protects the piglets in a similar way to piglet protection pens. It's estimated that the use of piglet protection pens saves over a million piglets each year.

How to Make Sure You're Buying Australian Pork

All fresh pork sold in Australia is 100% Australian grown. However, 65% of processed pork (ham, bacon and smallgoods products) is made from frozen boneless pork imported from places like Denmark, Canada and the United States.

When buying Australian pork, look for one of three things:

- the packet label states 'Product of Australia'
- the bright pink Australian PorkMark logo
- the green Australian Grown kangaroo logo.

Or visit the Australian pork consumer website: www.pork.com.au and look for a butcher near you that sells Australian grown pork to make ham, bacon and smallgoods products.

Nutrients in Australian pork

Nutrition Information: Trimmed Lean Pork *	Quantity per 200g serving size	% Daily Intake per serving **
Energy (kJ)	930	11%
Protein (g)	46.6	93%
Total fat (g)	3.70	5%
Thiamine (mg)	1.95	178%
Niacin (mg)	18.5	185%
Vitamin B6 (mg)	1.01	63%
Vitamin B12 (µg)	0.69	35%
Zn Zinc (mg)	3.69	31%
Fe Iron (mg)	1.44	12%
Se Selenium (µg)	42.4	61%

Data sourced from:

H. Greenfield, J. Arcot, J.A. Barnes, J. Cunningham, P. Adorno, T. Stobaus, R.K. Tume, S.L. Beilken, W.J. Muller: 2009. Nutrient composition of Australian retail pork cuts 2005/2006. Food Chemistry 117, 721–730.

A.J. Sinclair, S. Barone, T. Stobaus, R. Tume, S. Beilken, W. Müller, J. Cunningham, J.A. Barnes, H. Greenfield: 2010. Lipid composition of Australian pork cuts 2005/2006. Food Chemistry 121, 672–681.

* Trimmed Lean Pork is calculated using the numerical average of raw trimmed lean pork cuts (Loin Steak, Fillet, Rump Steak, Round Steak, Topside Steak, Silverside Steak, Diced Pork, Pork Strips, Loin Roast, Round Mini Roast and Loin Chop)

** Percentage Daily Intakes are based on an average adult diet of 8700 kJ. Your daily intakes may be higher or lower depending on your energy needs.

Bringing Home the Bacon

Did you know that pork is the most widely consumed meat in the world?

- Australia produces around 367,000 tonnes of pig meat every year. A little over 10% is exported to countries like Singapore, New Zealand and Hong Kong, and 25% is sold through restaurants and other catering outlets in Australia.
- Each year Australians consume around 24.2 kg of pork per person—this is made up of 9.2 kg of fresh pork and 15 kg of processed ham products such as bacon and smallgoods.
- During 2014-15, pork products accounted for just over 10% of Australia's total fresh meat retail consumption and had a gross value of production (GVP) of more than \$1 137 million. (Source: ABARES, Agricultural Commodities March 2015).
- Australian farmers produce around 5 million pigs from a sow herd of around 269,000.
- The main source of food for Australian pigs are grains such as wheat, barley and sorghum. Feeding these grains result in a white fat around the outside of the meat. In contrast, corn or maize fed pigs grown in the northern hemisphere will produce a yellow coloured fat around the outside of the meat.

Crackling Facts!

- The Australian pork industry has taken a world-leading position by voluntarily committing to phase out the use of sow stalls, meaning that sows will not be confined in sow stalls from five days after they are last mated until one week before farrowing, when they are moved into farrowing (birthing) accommodation. At the beginning of 2015, 69 per cent of Australia's sow herd is now housed in this manner.
- Pork accounts for approximately 0.4 per cent of the national greenhouse gas emissions – significantly lower than other agricultural sectors, including beef cattle at 11.2 per cent, sheep at 3.4 per cent. (Source: Garnaut, R 2008, The Garnaut climate change review – final report, available at: www.garnautreview.org.au/index.htm)
- Whether housed indoors or outdoors, a pig spends more time resting than any other domestic animal.
- Most pig producers use the manure and effluent on their farms as a fertiliser to improve crops and pasture, or to capture methane gases to convert to energy.
- Numerous pig producers are now using their manure to generate electricity to power their whole farm.
- Australia's pig herd health is one of the best in the world, free from many diseases found in most other pig producing countries.
- The feed component (mainly grains such as wheat, barley and sorghum) makes up about 60 per cent of the total cost of producing pork.
- Pigs have a very wide angle of vision (310 degrees) and can therefore be easily distracted.
- On average, a sow will produce 10–14 piglets per litter.
- The average growth rate of Australian pigs is around 600–650 g a day from birth to sale.
- Pigs have colour vision but they can't focus both eyes on the same spot.
- Pigs are considered to be smarter than dogs and are easy to train. This characteristic helps producers develop safe handling routines.
- Grower pigs eat the equivalent of about 3 per cent of their body weight and drink about 10 per cent of their body weight, daily.

- Pigs are unable to perspire and they lose heat through their mouths. Their ideal growing temperature for older pigs is 20–22°C.
- A pig which has nursed a litter is called a sow; a pig which has not nursed a litter is called a gilt.
- Pig heart valves have similarities to human heart valves and have been transplanted into humans for many years. Don't worry- the valves are treated to preserve the tissue and prevent immunologic reactions.

Truths or Porky Pies?

PORKY PIE! Pork needs to be cooked all the way through before you can eat it

Truth: The idea that Australian pork needs to be cooked all the way through is a myth. Whilst this may be true for American or European pork, it is not true of Australian pork. Captain Arthur Philip obviously showed some of his farming background (Lyndhurst, Hampshire) in selecting only healthy pigs to be transported to Australia. As a result, Australian pigs do not have the *Trichinella spiralis* parasite that causes trichinosis (the roundworms we were told about when we were kids).

