

Food in the Australian Curriculum: an educational unit for the Year 6 curriculum

So You Think You Know Where Your Food Comes From?



Australian Government
Department of Agriculture

AGRIFOOD
SKILLS AUSTRALIA





Learning topic 1

So Let's Talk About The Food You Eat



1. What are your favourite foods?

- Write down your most favourite foods
- Which ones do you think are **fresh** or **processed**?
- What **ingredients** do you think have been used to create the foods you have chosen?
- Where do you think the ingredients have come from eg did you know sugar comes from sugarcane?
- Do you know what sugarcane is?

2. Key words for you to look up

- Fresh
- Processed
- Ingredients





3. Food in the shopping bag

- Do you think it is fresh or processed?
- Grown in the ground or above the ground?
- Or not in the ground at all – if not where, might it come from?

4. The food in your lunch box

- Where do you think the food in your lunch box comes from?
- Is the food from a plant or animal?
- Is it fresh or processed?
- How do you think it gets to your lunch box?
Make a list of the steps.

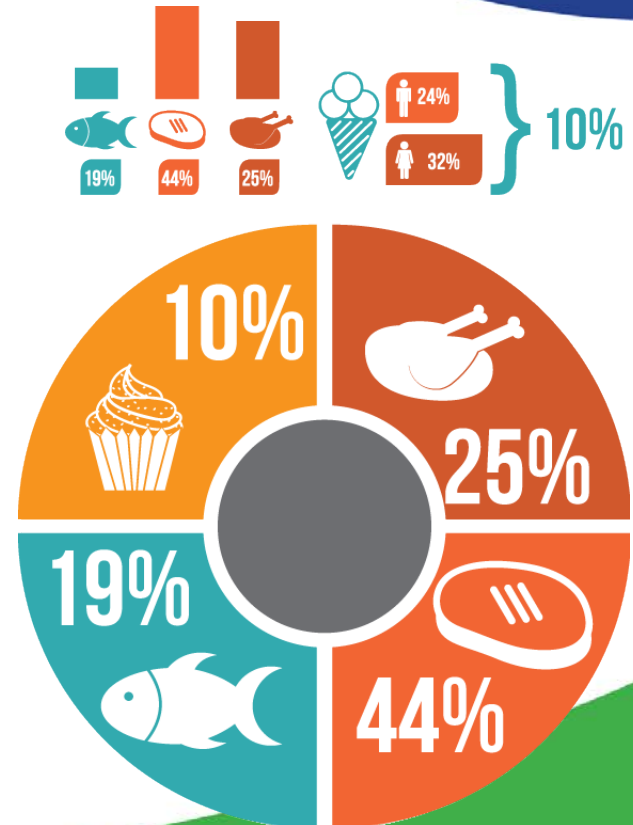




Which are the most common foods eaten in your class?

You are to:

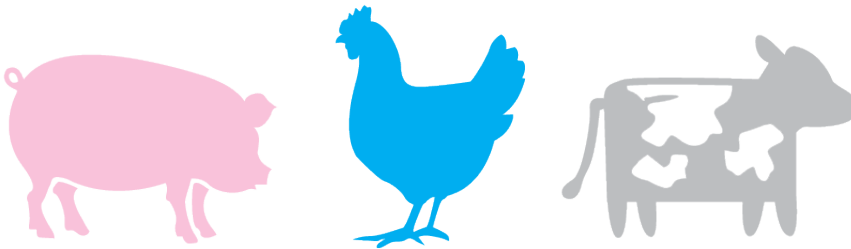
1. Select a spokesperson for your group.
2. Make a list of all the foods that are the most common in your group.
3. Why do you think they are the most common foods?
4. Make a list of those that are fresh or processed.
5. Where do you think most of the food comes from that you eat? (eg the supermarket, grown in Australia? if not where is the food grown?).
6. Collate the groups findings in a table (sample provided – *What are your favourite foods?*).
7. Construct a column graph and/or pie chart to display your findings demonstrating the most common foods to the least common.
8. What % of the food eaten by your group might be fresh or processed?
9. Write a short piece explaining your group's graphs, which your spokesperson will share with the class.





