

Fairfield Refugee Nutrition Project

Food Literacy & Sampling

LESSON PLAN FOOD LITERACY & SAMPLING

Background

The foods that people eat are critical in defining them and are an integral part of shaping ethnic identity. The importance of finding access to familiar or cultural foods during refugee resettlement has been well reported. This is especially true for those individuals who suffer from poor appetite, and in particular children. Learning the names of familiar foods in English and how to ask for familiar foods increases the power of the individual in choosing the foods they desire.

Adjusting to a new food supply system which varies greatly from that of the home country of people from refugee backgrounds can also create many concerns. Food in Australia is abundant and varied. There are food items not available in other countries (like cereal), mass marketing, and high availability of convenience food, easy access and relative affordability of foods considered luxury items (like oil), large scale farming and importation, all of which complicate the purchase of food at the supermarket.

Learning the names, tasting and visually identifying new foods similarly increases people ability to choose and builds knowledge, skill and an ability to make healthful choices.

Also see from 'Easing the Transition', p20, 'The diet and lifestyle context for new arrivals; the experience of settling in a new country'.

Messages Eat at least 2 fruit and 5 vegetables every day
Eat a varied diet

Topic Food literacy and food sampling

Focus Questions

Which foods are new to you?

Have you tried new foods since arriving in Australia and were you successful?

What stops you from trying new foods and new recipes at home?

Learning Experiences

Competency	Activity	Resources
Vocabulary, familiar and new foods	<ul style="list-style-type: none">- Participants look at pictures of traditional foods and food commonly found in Australia and their name in English.- Group leader describes the varieties, seasonality, nutritional benefits, taste and texture, methods for cooking and different ways each food item may be purchased at the supermarket (e.g. canned, dried, frozen, fresh etc.).	<ul style="list-style-type: none">- Food cards www.rph.wa.gov.au/hpnetwork/GFNA/Goodfood.htm.- Sample of new products for participants to visualise and touch.

	- Participants discuss their experience with each item, share stories and recipes.	
Experiencing new foods	<ul style="list-style-type: none"> - Participant's 'taste test' some of the less familiar foods in different forms, for example fresh apple, cooked apple and dried apple. - Discuss the difference. Discuss how each food may be used. Highlight the importance of individually assessing the benefits of convenience verse the price of pre-prepared foods. For example cooked apple as apposed to fresh apple. 	<ul style="list-style-type: none"> - Pre-prepared food samples. - Sample of new products for participants to visualise and touch.
Future learning's	- Ask each participant to write down one food they would like to learn more about. Use these foods as the focus of cooking demonstrations.	- Paper to record participants' food interest www.refugeehealth.org.au .

Review Questions

What new foods have you learnt about or tried today?

Do you think it will be hard to shop seasonally?

What are some of the ways you might introduce new foods to your children's diets?

Evaluation

Session evaluations asks participants to identify foods they learnt more about during the session, and those foods they would like to learn more about in further sessions.

Foods identified during these sessions form the basis of later cooking demonstrations.

Other resources and lessons

11. From 'Easing the Transition', p117, 'Food demonstrations and group cooking activities'.
www.foundationhouse.com.au
12. From 'Good Food for New Arrivals', classroom lesson plan 'Familiar Foods'.
www.rph.wa.gov.au/hpnetwork/GFNA/Goodfood.htm
13. From 'Good Food for New Arrivals', 'Cultural Food Information; common foods list'.
www.rph.wa.gov.au/hpnetwork/GFNA/Goodfood.htm
14. 'Nourishing New Communities', shopping lists and menu plans for refugee communities immediate arrival needs.
www.health.qld.gov.au
15. FAO; Nutrition Country Profiles
www.fao.org/ag/aqn/nutrition/profiles
16. Ethno Med; cultural profiles of refugee groups in Australia
www.ethnomed.org/

New Foods

Faye Southcombe
NSW refugee Health Service

Almond Nut



Apple



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Apricot



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See attached presentation CD

New & Different Foods



Female



Male

Number of children aged 0 to 1 years _____

Number of children aged 2 to 5 years _____

Q1 What did you learn about today?

Q2 List three new foods you learnt about today.

Q3 What foods would you like to learn about more?

Q4 How would you rate the talk today? (Circle your answer)

Overall



Communication



Information