Reference: <http://nahis.animalhealthaustralia.com.au/pmwiki/pmwiki.php?n=Factsheet.80-2?skin=factsheet>

PORKY PIE! Pork is a fatty and unhealthy meat

TRUTH: A 100g serving of lean, trimmed pork contains 1.7g of fat and 23.3g of protein (in other words, it's 98 percent fat free). Pig feed is carefully made up of a variety of grains, vitamins and minerals to produce lean pork with a minimum amount of fat. Actually, there are at least seven cuts of pork that are as lean as skinless chicken breast.

Food and Our Ecological Footprint

Food is important to our ecological footprint.

What we eat, how it has been produced, where it comes from, how it is packaged, how far it has travelled, how it is prepared and cooked, the portion sizes served, the waste generated and managed, and eating what we cook are all associated with using sustainability considerations in our everyday lives.

There are many ways we can use sustainability considerations when we cook, prepare food, serve it and manage leftovers and waste.

When cooking with Australian pork consider things like:

- Buying locally produced Australian pork;
- Choosing Australian pork from ethical and sustainable pork producers;
- Thinking about the kilometres you need to travel to purchase ingredients for your meals;
- Buying local and seasonal ingredients that you use when cooking with Australian pork;
- Avoiding packaging around ingredients bought;
- Taking your own shopping bags when you shop for ingredients;
- Using quick cooking cuts like Pork Steaks to be energy efficient;
- Minimising waste when preparing your recipes;
- Composting any kitchen scraps like vegetable and fruit peelings and egg shells;
- Avoiding waste from the plate;
- Ensuring you eat everything you buy;
- Storing leftovers safely;
- Eating perishable things on time; and
- Using cloth napkins and crockery that can be reused to minimise waste.

Step 1: The essential question and scenario

Objective: Define the main question and share the scenario that is the focus of the unit.

Set the task and explain to the class that in this unit their task is to investigate how to prepare, cook and present pork using a range of techniques to ensure optimum nutrient content, flavour, texture and visual appeal and then serve it at a function using sustainable approaches to cooking, catering and waste management; and then design and create pork dishes that can be hand held and hero pork on a function menu for a food fair using sustainable approaches to cooking, catering and waste management.

Share the following question and scenario with the class.

The essential question:

What happens when we understand how to prepare, cook and present pork using a range of techniques to ensure optimum nutrient content, flavour, texture and visual appeal and then serve it at a function using sustainable approaches to cooking, catering and waste management?

The scenario:

Australian Pork Limited is searching for students to bring their love of food and cooking together and explore the versatility of Australian pork as you put on a food fair that celebrates with 'bite sized or shared plates' of pork!

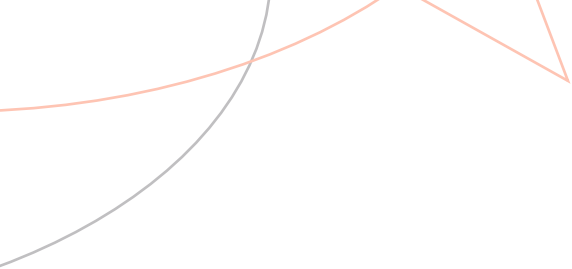
Pork is very on-trend and can be cooked with loads of flavours to create loads of textures.

Find out about the PorkStar program and campaign and its chefs who have turned pork into a menu must have. Discover the way these chefs apply sustainability considerations in their cooking by sourcing pork from Australian producers, using the whole carcass of pork so there is less wastage, and buying locally grown ingredients, which means a reduction in kilometres needed to travel to purchase the ingredients. Explore the extraordinary skills these chefs have in taking raw pork cuts and producing absolute poetry on a plate.

In small groups, you are tasked with looking into different pork cuts for inspiration, and researching how you can design, prepare, produce and present pork using a range of techniques to ensure optimum nutrient content, flavour, texture and visual appeal with a low ecological footprint. You need to read and select recipes, then gather the ingredients and prepare a recipe of your choice.

Where possible also hero pork at an event like a food fair with bite sized plates of pork that can be hand held and invite students, teachers and parents to come and taste all things pork! You also need to use sustainable approaches to your cooking, catering and waste management at the event.

Your group is also tasked with sharing and explaining your pork dish using food photography



and digital technologies in a 'How to' video to explain what cut of pork is being used, the way it is prepared, the equipment and techniques used to ensure optimum nutrient content, flavour, texture and visual appeal; and how to cook, serve and manage food waste with a low ecological footprint.

You are required to capture the stages involved in the cooking and development of your pork plate and provide evidence of your learning about how the principles of food safety, preparation, presentation and sensory perception influence the creation of your plate of pork

You are also required to include the performed and researched script of your group's learning and all group members need to be involved in the research, analysis of finding, cooking of the recipe and production of the 'How-to' video.

High, low and no tech options are available.

High Tech: You can film and edit the video digitally using film equipment and editing software.

Low Tech: You can make a recording of the script as an audio presentation.

No Tech: You can perform the script orally using photographs or illustrations for emphasis.

Short video clips and images for use in your 'How-to' can be found on www.pork.com.au

What kind of chef will you be? What research can assist you develop deep understandings about the different cuts of pork and how to best prepare and cook them to ensure optimum nutrient content, flavour, texture, visual appeal and with a low ecological footprint? What research can inform you about the PorkStar program and campaign and its chefs who have turned pork into a menu must have? What investigations can you undertake to discover more about how to hygienically prepare and serve pork as part of a food fair? What might you need to know about sustainable approaches to cooking, catering and waste management?

Share a copy of the essential question and the scenario with the students. See Student Task Sheet in **Resource 1.1**

Step 2: Define understandings

Objective: Have students illustrate their understanding of the challenges set out in the scenario by providing an oral definition of the task.

