

Participant Workbook

Pick of the Crop: Enrichment Module 2
Food Literacy in Education



Before participating in the Pick of the Crop School Enrichment Modules, please complete the following pre-readings and preparatory activities. Completing this will ensure the time available during the module webinar is efficiently utilised.

Module 2 builds on concepts from Module 1, to further develop understanding of age-appropriate pedagogies with regards to teaching food literacy, and designing suitable learning experiences that connect with the Australian Curriculum.

This module aligns with the following AITSL Australian Professional Standards for Teachers:

1. Know students and how they learn
2. Know the content and how to teach it
3. Plan for and implement effective teaching and learning
6. Engage in professional learning
7. Engage professionally with colleagues, parents/carers and the community

Pre-Reading & Preparation Activities

Activity 1: KWL

Before participating in Module 2, take a moment to consider:

- Where and how are food literacy concepts and practices currently included in your professional practices?
 - Is it taught or included explicitly? What does this involve?
 - Is it taught or included implicitly within other curriculum areas or activities? What does this involve?
- What do you think makes food literacy education effective and engaging for students?
- Following completion of the pre-reading and/or Module 2 webinar, what changes will you make to your professional practices related to food literacy?

Your responses to this will be discussed during the Module 2 webinar.

Where and how are food literacy concepts and practices currently included in your professional practices?	What do you think makes food literacy education effective and engaging for students?	What changes will you make in your professional practices related to food literacy?

Objective 1: Food Literacy in the Australian Curriculum

Food Literacy in the Australian Curriculum

Food Literacy is represented within the Australian Curriculum predominantly within the content descriptors for Health and Physical Education (Food and Nutrition focus), and Design and Technologies (Food specialisations and Food and fibre production), however the opportunities to make connections are described within Science, HASS and Maths through the curriculum connections.

Health and Physical Education Curriculum

Within the Health and Physical Education curriculum, a strengths-based approach to food literacy is supported by recognising that students and communities have various resources that can contribute to improved health. Likewise, it is recognised that students have varying levels of access to personal and community resources depending on a variety of contextual factors that impact on food-related decisions and behaviours.

The Health and Physical Education curriculum also recognises that the broader school community and environment should be used to enhance learning of food literacy knowledge, skills and competencies through consistent and reinforcing messages. Propositions within the Health and Physical Education curriculum are consistent with approaches to communicate the importance of food literacy described in Module 1.

Curriculum Connections

The curriculum connections intend to make learning more meaningful for students by allowing food literacy concepts to be integrated across various teaching areas within the Australian Curriculum. The curriculum connections also identify priorities attached to the general capabilities and cross curriculum priority areas.

For food literacy concepts, two curriculum connections are identified: Food and Wellbeing and Food and Fibre

Activity 2: Exploring Curriculum Connections

Visit the [Food and Wellbeing](#) and [Food and Fibre](#) curriculum connection landing pages and familiarise yourself with the rationale, safety considerations, and dimensions. Explore the content relevant to your current professional practice, including cross-curriculum priority areas and General Capabilities.

From this exploration, identify a unit/learning experience related to food literacy from your professional practice that you wish to review, OR a current unit/learning experience from any curriculum areas that you wish to embed food literacy into. Please bring these units/learning experiences to the Module 2 webinar along with the corresponding curriculum documents.

*Note: The Australian Curriculum is currently under review.

Objective 2: Age-appropriate pedagogies for developing food literacy

2.1 Best Practice in Food Literacy Education

Best practice refers to the professional procedures considered as the most effective, based on the current body of evidence. Systematic reviews and meta-analyses are used to inform best practice as they provide a robust and rigorous synthesis of research on a particular topic, and as such are considered to provide the strongest level of evidence.

With regards to best practice in food literacy pedagogy, a systematic review and meta-analysis by Dudley, et al., (2015), specifically aimed to determine the teaching approaches and strategies that were most effective in promoting healthy eating in primary school children. The review captured data from 38001 primary schools across 13 countries and clearly showed:

- Experiential learning approaches (School/community garden, cooking and food preparation activities) to be effective in:
 - Improving student intake of fruit and vegetables
 - Improving student nutrition knowledge
 - Reducing energy intake/food consumption
- Cross curriculum approaches (Nutrition education programs that were delivered across two or more traditional primary school subjects) to be effective in:
 - Improving student intakes of fruit and vegetables
 - Reducing student consumption and preference for sugar, particularly in drinks (although, more studies are needed)
- Parent/carer involvement (programs requiring active participation or assistance from a parent/carer within or outside the school environment) to be effective when in partnership with other strategies, particularly enhanced curriculum and cross-curricular, experiential learning

Importantly, enhanced curriculum approaches (speciality nutrition education programs beyond existing health curriculum delivered by teachers or specialists), improved nutrition knowledge, but not dietary behaviours.