Key Terms

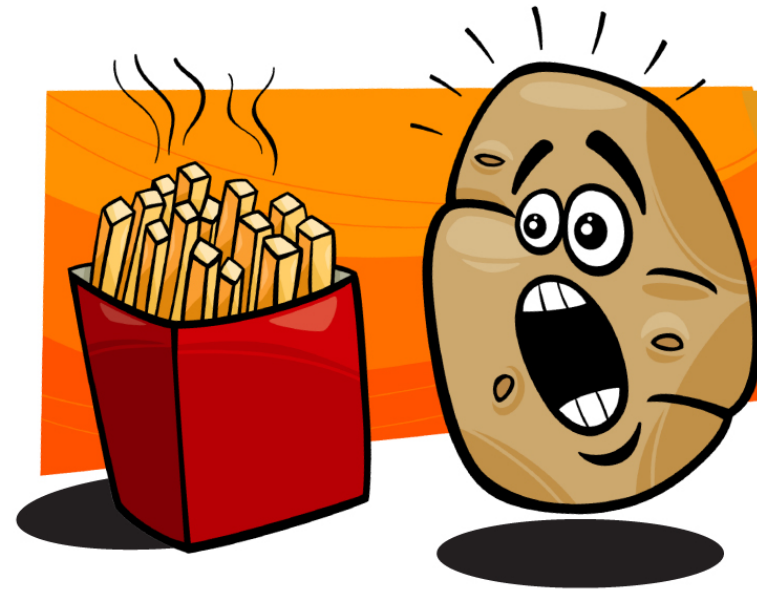
- Paddock to plate
- Farm to factory
- Fresh or processed
- Free-range /Organic farming
- Sustainable or unsustainable
- Agriculture





Where you think your food *really* comes from?

- How do you think potatoes are grown?
- How do you think they become chips?
- What goes into making bread, spaghetti?
- Do you know avocados grow on trees?
Where does fish come from?
- How do you think peanuts grow
 - above the ground?
 - in the ground?
 - what are they used for?
- Have you ever grown a **garden**? If not, why not?
- Where might you or can you grow a garden?
- What could you grow in a garden and why?





Where you think your food *really* comes from....

- What do you think is needed to grow food?
- Have you ever visited or lived on a farm?
- What did it grow?
- What is a crop?
- What crops do you think are grown in your community, region or state?
- Have you heard of terms like free-range, organic farming? What do you think they mean?
- Why do you think farming/agriculture needs to be sustainable?
- If it isn't sustainable, do you think you will be able to keep eating the food you currently eat.



Work task 1: Creating a glossary





Work Task 2: Explain key agricultural terms

You are to:

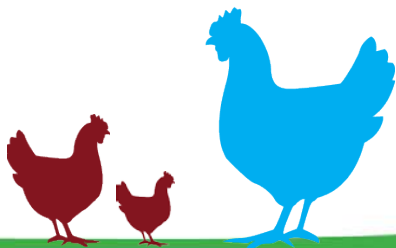
- Make notes by writing down one or two key points about what you have learnt under each of the key headings:
 - paddock to plate
 - farm to factory
 - fresh or processed
 - free-range – organic farming
 - sustainable or unsustainable
- Follow up (research) and find two (2) more key points that you can add to each idea or concept.
- What is the difference between:
 - a garden and a farm
 - fresh or processed
- What is a crop and what does free-range and organic mean?
- In pairs, share and look at each other's notes and edit each other's work – you may wish to share information you have discovered with each other so you can improve each other's work.





So what is free-range and what is organic farming?

- Write down the different meanings of free-range farming.
- What might be the link between free-range and organic farming?
- Where might you find free-range products? What do you think are the most popular? Make a list.
- Why do you think this type of farming is popular amongst some people and not others?





To free range or not to free range

You are to write a **persuasive text**, by taking a position for or against the topic: to free-range or not to free-range.

You will have three sessions to research and write a draft of your text.

Remember your text will need:

- an introduction
- background information
- paragraphs with key sentences explaining your argument - position
- conclusion
- bibliography (the list of resources you have used to collect your information).

I will review your drafts and then you will have to provide a word processed final copy.





So what is needed to make food grow?

Where Does Bread Come From/ How Do You Grow Rice?

After watching the two (2) films, list what you think are needed for both wheat and rice to grow.

What do you think farmers need to understand to make sure their crops grow successfully?

The two (2) films tell us that wheat and rice did not grow here before Europeans decided to live in Australia – so how do you think both these crops arrived in Australia?

[Where Does Bread Come From/ How Do You Grow Rice – ABC From Paddock to Plate](#)





Where does bread comes from and how does it get to your table?

In pairs, discuss the following questions and prepare the steps describing how bread gets to your table.....In your pairs, you will share your answers with the class

Bread:

- What is the main ingredient of bread?
- What basic needs and growing techniques are required to grow this ingredient?
- How does it turn into bread?
- How do you think the bread gets to your table/plate?
Draw the steps (flow chart).

How Do You Grow Rice?

- Think about what you learnt when you watched :
How Do You Grow Rice?
- Where in Australia do you think it is best suited to grow?
- And where would you not find rice growing and why?





Let's summarise what you have learnt so far

You are to summarise what you have learnt when watching the films and class discussion – you should make sure you explain what **environmental elements** and farming techniques are needed to grow crops.