Capture student interest and discover how chefs in the PorkStar program and campaign are using pork in their restaurant kitchens. See www.porkstar.com.au/home-page-chef.aspx

Check out some inspiring pork recipes on www.pork.com.au

Brainstorm and record the different types of pork cuts known to the class.

Define the meaning of 'bite sized', 'shared plates' and 'tasting menus'.

Find out what students already know about food safety principles and practices.

Discuss food hygiene and safety practices, for example, always wash hands before touching food and only use sharp knives under adult supervision.

Read for information about food safety at www.foodsafety.asn.au/resources

Introduce a pig farmer who has implemented a range of on-farm efficiencies including using pig manure and biogas to generate on-farm electricity and reusing and recycling food and packaging as food sources for the pigs at www.youtube.com/watch?time_continue=2&v=KLvSGvw279k

Explore and analyse how the this farmer's choices and on-farm practices contribute to a low ecological footprint and go further and read for information and explain how the industry is addressing greenhouse gas emissions at <http://australianpork.com.au/industry-focus/environment/greenhouse-gases>

Talk about how pig farming and production occurs in approximately 2 800 farms spread across all states of Australia, and all produce Australian pork for food retailers including butchers, supermarkets and restaurants.

Consider whether buying imported or Australian grown pork would have a lower ecological footprint.

Create a Wordle describing what is known about how to source ingredients and cook with a low ecological footprint. See www.wordle.net

Introduce the term "paddock to plate" and brainstorm how Australian pork gets from the paddock where it is grown to our plates. For example: farmers raise the animal for pork production; it is then processed; pork cuts are then distributed to food retailers, supermarkets, butchers and chefs in restaurants; and cooked and consumed.

Discuss the important health benefits of eating lean trimmed pork as a source of protein, thiamine, niacin, B6, B12, selenium, riboflavin, zinc and Omega-3. Discuss the scientific evidence that shows benefit from the consumption of Omega 3 fatty acids for cardiovascular, brain and eye health. See www.pork.com.au/home-page-consumer/nutrition-facts/top-5-facts.aspx

Talk with students about the particular pork products they eat, the number of times per week that pork is eaten; ways pork is prepared for eating and their favourite pork meals.

Talk about how fresh pork cuts are produced in Australia and how many processed pork products are imported from other countries.

Introduce the pink Australian PorkMark. Ask students if they have ever seen this label before. If so, where have they seen it and in what context?



Introduce the new “country of origin” food labels being introduced in Australia from July 1, 2016. See www.foodlabels.industry.gov.au

View and analyse the new labels that feature a kangaroo, text and a bar chart which shows the percentage of Australian content in different foods. Review them and critique how they might describe:

- Product of Australia, which is Australian grown;
- Made in Australia, which can be possibly be grown and processed in Australia but can also contain imported pork; and
- Made from Imported and Local Ingredients (which is, in all likelihood, predominately imported pork).

Read for information about these labels in the Australian Pork Newspaper at <http://porknews.com.au/media/0416/APN0416book.swf>

Invite students to visit their local supermarket to explore where the pork sold there comes from, the types of cuts available and to report back on the pork products found, the different cuts and the labelling used.

Collate students' ideas and display for future reference.

Talk with students about responsible digital citizenship in online environments. Work with students to have them understand that during this unit they will be using a range of websites, gathering a range of recipes and ideas, so students need to continuously check that the research is correct by using reliable sites. Similarly discuss the use of free and open sources for images, and videos and the need to request the use of software and media others produce.

Remind students that there are high-tech; low-tech and no-tech options that they can consider when designing and creating their 'How-to' video.

Invite students to recall the focus of the task that the Australian Pork Limited has invited them to undertake. See **Resource 1.1**

Ask students what they might need to know more about, in order to undertake the task set by the Australian Pork Limited. Might they need to know something about how principles of food safety, preparation, presentation and sensory perceptions influence the creation of food solutions? Might they need to know something about the different cuts of pork meat? Might they have to know something about how to cook pork? Might they need to research Australian chefs who inspire people to cook using Australian pork? Might they need to find inspiring pork recipes before they design, prepare, cook and present nutritionally balanced, aesthetically pleasing and cost conscious pork dishes using a range of technologies to ensure optimum nutrient content, flavour, texture and visual appeal? Might they need to understand more about what you can do to source ingredients and to cook food with a low ecological footprint? Might they need to establish detailed success factors so that their recipe meets the criteria set by Australian Pork Limited? Might they need to plan the things required for a food fair that uses sustainable approaches to cooking, catering and waste management?

What might they have to do to create a 'How-to' video? What tools, equipment and procedures might be needed? How might they evaluate their 'How-to' video, its design and the information it communicates?

Prerequisite for progression:

Ask students to articulate their understanding of the task/challenge through oral conversation and if appropriate a written (scribed) statement. See **Resource 1.2**

Note: The Prerequisite for Progression are the checkpoints that occur at the end of each stage of the learning sequence. This is the time at which formative feedback is given to the students about what they have accomplished in that stage. It describes what the students must complete before they move onto the next phase of the unit. (*Crockett, et, al, 2011*)



Step 3: Discover

Objective: Have students research, read, view, listen to, discuss, gather, organise ideas about Australian chefs who inspire people to cook using Australian pork; ways to cook Australian pork; different pork cuts; ways they can prepare, select ingredients and design and create pork dishes that can be hand held and hero pork on a function menu for a food fair using sustainable approaches to cooking, catering and waste management.