While remaining pedagogical approaches (rewards and incentives, literature/story based, games-based, and web-based approaches), currently lack sufficient evidence to show efficiency.

A more recent systematic review by Charlton, et al., (2020), further identify the key characteristics of experiential nutrition interventions that were successful in changing nutrition-related cognitive and behavioural outcomes in primary school children. In this review of 42 studies, taste testing within nutrition education, cooking, and gardening activities were effective in increasing a child's willingness to taste unfamiliar fruits and vegetables, improved their cooking and food preparation skills, and increased nutritional knowledge.

2.2 Cognitive Development and Food Literacy Content Selection

Piaget, Vygotsky and Bandura are leading theorists in cognitive development. The works of these theorists can be applied within the education setting to guide content selection and concepts that are appropriate to the student's stage of learning and cognition. The works of these theorists, as they are relevant to food literacy education, will be discussed below.

Piaget's Stages of Cognitive Development

Piaget proposes four stages of cognitive development that intend to conceptualise intellectual progression from infancy to adulthood.

Understanding these developmental progressions supports teachers in selecting concepts and content appropriate to their students. In the summary of these developmental stages in the table below, it can be seen that most children in primary school will be functioning in the pre-operational and concrete operational stages, however, differentiation to the former and later stages of developmental may be necessary.

Summary of Piaget's Stages of cognitive development

Stage	Age Group	Key Developmental Features
Sensory Motor	Birth to 18 – 24 months	Imitation and using senses to understand the world
Pre-operational Prep – Grade 1	18 – 24 months to 7 years	Symbolic thinking & magical thinking
Concrete operational Grade 2 – 6	7 – 11 years	Logical thinking, basic problem solving
Formal operational	11 years – adulthood	Abstract & hypothetical thinking

Reference 4 - 7

Sociocultural Theories of Cognitive Development

Whilst acknowledging the role of intrinsic development, as proposed by Piaget, social theorists such as Vygotsky and Bandura proposed that cultural and social interactions also significantly influence a child's cognitive development. Similarly, understanding sociocultural development support selection of content that is appropriate and suitable to students.

Vygotsky proposed the Zone of Proximal Development as a socially mediated space where adults and more advanced peers can assist students to develop and extend knowledge, skills and competencies. From the perspective of Vygotsky, the capacity for learning is analysed within the community, rather than within the individual itself. This proposition is similar to the theory of Bandura, who proposed through the Social Cognitive Theory, that most human behaviour is learned through observation, imitation and modelling within the context of social and cultural constructs. Aligning with this, language, as contextualised within social and cultural constructs, is powerful in shaping thoughts and patterns of thinking.

Given the relevance of social and cultural beliefs, values and roles within the context of food literacy, sociocultural theories are relevant to consider in professional practice. Consistent with the concepts of food positive and inclusive food communication (presented in Module 1), teachers have a role in scaffolding not only learning experiences, but also the learning environments wherein students are able to observe, practice and imitate value-neutral and non-judgemental food behaviours and

language, in food positive and inclusive ways. Teachers and school staff have important roles in setting up opportunities for such sociocultural learning. Sociocultural-based teaching strategies for food literacy could include:

- Role modelling
- Role playing
- Imaginary play
- Peer collaboration
- Dialogue, discussion and sharing (i.e. yarning circles)
- Personal reflection
- Co-constructing
- Learning groups
- Connecting with prior knowledge and lived experience
- Observational learning
- Student-led critical inquiry

Reference 8 - 9

Application to Teaching

When teaching food literacy knowledge, skills and competencies it is important to match content, concepts and pedagogical practices to understanding of the cognitive development of students, while also acknowledging and considering the social and cultural knowledge, beliefs and skills they bring to their learning. The tables below provide a detailed summary of the key developmental features of the pre-operational and concrete operational stages of development, as well as explanations of the relevance of these developmental features to teaching food literacy. Space has been provided on page 8 - 9 to record notes and ideas on how to apply this understanding within your professional practice and as relevant to your students' socio-cultural needs.