Add the word **sustainable** and its meaning to your glossary of terms.



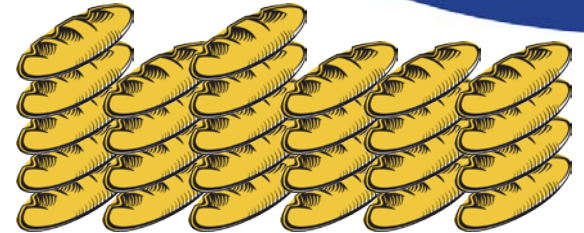
Farm Fresh
Natural  Product





Loaves of bread and sustainability....

1. How many loaves of bread do you think might be eaten in Australia in a week (it doesn't have to be totally accurate – think about how many people/families live in Australia and if they all ate a loaf a bread per week – how many loaves would that be?)
2. How much wheat might be needed to produce the bread – need to think about how much land is needed to produce one (1) loaf of bread.
3. If our population increases over the next 10 years by 10%, how much more wheat do you think will be needed to be grown to provide families with bread?
4. Do you think Australia will have enough land to support this growth?
5. What might we have to do to ensure we can continue to produce enough bread to feed us?





Australian cuisine – the food you eat – a result of a diverse and connected world

- So where did the food we eat come from?
- So how did all the food we eat arrive in Australia?
- What do you think Australian food is?
- Where, when and how do you think different types of food arrived in Australia?
- What role do you think **migrants** played in bringing different foods to Australia? (Think about what you might have learnt in Year 5 History)





Australian food before European settlement

You are going to watch

[Tasty bush tucker - Science \(6\) - ABC Splash](#)
[\(4mins 14 secs\)](#)

and then discuss

Things to think about

But before we start lets “think about”

- Do you know of any Australian bush foods?
- Have you tasted any?
- Can you think of some methods that Aboriginal and Torres Strait Islander people may use to obtain and prepare traditional bush food?





Bush tucker - summarise what you have learnt

- You are to find out (research) what types of bush tucker may have been in the area you live and write one (1) sentence description and include a picture.
- Why do you think the European settlers didn't eat the food that was already here?
- What food did they eat instead and why?
- In the beginning did the food the early settlers brought to Australia survive? If not why not and what were the **consequences**?





Did our First Nations people farm?

We are going to view

[First Australians were also the first farmers](#)
[- Science \(6\) - ABC Splash \(3mins 27 secs\)](#)

and talk about – ***Things to think about***

- Can you think of any other examples?
- Is this farming as Europeans understand it to be?
- What is farming?
- Capture your thoughts in notes under the heading:
Did our First Nations people farm?





The arrival of foods from other places

In pairs or groups (of no more than 4) following our discussion of the arrival of different foods into Australia find out when and what food was brought to Australia by the:

- English colonists
- Chinese on the gold fields
- European migrants after the Second World War – the Greeks and Italians
- Refugees from Vietnam, the Middle East and Africa
- When did other types of food arrive, eg KFC, McDonalds, Indian food like curries etc ?

Extension Question

Why do they think the fast foods like McDonalds arrived in Australia?





Timeline – the arrival of food in Australia

In your groups and using the information from your **research** on when different foods came to Australia you will create a **timeline** starting with the food Aboriginal and Torres Strait Islander people ate through to the food we eat today.

Criteria:

- You will be assessed on how well you can put the events into a “sequence”.





assess

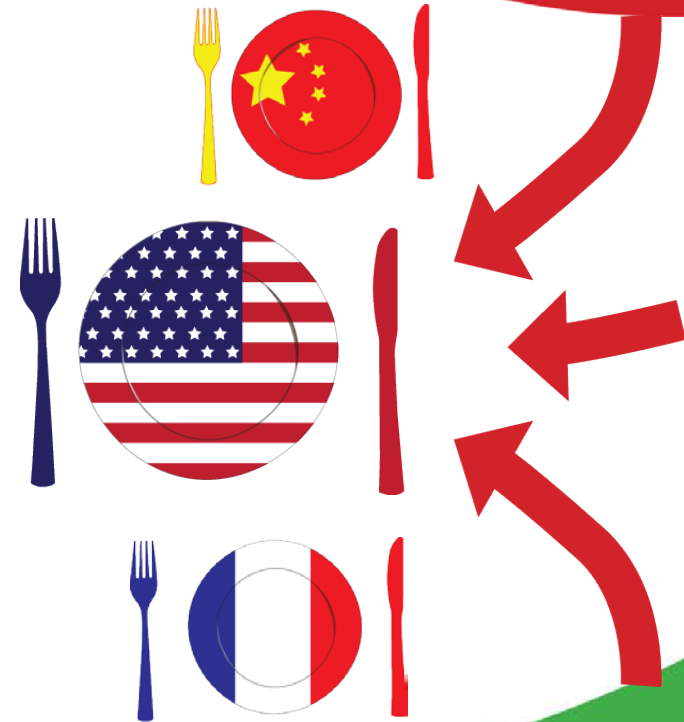
Major project – Australian cuisine reflecting our diverse and connected world

You are to:

Choose a food linked to a particular country that has become part of our Australian Cuisine eg Vietnamese, Chinese, Indonesian, Italian, USA, Mexican, Indian, Persian, Ethiopian, or one that you are interested in finding out more about.