Ask students to consider the questions 'What food safety practices do all chefs and cooks need to practice whilst preparing any recipe?'; 'What might all chefs need to know about different Australian pork cuts?'; 'How might recipes help chefs and cooks design and create amazing plates of nutritiously balanced, flavoursome and aesthetically pleasing food?'; 'How might chefs ensure they design, prepare, cook and present meals using a range of technologies?'; 'How might chefs select ingredients and cook food with a low ecological footprint?' and 'How might chefs use sustainable approaches to cooking, catering and waste management?'

Capture students' interest and view a sample of website materials, videos, print materials and social media sites that represent ways to cook using Australian pork.

Examples include: Cooking Instructions at www.pork.com.au/hints-overview; How to Cook a Pork Steak at www.pork.com.au/cook-pork-steak; How to Roast Pork at www.pork.com.au/roast-hints

Research the variety of pork cuts that can be used and cooked with. See **Resource 1.2.1**

Explore and analyse the cuts of meat that can be sourced from the leg of a pork carcass (Leg Roast, Leg Steaks, and Mini Roast).

Discover the cuts of pork that originate from the belly (Pork Belly, Ribs and Rolled Belly).

Identify the cuts that are sourced from the Loin of the carcass (Loin Chops, Loin racks, Cutlets, Loin Steaks, Rolled Loin, and Butterfly Steaks).

Investigate the cuts that are from the forequarter of the carcass (Forequarter Roast, Shoulder, Scotch Fillet, Forequarter Chop and Scotch Fillet Steak).

Go further and discover the additional cuts that are featured on **Resource 1.2.1** (Hock, Shank, Pork Fillet, Mince, Stir Fry Strips and Diced Pork).

Brainstorm and record cuts of meat that students know can be used in various hand held, bite sized, entree or shared plate recipes. For example Pork Mince in Spring Rolls, Chinese Pork Money Bags, Pork Tacos, Swedish Meatballs, Thai Pork Cakes, San Choy Bau, pork Sausage Rolls, Asian Pork Rolls, or an Italian Pork Mince Pizza.

Source recipes for these dishes using the Recipe Finder on www.pork.com.au or refer to the recipe book which accompanies this resource.

Using Resource 1.2.1, locate the Pork Shoulder and talk about how it can be used to design and create Pulled Pork. Ask students in pairs to describe the cooking method they think might be used to create a Pulled Pork Bun. Ask the pairs to think about the Pork Ribs and describe the cooking method that would be used to make Tasty Spare Ribs. Extend the activity and ask pairs to explain the cut and cooking methods that would be used to make:

- Pork Steak-for ideas see www.pork.com.au/cook-pork-steak
- Pan Fry, BBQ or Grilling Guide – for ideas see www.pork.com.au/pan-fry-bbq-grilling-guide
- Pork Burgers – for ideas see www.pork.com.au/recipes/?query=Pork+Burgers

Learn more about different cuts of pork and ways to cook them at www.porkstar.com.au/chefs-up-close and www.porkstar.com.au/recipes

Go deeper in discussions about 'low ecological footprints' and consider which cooking methods using pork might have the lower ecological footprints. Talk about stir frying versus roasting; using a BBQ versus a microwave; using the 6:2:2 method to cook a pork steak on a barbeque versus on an electric stove. See www.pork.com.au/cook-pork-steak

Discover how chefs are preparing, cooking and presenting Australian pork using a range of cuts of meat that are full of flavour, texture and visually appealing. See www.porkstar.com.au/chefs-up-close

Immerse students in Australian pork recipes, cooking tips and how-to-videos at www.pork.com.au

Use a Plus-Minus-Interesting chart to identify the advantages, disadvantages and interesting ideas about how ingredients in a pork recipe can be selected, prepared and cooked to ensure optimum nutrient content, flavour, texture, and visual appeal keeping a low ecological footprint in mind. See **Resource 1.2.3**

Introduce a SWOT analysis. Talk about 'SWOT' being an acronym for **S**trengths, **W**eaknesses, **O**pportunities and **T**hreats and how a SWOT analysis can help identify vital areas to either emphasise or improve.

Model the use of a SWOT analysis using a locally relevant example.

View a range Australian pork recipes and using a SWOT analysis to:

- Identify the strengths of the recipe with regard to whether it is prepared and cooked to ensure optimum nutrient content, flavour, texture, and visual appeal keeping a low ecological footprint in mind.
- Identify the weaknesses of the recipe with regard to whether it is prepared and cooked to ensure optimum nutrient content, flavour, texture, and visual appeal keeping a low ecological footprint in mind.
- Identify real opportunities that the recipe has with regard to whether it can be modified or changed to ensure optimum nutrient content, flavour, texture, and visual appeal keeping a low ecological footprint in mind.
- Identify real threats that the recipe has with regard to whether it is or can be cooked with optimum nutrient content, flavour, texture, and visual appeal keeping a low ecological footprint in mind.

Ask students to clarify ideas and explanations and summarise these in written form.

Focus on those recipes that could feature as bite sized plates of pork that can be hand held at the food fair. Invite students to think about spicy pork meatballs in hand held soft rolls accompanied by homemade chutney; yummy pork sliders; pork ribs in a delicious Asian marinade; fresh pork pulled buns; house-made party pies with curried pork etc.

Discover a whole new world of possibilities when it comes to designing and producing small plates of Australian pork that are perfect as bite sized plates that can be hand held on **www.pork.com.au**.

Try new pork recipes and provide new recipe ideas with others to help them expand their recipe repertoire.

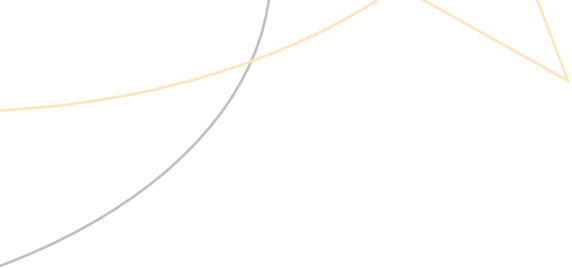
Remind students that they also need to modify and adapt recipes by increasing the volumes of ingredients for their food fair depending on the number of people it is anticipated might attend.