Pre-operational (18months – 7 years; Prep – Grade 1)

Pre-operational key developmental features	Relevance to teaching food literacy
<ul style="list-style-type: none"> • Symbolic thinking • Concrete understanding • Foundations of language formed • Intuitive age/ primitive reasoning • Learn through pretend play • Difficulty classifying things in more than 1 group • Egocentric • Limited understanding of constancy (different representation of the same thing) • Asserting independence 	<ul style="list-style-type: none"> • Picture, words, facial expressions, sounds or other symbols to represent food and sensory characteristics • Dichotomised thinking – foods become 'good' or 'bad'; internalised (people 'good' and 'bad'); non-judgmental and value neutral approach important • Foundation sensory language formed during sensory play – crunchy, soft, sweet, sour, slippery, dry, sticky • Intuitive (not rational) cause & effect connections • Difficulty classifying things in more than 1 group (legumes as vegetables and meat) • Concepts such as moderation / 'sometimes' too abstract • Limited understanding of food in different forms: concrete experiential learning with different shape, texture foods • Food preferences are predominately based on appearance and texture, not taste; can't consistently label foods based on taste/flavour, but colour and shape • Division of responsibility important – give choice and control; clear role & responsibility in eating

Concrete operational (7 – 11 years; Grade 2 – 6)

Concrete operational key developmental features	Relevance to teaching food literacy
<ul style="list-style-type: none"> • Operational thinking • Understand the concept of conservation • Understand reversibility • Begin inductive logic, or reasoning from specific information • Less egocentric and can understand themselves as an individual with unique thought, feelings and opinions 	<ul style="list-style-type: none"> • Future effects of nutrition are not relevant or important • Introduce food groups for simple categorisation, but not capable of applying food-selection guidelines to choosing what to eat. • Comparing and contrasting foods, sensory characteristics, origins (i.e. animal verse plant) • Understanding of food production becomes more sophisticated, through scientific inquiry and inductive inquiry • Strong dichotomisation remains – ‘good’ ‘bad’ ‘healthy’ ‘unhealthy’ ‘sometimes’ ‘everyday’ (non-judgmental and value neutral approach remains important) • Can define ‘sometimes’ and begin to define ‘variety’ • Self-identification begins (I eat ‘bad foods, therefore’ I am ‘bad’) • Food preference based predominately on taste and taste familiarity, where food comes from increasing importance • Able to begin to understand unconscious mechanisms of hunger, appetite, and satiety • Develop and articulate own food identity – likes, dislikes, culture, significance of foods in own life

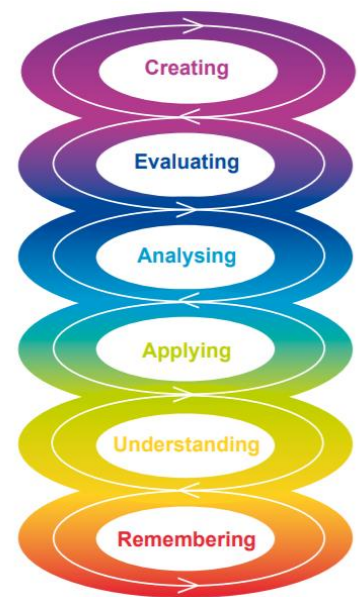
Reference 4 – 7

Food Literacy Learning Sequences

Finally, to achieve meaningful learning and development of food literacy skills and competencies, learning sequences and assessment must be considered. In this regard, it is essential to allocate sufficient time and depth to explore selected content within a well-considered sequence of learning. Such learning sequences should be planned in ways that progressively develop higher order thinking skills and complexity in capabilities. To map these progressions within a learning sequence, both *within* and *across* cognitive stages of development, Bloom's taxonomy can be used.

Bloom's (revised) taxonomy conceptualises cognitions within a hierarchy consisting of six progressive levels, beginning with the lower-level cognitions (remembering, understanding and applying), before progressing to the higher-order cognitions (analysing, evaluating and creating). For a student to develop higher-order thinking skills and capabilities in food literacy, learning sequences must progress through the cognitions prescribed at each level. These progressions of cognitions are evident within the content descriptors and achievement standards across all key learning areas and will be unpacked further in module 2 webinar.