Research how to calculate ingredients needed for functions at **<http://chefsblade.monster.com/training/articles/211-the-ultimate-guide-to-recipe-calculation>**

Go further and ask students to think about the planning that is required for the food fair. Consider sustainable approaches to cooking, catering and waste management.

Brainstorm and record ways to 'reduce food footprints'; 'make eco-friendly food and product choices'; 'reduce food losses'; 'reduce food waste emissions'; 'avoid waste from the plate'; and 'avoid wasting during cooking'. See **<http://yourenergysavings.gov.au/actions/cook-efficiently>** and **www.theguardian.com/environment/2016/apr/07/reducing-food-waste-would-mitigate-climate-change-study-shows?CMP=share_btn_tw**

Read for information about how to reduce your food footprint at **<http://shrinkthatfootprint.com/5-simple-ways-to-save-food>** and record the key messages that could assist when planning how to ensure a low ecological footprint whilst selecting ingredients and cooking the pork tasting plates, whilst serving them and managing any waste.



Demonstrate understandings by answering the following question: 'What are the important issues we need to keep in mind when planning our pork plates, catering and food fair about sourcing sustainably produced pork, eco-friendly ingredients, and avoiding any food waste?'

Ask each student to share what their research has told them and what they still have to accomplish within the task with their peers, the teacher and family.

Prerequisite for progression:

Students have worked as a class, individually and in their groups and collected research on how Australian chefs inspire people to cook using Australian pork; ways to cook Australian pork; different pork cuts; ways they can prepare, select ingredients and design and create pork dishes that can be hand held and make pork the hero on a function menu for a food fair using sustainable approaches to cooking, catering and waste management.

Websites, videos, images and recipes are used to contextualise understanding. Students will share their ideas with peers, the teacher and family.

Step 4: Dream

Objective: Have students imagine how they are going to prepare, select ingredients and design and create pork dishes that can be hand held and hero pork on a function menu for a food fair using sustainable approaches to cooking, catering and waste management.

Have students imagine how they are going to explain their pork dish using food photography and digital technologies in a 'How-to' video that explains what cut of pork was used, the way it was prepared, the equipment and techniques used to ensure optimum nutrient content, flavour, texture and visual appeal; and how to cook, serve and manage food waste with a low ecological footprint.

Ask students to form their groups and discuss which Australian pork recipe they will use.

Ask questions to stimulate the possible ways of designing and creating their work samples. For example:

Consider which recipe you will prepare that can be hand held, that features Australian pork, the ingredients and equipment you need to cook it.

How will you prepare, select ingredients and design and create a pork dish that no other group in the class is cooking?

- How will you cook the pork dish with a low ecological footprint?
- How can your skills be applied to planning the function menu for the food fair?
- What sustainable approaches to cooking, catering and waste management might be possible?
- What will you make your 'How-to' video about?
- How will you bring the topic alive for others?
- How will you grab their attention?
- What is it about your pork dish that you want everyone to know?
- How will you use your ideas?
- How will you approach writing your draft script for the video?
- How will your video inform, educate, inspire others to prepare, cook and deliver perfect pork dishes?

Develop possible solutions by brainstorming all possible solutions.

Invite students to begin visualising their own work samples. See **Resource 1.4**

Brainstorm the Web 2.0 tools available today that might assist in creating the 'How-to' video.

Encourage the students to refine their next steps and clarify how their investigations will be conducted. For example:

In pairs, formulate possible lines of inquiry or investigation by:

- Listing and categorising all information related to their investigation under headings;
- Producing a storyboard to draft ideas on; and
- Preparing a table to outline information that needs to be gathered, who is responsible, where they will seek information, and how it will be gathered.

Challenge students to think about the ingredients, materials, tools, and equipment they will need to:

- Design and create their chosen pork dish;
- Cook their food with a low ecological footprint;
- Design and create a function menu for a food fair;
- Use sustainable approaches to cooking, catering and waste management; and
- Design and create their 'How-to' video.

Will they use digital or non-digital equipment and tools? How might they work safely and cooperatively? How might they appropriately source their images and information that are used to create the 'How-To' video?

Ask students how they might evaluate whether their ideas for what they are preparing, cooking, serving and videoing meet the original criteria of their task?

Progressions for Learning:

The students in their groups have chosen their key ideas for their pork dish. They have visualised and discussed how they want to design and create their pork dish and placed it on the function menu for a food fair. They have identified ways to use sustainable approaches to cooking, catering and waste management.

Each group has developed a solution for how they will design and create their 'How-to' video using food photography and digital tools; and imagined how they will represent the material from a visual and written perspective; and have answered the questions posed in the dream phase.

Step 5: Design

Objective: Have students' action how they are going design and create a pork dish that can be hand held, design and create the function menu for a food fair and how they are going to use sustainable approaches to cooking, catering and waste management.

Have students prepare and action how they are going to explain their pork dish using food photography and digital technologies in a 'How-to' video that explains what cut of pork was used, the way it was prepared, the equipment and techniques used to ensure optimum nutrient content, flavour, texture and visual appeal; and how to cook, serve and manage food waste with a low ecological footprint.

Encourage students to frame their project plan, refine their questions and clarify how they will undertake their tasks.

Ask students to develop a work plan to outline everything that is needed, who is responsible, when it is to be undertaken and how it will be undertaken. See **Resource 1.5**

What	How	When	Who	How can our products and processes be improved?

Invite students to implement their plans and test out their recipe for their pork dishes using appropriate food safety principles and processes.

Talk about the importance of creating a nutritiously balanced, flavoursome, aesthetically pleasing dishes of pork that can be hand held and served as a tasting plate.

Engage students in reflecting on how they are going to use sustainable approaches to cooking, catering and waste management.

When designing the 'How-to' video to capture the production of the pork dish, remind the students about the importance of a clear layout and design that makes it easy for an audience to understand and interpret the information given.

Talk about the importance of sourcing digital photos and information correctly.

Talk about ethical and respectful behaviour when using digital media in an online environment.

Work with students to help them understand appropriate digital citizenship and online behaviour and seek commitments to respecting themselves, others and intellectual property.

Ask students to draft the steps involved in making their chosen digital or non-digital work samples.

Ask students to gather the materials, tools, and equipment needed and then plan each step involved in creating the digital and/or non-digital work samples.

Start creating the 'How-to' video and accompanying script.

Talk with students about how they might share and present their pork dish to an audience?

Ascertain who might design and create the function menu for a food fair by the class that collates and describes each dish produced.

Remind students of the requirement in their video to explain their pork dish using food photography and digital technologies in a 'How-to' video that explains what cut of pork was used, the way it was prepared, the equipment and techniques used to ensure optimum nutrient content, flavour, texture and visual appeal; and how to cook, serve and manage food waste with a low ecological footprint.

Ask students to explain how they plan to finalise and create their work samples to another peer in the class and seek feedback on their ideas.

Progressions for Learning:

Students are able to document in oral or written/digital forms how this project is to occur. The understanding is demonstrated by the students explaining their thinking to a peer in the class.

Step 6: Deliver

Objective: Have student groups deliver their bite sized plate of pork that can be hand held using sustainable approaches and publish their 'How-to' video to educate others about that explains what cut of pork was used, the way it was prepared, the equipment and techniques used to ensure optimum nutrient content, flavour, texture and visual appeal; and how to cook, serve and manage food waste with a low ecological footprint.

The Delivery phase has two stages – production and publication. In the production stage the project comes to life – this is the doing phase. At the end of this phase the presentation of the tasting plate of pork and publication of the 'How-to' video should be completed.

Student Groups create and share their bite sized plates of pork that can be hand held at a function ensuring optimum nutrient content, flavour and visual appeal, and with sustainable approaches to cooking, catering and waste management.

In the Publish phase, students get to showcase all of their thinking and planning. This is the time when students deliver their pork dishes. This is also a good time for peer review or self-assessment.

Invite students, teachers and parents to attend a function to taste and celebrate all things pork.

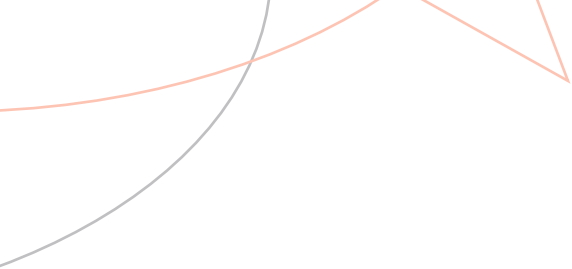
Host the function and serve the pork dishes using sustainable approaches to cooking, catering and waste management.

Encourage students to explain to the guests how they designed and created their pork dishes, what cut of pork was used, the way it was prepared, the equipment and techniques used to ensure optimum nutrient content, flavour, texture and visual appeal with a low ecological footprint.

Students share and publish their 'How-to' video to educate others about what cut of pork was used, the way it was prepared, the equipment and techniques used to ensure optimum nutrient content, flavour, texture and visual appeal; and how to cook, serve and manage food waste with a low ecological footprint.

The following are suggested points to consider in each presentation:

- How much do the students know about the subject matter?
- How well have they used their chosen medium?
- What is unique or eye catching about their visual style?
- What concepts about the subject matter have they chosen to emphasize?
- Have they missed anything out?



View presentations of the students' 'How-to' videos and enjoy a day of showcasing what has been discovered about cooking nutritiously balanced, flavoursome, aesthetically pleasing pork keeping in mind a low ecological footprint.

Progression for learning:

Each student has produced their bite sized plate of pork that can be hand held and where possible served it using sustainable approaches to cooking, catering and waste management; and also published their 'How-to' video that explains what cut of pork was used, the way it was prepared, the equipment and techniques used to ensure optimum nutrient content, flavour, texture and visual appeal; and how to cook, serve and manage food waste with a low ecological footprint.

They have presented it to the class and have been given feedback.

Step 7: Debrief

Objective: Assess the results of the research undertaken to produce their bite sized plate of pork that can be hand held (and where possible) serve it at a function using sustainable approaches to cooking, catering and waste management, and publish their 'How-to' video that explains what cut of pork was used, they way it was prepared, the equipment and techniques used to ensure optimum nutrient content, flavour, texture and visual appeal; and how to cook, serve and manage food waste with a low ecological footprint.

Ask students to:

Reflect on their learning and all aspects involved in cooking the pork recipe, presenting it, serving it and then educating others about what cut of pork was used, they way it was prepared, the equipment and techniques used to ensure optimum nutrient content, flavour, texture and visual appeal; and how to cook, serve and manage food waste with a low ecological footprint.

Was it informative and educational? How do they feel they represented their pork dishes and research?

Identify and describe what the most surprising thing they learned about.

Evaluate their pork plate and 'How-to' video and write about whether their work:

- matched the definition of the task, and
- educated others about what cut of pork was used, they way it was prepared, the equipment and techniques used to ensure optimum nutrient content, flavour, texture and visual appeal; and how to cook, serve and manage food waste with a low ecological footprint.

Ask questions like "what would you do differently next time?"

Write about the quality of their planning, their finished work samples and whether they enjoyed the tasks.