Additionally, as students bring prior sociocultural knowledge and experience to food literacy learning, students may enter the learning sequence at various levels of the taxonomy. Understanding student's prior socio-cultural knowledge, skills, abilities, experiences, and beliefs is essential in planning appropriate food literacy learning sequences. This understanding of student's prior food literacy knowledge can be obtained through assessment *for* learning practices. Likewise, assessment *as* learning can be used to authentically enhance the sociocultural diversity within food literacy by focusing on student led and student-centred approaches, such as those described as sociocultural teaching strategies (page 4 – 5).



Bloom's (revised) Taxonomy

Reference 10 - 12

Module 2: Age-appropriate pedagogies for food literacy

Objective 1: Food Literacy in the Australian Curriculum

Curriculum Connection: Food and Wellbeing

Key terms and concepts

How might we teach students about the importance of a variety of food? _____

What nutrition principles might be important for students to understand? _____

What food preparation skills might help prepare for their future life? _____

What knowledge should students develop about the nature of food? _____

What knowledge and understanding do students need about food safety? _____

What will help students to make informed and appropriate food choices? _____

Curriculum Connection: Food and Fibre

Key terms and concepts

What features of the Food and Fibre curriculum connection stand out, interest or intrigue you? _____

What similarities do you see between the curriculum connections featuring food? _____

Objective 2: Age-appropriate pedagogies for developing food literacy

2.1 Best practice in food literacy education

Reflecting on practice	Experiential learning	Cross-curriculum approach
What success have you had using this teaching strategy in developing food literacy knowledge, skills and competencies? How else could you apply this strategy?		
What challenges have you had using this teaching strategy in developing food literacy knowledge, skills and competencies? How were they /could they be overcome?		

2.2 Cognitive development & food literacy

Learning experience ideas for children in pre-operational thinking

Learning experience ideas for children in concrete operational thinking

How could this model be applied to developing food literacy skills and competencies?

Application in food and nutrition education	Pre-operational Prep – Grade 1	Concrete Operational Grade 2 – 6	Formal Operational *Differentiated learning opportunity
How might we teach the importance of food variety?			
What nutrition principles might be important for students to understand?			
What knowledge should students develop about the nature of food?			
What will help students to make informed and appropriate food choices?			

Objective 3: Designing targeted food literacy learning experiences

Practical Consideration	Key points
CARA / Risk Assessments	
Food Safety	
Student skills, equipment & Supervision	

Other policies & practices	
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Example Pre-operational Cross Curriculum & Experiential Learning Activity

Year 1 Maths, with cross-curriculum connection to HPE (Simple)

Experiential Learning Activity / Sequence	Curriculum Connection	Cross-Curriculum opportunity	Connection to Cognitive Stage
Counting and sorting different colour and size grapes Followed by a pressure free taste test	Math: - Model addition and sharing (ACMNA015) - Pattern green & red grapes (ACMNA018)	HPE: - Food Safety (hand washing & fruit washing): - Recognise situations to promote health, safety and wellbeing (ACPPS018)	- Exploration of foods in different shapes & forms - Neutral language / no dichotomization - Incorporate sensory language into play - Division of Responsibility (pressure free taste test)

Year 1 English, with cross curriculum connection to Maths (Complex)

Experiential Learning Activity / Sequence	Curriculum Connection	Cross-Curriculum opportunity	Connection to Cognitive Stage
Setting up a pretend farmers market with fresh fruits and vegetables	English: - Different ways of asking for information – asking for items, open verse closed questions (ACELA1446) - The purposes texts serve shape their structure – shopping lists (ACELA1447)	Math: - Represent and solve simple addition and subtraction (ACMNA015) - Recognise and describe coins (ACMNA017)	- Concrete learning experience - Pretend play - Incorporate sensory language into play - Neutral language / no dichotomization

Year 5 Science, with cross curriculum connection to English and HPE (Simple)

Experiential Learning Activity / Sequence	Curriculum Connection	Cross-Curriculum opportunity	Connection to Cognitive Stage
<p>Develop skills in using kitchen equipment/utensil used to make a family food, including:</p> <ul style="list-style-type: none"> - Selecting a kitchen utensil - Develop a procedural text for safely and correctly using equipment 	<p>Science:</p> <ul style="list-style-type: none"> - Using equipment and materials safely and identifying potential risks - explaining rules for safe processes and use of equipment (AC SIS086) 	<p>English:</p> <ul style="list-style-type: none"> - Understand how texts vary in purpose, structure and topic as well as the degree of formality (ACELA1504) <p>HPE:</p> <p>Examine how identities are influenced by people and places (ACPPS051)</p>	<ul style="list-style-type: none"> - More sophisticated food production skills - Use scientific and inductive inquiry to understand food properties and production - Develop & articulate own food identity – family, culture, significance of foods in own life

Year 3 - 4 Maths, with cross curriculum connection to year 3 - 4 HPE, D&T, English (Complex)

Experiential Learning Activity / Sequence	Curriculum Connection	Cross-Curriculum opportunity	Connection to Cognitive Stage
<p>Develop a product for sale in the school canteen including:</p> <ul style="list-style-type: none"> - Identifying ingredients from different food groups - Costing - Survey of customer preferences - Procedural writing - Production steps - Evaluation <p>*Pressure free taste test</p>	<p>Math:</p> <p>Weighing ingredients: Measure (ACMMG061)</p> <p>Calculating cost: Solve purchases problems (ACMNA080)</p> <p>Determine customer preference: Data collection (ACMSP095)</p>	<p>HPE: Describe strategies to make healthy spaces (ACPPS040)</p> <p>D&T: Plan a sequence of production steps (ACTDEP018)</p> <p>English (compare procedural recipe & persuasive advertising): Understand how texts (ACELA1490)</p>	<ul style="list-style-type: none"> - Introduce food groups (value neutral) - Comparing and contrasting foods & sensory characteristics - Begin to develop time management skills - More sophisticated food production - Develop & articulate own food identity – likes, dislikes, culture, significance of foods in own life

*Product could be simple non-cook recipes: bliss balls, yoghurt parfaits, vegetable sticks & dip, frozen yoghurt, fruit or vegetable kebabs

Designing age-appropriate food literacy learning experiences

Grade / Class: _____

Experiential Learning Activity / Sequence	Curriculum Connection	Cross-Curriculum opportunity	Developmental appropriateness

Grade / Class: _____

Experiential Learning Activity / Sequence	Curriculum Connection	Cross-Curriculum opportunity	Developmental appropriateness

Additional Resources

First Nations Seasonal Resources

- Indigenous Seasons – Teacher Resource: <https://www.abc.net.au/btn/classroom/indigenous-seasons/10522128>
- Indigenous Weather Knowledge: <http://www.bom.gov.au/iwk/>

Bloom’s Taxonomy:

- <https://www.celt.iastate.edu/teaching/effective-teaching-practices/revised-blooms-taxonomy/>

Assessing Credible Resources

There are many food and nutrition resources and programs already available, but it is important to ensure they are suitable. The NSW Department of Education has developed a flow chart to assist in assessing the suitability of existing curriculum resources/programs: [Microsoft Word - Resource Flowchart .docx \(det.nsw.edu.au\)](#)

In addition to the considerations presented in the flow chart, the following table presents a range of desirable and undesirable elements and factors to consider when selecting food and nutrition resources and programs to utilise.

Additional considerations when assessing resources

Desirable elements, factors or concepts	Undesirable elements, factors or concepts
<ul style="list-style-type: none"> • Strengths-based approach • Recognises the role of nutrition in physical, emotional, mental, social and cultural health • Utilises or applies the principles of the Australian Guide to Healthy Eating and the Australian Dietary Guidelines • Consistent with the Smart Choices Food and Drink Strategy • Applies the Division of Responsibility • Uses neutral food language • Applies age-appropriate concepts and themes • Applies positive connection with community, culture, people and the environment • Food and sensory focused 	<ul style="list-style-type: none"> • Applies dietary models not consistent with the Australian Guide to Healthy Eating • Undermines the Division of Responsibility (promotes bribes, rewards, pressure related to eating) • Is not consistent with the Smart Choices Food and Drink Strategy • Applies weight bias language or connotations • Uses fear or shock tactics • Applies diet culture or food fear language or messages • Dichotomisation of food ('good' and 'bad' foods) • Vilification of foods or nutrients (i.e. "too much sugar") • Is outside the scope of the curriculum • Contradicts risk assessments, supervision or food safety considerations