References and Resources

This is a list of websites used in this unit for teacher use. As content of websites used in this unit is updated or moved, hyperlinks may not always function.

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Sustainable Table (2016) Hungry For Info. What You Can Do. Retrieved from <http://sustainabletable.org.au/Hungryforinfo/Whatyoucando/tabid/121/Default.aspx>

Shrink That Footprint (2016) 5 Simple Ways to Save Food. Retrieved from <http://shrinkthatfootprint.com/5-simple-ways-to-save-food>

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Resource pages

Resource 1.1 Task Sheet

The essential question:

What happens when we understand how to prepare, cook and present pork using a range of techniques to ensure optimum nutrient content, flavour, texture and visual appeal and then serve it at a function using sustainable approaches to cooking, catering and waste management?

The scenario:

Australian Pork Limited is searching for students to bring their love of food and cooking together and explore the versatility of Australian pork as you put on a food fair that celebrates with 'bite sized or shared plates' of pork!

Pork is very on-trend and can be cooked with loads of flavours to create loads of textures.

Find out about the PorkStar program and campaign and its chefs who have turned pork into a menu must have. Discover the way these chefs apply sustainability considerations in their cooking by sourcing pork from Australian producers, using the whole carcass of pork so there is less wastage, and buying locally grown ingredients, which means a reduction in kilometres needed to travel to purchase the ingredients. Explore the extraordinary skills these chefs have in taking raw pork cuts and producing absolute poetry on a plate.

In small groups, you are tasked with looking into different pork cuts for inspiration, and researching how you can design, prepare, produce and present pork using a range of techniques to ensure optimum nutrient content, flavour, texture and visual appeal with a low ecological footprint. You need to read and select recipes, then gather the ingredients and prepare a recipe of your choice.

Where possible also hero pork at an event like a food fair with bite sized plates of pork that can be hand held and invite students, teachers and parents to come and taste all things pork! You also need to use sustainable approaches to your cooking, catering and waste management at the event.

Your group is also tasked with sharing and explaining your pork dish using food photography and digital technologies in a 'How to' video to explain what cut of pork is being used, the way it is prepared, the equipment and techniques used to ensure optimum nutrient content, flavour, texture and visual appeal; and how to cook, serve and manage food waste with a low ecological footprint.

You are required to capture the stages involved in the cooking and development of your pork plate and provide evidence of your learning about how the principles of food safety, preparation, presentation and sensory perception influence the creation of your plate of pork.

You are also required to include the performed and researched script of your group's learning and all group members need to be involved in the research, analysis of finding, cooking of the recipe and production of the 'How-to' video.

High, low and no tech options are available.

High Tech: You can film and edit the video digitally using film equipment and editing software.

Low Tech: You can make a recording of the script as an audio presentation.

No Tech: You can perform the script orally using photographs or illustrations for emphasis.

Short video clips and images for use in your 'How-to' can be found on **www.pork.com.au**

What kind of chef will you be? What research can assist you develop deep understandings about the different cuts of pork and how to best prepare and cook them to ensure optimum nutrient content, flavour, texture and visual appeal? What research can inform you about the PorkStar program and campaign and its chefs who have turned pork into a menu must have? What investigations can you undertake to discover more about how to hygienically prepare and serve pork as part of a food fair? What might you need to know about sustainable approaches to cooking, catering and waste management?

Resource 1.2 Define

Submit a written definition of the challenges you are to undertake.

Resource 1.2.1 Australian Pork Cuts


AUSTRALIAN
Pork™

AUSTRALIAN PORK CUTS

1


Leg

Leg Roast




Traditional bone-in roast

Easy Carve Leg Roast




Smaller leg roast without the bone

Leg Steaks




Great for grilling, barbequing or pan frying

Mini Roast




Suitable for 2-3 people - Ideal for a midweek roast

Butlet




Premium loin cut suited to pan frying, grilling or barbequing

Loin Steaks




Premium pork steak, similar to a loin chop without the bone

Rolled Loin




Premium boneless roast, can be sized to suit

Butterfly Steak




Versatile double loin steak

Loin Chop



Great barbequed, grilled or pan fried

Loin Rack




Outstanding dinner party favourite, with or without crackling

2

Hock

Hock/Shank




Ideal for slow cooking in either Asian or European Styles

3


Loin

Pork Fillet




Extremely versatile prime cut

Belly




Succulent and tender, either slow roasted or braised

U.S Style Spare Ribs




Traditional U.S style, delicious on the grill or BBQ

Spare Ribs



Great marinated, barbequed or slow roasted

Rolled Belly




Excellent value alternative roast. Succulent and rich flavour

4


Tenderloin

Forequarter Roast




Traditional bone-in roast

Easy Carve Shoulder




Great value boneless roast

Scotch Fillet Roast




Economical roast with great flavour and tenderness

Forequarter Chop



Large chop, great for barbequing or grilling

Scotch Fillet Steak




Economical steak with great flavour and tenderness

5


Belly

Mince




A must for authentic bolognese. Tasty alternative to regular mince

Stir Fry Strips



The original stir fry meat. Great for Asian style dishes

Diced




Generally used for casserole or stir frying

6


Forequarter

Forequarter Roast




Traditional bone-in roast

Easy Carve Shoulder




Great value boneless roast

Scotch Fillet Roast




Economical roast with great flavour and tenderness

Forequarter Chop



Large chop, great for barbequing or grilling


Scotch Fillet Steak



Economical steak with great flavour and tenderness


Miscellaneous

Mince




A must for authentic bolognese. Tasty alternative to regular mince

Stir Fry Strips



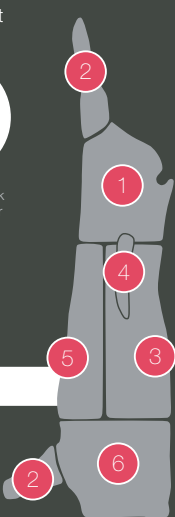
The original stir fry meat. Great for Asian style dishes

Diced



Generally used for casserole or stir frying

Location guide

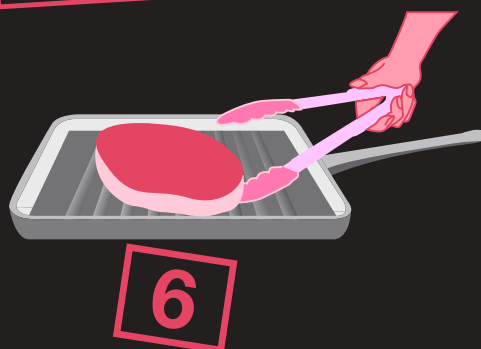


48

AN EDUCATIONAL UNIT FOR SECONDARY SCHOOLS PORK IS ON THE MENU

Resource 1.2.2 How to Cook Perfect Pork

“6-2-2”
FOR SUCCULENT
PORK STEAKS



1. Pre-heat a pan, griddle pan or BBQ plate just like you would for any other steak. Cook on one side for **6 minutes**.



2. Turn once and cook for **2 more minutes**.



3. Now just take the pork steak out of the pan and without turning, let it rest for **2 final minutes**, allowing the juices to settle so it's nice and tender.

Resource 1.2.3 Plus, minus, interesting

What do you think is really important about how ingredients in a pork recipe can be selected, prepared and cooked to ensure optimum nutrient content, flavour, texture, and visual appeal keeping a low carbon footprint in mind? Use the Pluses, Minuses and Interesting (PMI) chart to evaluate your thinking.

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Resource 1.3 Discover

In this stage, the research and digging begins. This involves obtaining the background information that gives the task its context, and identifying what you need to know and what you need to be able to do to solve the task.

Links for Research and Reference

How to Cook a Pork Steak at www.pork.com.au/cook-pork-steak

How to Roast Pork at www.pork.com.au/roast-hints

Recipe Finder on www.pork.com.au

Pork Steak www.pork.com.au/home-page-consumer/recipes/how-to-cook-a-pork-steak.aspx

Different cuts of pork and ways to cook them at www.porkstar.com.au/home-page-chef/recipes-and-training/cuts-up-close---videos.aspx www.porkstar.com.au/chefs-up-close/ and <http://www.porkstar.com.au/recipes/>

PorkStar www.porkstar.com.au

Chef's Recipe Calculations <http://chefsblade.monster.com/training/articles/211-the-ultimate-guide-to-recipe-calculation>

How to reduce your food footprint at <http://shrinkthatfootprint.com/5-simple-ways-to-save-food>

Cook Efficiently <http://yourenergysavings.gov.au/actions/cook-efficiently>

Reducing Food Waste Would Mitigate Climate Change, study shows www.theguardian.com/environment/2016/apr/07/reducing-food-waste-would-mitigate-climate-change-study-shows?CMP=share_btn_tw

Resource 1.4 Dream

This is where you use the knowledge you've gathered to visualize a creative and appropriate solution. This is a whole-mind process where we imagine what the solution will appear like as it would at the food fair where you will serve your dishes of Australian pork. Instead of asking "why" we ask "why not." The question of "what's the worst that could happen" becomes "what's the best that could happen."

Consider which recipe you will prepare that can be hand held, that features Australian pork, the ingredients and equipment you need to cook it.

- How will you prepare, select ingredients and design and create a pork dish that no other group in the class is cooking?
- How will you cook the pork dish with a low ecological footprint?
- How can your skills be applied to planning the function menu for the food fair?
- What sustainable approaches to cooking, catering and waste management might be possible?
- What will you make your 'How-to' video about?
- How will you bring the topic alive for others?
- How will you grab their attention?
- What is it about your pork dish that you want everyone to know?
- How will you use your ideas?
- How will you approach writing your draft script for the video?
- How will your video inform, educate, inspire others to prepare, cook and deliver perfect pork dishes?

This is your chance to make a truly educate others about the ways you can cook with pork!

Resource 1.5 Design

Commence by establishing your desired outcome; then visualise the various steps necessary to achieve the visualized solution in measurable, achievable steps.

Prepare a project plan to outline how the group will prepare, select ingredients and design and create bite sized pork plates that can be hand held for a food fair using sustainable approaches to cooking, catering and waste management.

What	When	How	Who	How can our products and processes be improved?
------	------	-----	-----	-------------------------------------------------

A plan is also needed for how the group will design and produce their 'How-to' video that explains what cut of pork was used, the way it was prepared, the equipment and techniques used to ensure optimum nutrient content, flavour, texture and visual appeal; how to cook, serve and manage food waste with a low ecological footprint.

What	When	How	Who	How can our products and processes be improved?
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Resource I.6 Deliver

This stage is the process by which the dream becomes a reality. It's where you actually implement the design to complete the solution to the task in two separate steps:

Produce (actually creating the pork plate), and Publish (the How-To video).

Record the pork recipe.

Record ways you will use sustainable approaches to cooking, catering and waste management.

Photograph what pork cut was used; the method used to prepare the recipe; the equipment and techniques used and the stages involved in the cooking of the pork plate.

Photograph how to cook, serve and manage food waste with a low ecological footprint.

Write the introduction of the 'How-to' video:

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Write the body of the script:

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Write the conclusion of the 'How-to' video:

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Resource 1.7 Debrief

Self-Assessment – Things to improve

This image shows a full page of primary-ruled notebook paper. It features a series of horizontal dashed lines for writing, with a solid blue line at the top margin. The paper is otherwise blank, with no text or other markings.

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AUSTRALIAN
PorkTM



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