Food and Nutrition Education Resources

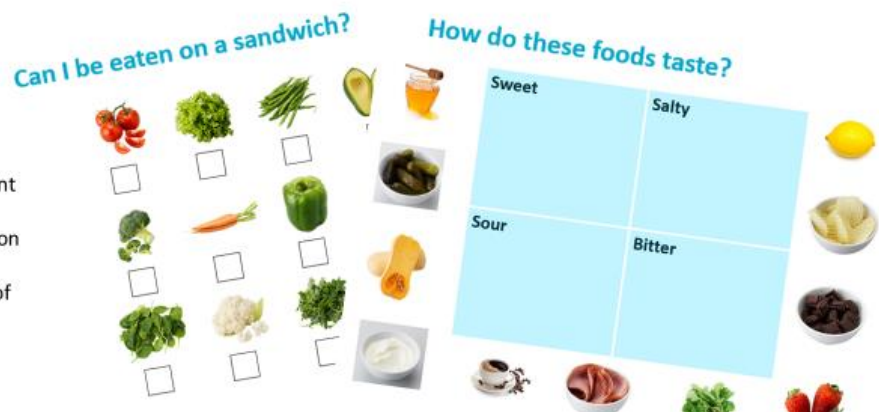
Please see summary below of some readily available food and nutrition education resources, with key features and considerations identified. Please note that when reviewed for cultural appropriateness, none of the below resources rated highly. Module 3 will provide further support in regards to embedding First Nations and culturally diverse perspectives and pedagogies.

TASTE & LEARN (CSIRO)

- Taste & Learn™ is an evidence-based 5-week classroom-based teacher-led program for Australian primary schools. It has been developed by CSIRO by a multidisciplinary team of sensory scientists and educators. The program aims to increase students' familiarity with, enjoyment of and willingness to consume vegetables. It is aligned to The Australian Curriculum.

Resource Features:

- ✓ Evidenced-based
- ✓ Experiential learning focused
- ✓ Sensory focused
- ✓ Cross-curriculum alignment
- ✓ Sustainability elements
- ✓ Social & cultural connection to food
- ✓ Three year banded units of work
- ✓ Includes PPTs
- ✓ Free to download



FOOD DIFFERENT BY DESIGN TEACHER BOOK

- This online curriculum-linked resource was produced by the Australian Science Teachers Association (ASTA). It is designed to introduce students to the importance of science and technology in solving problems, designing new solutions and driving an evolution in food-based industries.

Resource Features:

- ✓ Project based learning (experiential)
- ✓ Cross-curriculum alignment
- ✓ Sustainability elements
- ✓ Three year banded units of work
- ✓ Free to download

*Industry Connections

*Not consistently age appropriate



STEPHANIE ALEXANDER KITCHEN GARDEN

The Stephanie Alexander Kitchen Garden Foundation provides a variety of professional development, educational resources and access to the Shared Table, an online community of educators.

The Foundation publishes educational resources, both online and in print, to give educators the tools they need to run a best-practice, sustainable kitchen garden program.

Resource Features:

- ✓ Sustainability Focus
- ✓ Kitchen Garden – experiential learning
- ✓ Food positive
- ✓ Whole school approach
- ✓ Cross curriculum integration
- ✓ Value social role of food

*Incurs a cost



FOOD A FACT FOR LIFE

Food a Fact for Life is a UK based, comprehensive, progressive education program which communicates up-to-date, evidence-based, consistent and accurate messages around ‘food’ to all those involved in education.

Resource Features:

- ✓ Experiential learning focused
- ✓ Sensory focused
- ✓ Sustainability elements
- ✓ Five year banded units of work + Professional development
- ✓ Includes PPTs and worksheets
- ✓ Free to download

*Does not align with the Australian Guide to Healthy Eating

*Healthy Eating aspects not consistently age appropriate



PHENOMENON

Phenomenom is a free digital toolkit for teachers, jam-packed with springboard episodes and lesson plans, designed to tickle students’ tastebuds for learning. Each Phenomenom episode or Nomcast podcast comes with a whole suite of free Australian Curriculum-aligned learning resources.

Resource Features:

- ✓ Experiential learning focused
- ✓ Sensory focused
- ✓ Non dichotomising approach
- ✓ Sustainability elements
- ✓ Cross curricula connections
- ✓ Teacher Guide, lesson plans, student videos & podcast
- ✓ Free to download



REFRESH ED

Refresh.ED is a comprehensive online resource to help teachers introduce food and nutrition in classrooms from kindergarten to year 10 (Western Australia). *Refresh.ED* provides classroom teaching materials as well as professional learning materials to enhance teacher knowledge and confidence to teach nutrition. Teaching and learning materials are based on research into nutrition education.

Resource Features:

- ✓ Sustainability elements
- ✓ Cross curricula connections
- ✓ Lesson plans
- ✓ Free to download



*Lacking in experiential learning

*Healthy Eating aspects not consistently age appropriate

*Focus on physical health

*Dichotomisation

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