Research your food :

- what is it?
- what ingredients make up your food?
- what part of the world did it come from?
- history - who brought it to Australia (that is if it wasn't here already)
- why did you choose it? If it is your favourite food, think about why it is your favourite, how does it grow etc...





assess

Major Project – Australian cuisine reflecting our diverse and connected world **cont ...**

Prepare a **report and presentation** to share with the class.

The report and presentation should include the following:

- An introduction – why you chose the food
- Background – eg where it came from
- Interesting things about the food you have chosen
- Maps and diagrams that help describe your food and will make your presentation interesting
- Presentation – this should be no more than five (5) minutes and should have an introduction, some interesting points you want to share and a conclusion.

Extension question

How do you think food is linked to the changes in Australian society – has it led to a more tolerant society?



Year 6

Student Activities
and Tasks



Learning topic 2

So How Is The Food You Eat Produced?



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Farming animals to produce the food you eat

Why do cows make milk/How apiarists farm their bees – ABC From Paddock to Plate

You have watched *Why do cows make milk* and *How Apiarists farm their bees* now you are to answer the following questions:

Dairy

- Why do cows have milk?
- What happens to the extra milk?
- What other types of foods come from milk?
- What physical requirements do cows need to help them make milk?
- What could happen to their physical environment that would mean they couldn't make milk?





Farming animals to produce the food you eat

Bees

- Describe how honey gets to your table and what conditions are needed to ensure bees can make honey.
- Make a flowchart that shows how the honey gets from the bee to your table.

Extension questions

- What scientific knowledge do farmers need to make sure they can produce the most and best food?
- Find out why bees and honey may not continue to be sustainable in Australia.





News report: natural disaster creates havoc for farmers

- You are going to prepare a news report on a natural disaster that has had an effect on farmers in Australia.

Overview:

We have discussed how important the physical environment is to making sure farmers can grow crops and farm animals so we can have food on our table. BUT sometimes the physical environment can make life and the growing of crops and animals very hard.

- Describe some examples of when you think this might occur. What is a natural disaster? List some types of natural disasters.
- Choose and research a natural disaster that would have an effect on a farmer's crop or animals.
- Prepare a news report in 150 words that could be either used for television or newspapers. It will need a catchy introduction, a body, with some key facts and a conclusion.
- Include a description of the natural disaster (why it occurred) and what happened to the farmer's crops or animals – how were they affected.





An introduction to chemical science – the notion of changes that are reversible and irreversible

Making butter – changes irreversible or reversible?

- Each of your groups has a glass jar, it contains cream.
- In your group take turns in shaking it.
- You will have to shake it very hard – vigorously – and watch what happens.
- Did you make butter?
- Why did this happen?
- Taste the butter you made – what does it taste like? Smell like?
- Can it be turn back into cream or is it no longer **reversible**?

Extension activity:

- How do you think ice cream is made?
- In pairs write a procedure/ recipe for making ice-cream.





work task

Growing a garden

We are going to watch

[Vegetable gardens - Science \(3,4,6\) - ABC Splash](#)
[\(5mins 18 secs\)](#)

You will be taking notes on the **Things to think about** so you will be able to grow your own garden.





Garden in a box

In pairs, you are going to create your own “[garden in a box](#)” with a few plants such as herbs.

You will need to:

- select the herbs you wish to grow.
- make sure you put on your gardening gloves.
- fill the box with potting mix, create rows, plant your seeds and lightly cover with the potting mix, water your garden.
- to take responsibility for making sure your garden gets all the right attention to ensure the survival of your living herbs.
- make a checklist of what the important things are that you will need to do to make sure your herbs survive.

Once your herbs have grown, make a note of what was required to make sure they survived, and if they didn't survive, what happened?





Creating a small vegetable garden

You are going to create your own small vegetable garden.

Equipment: seeds or seedlings, pegs, tape measure, rulers, gloves, potting mix or fertilisers, spades.

- Choose at least four (4) different vegetables to grow depending on season (your teacher may provide you with appropriate seeds or seedlings).
- Your teacher will select a garden size eg. 20mx8m.
- Now you will need to estimate the size by stepping out the dimensions then measure out garden size with tape and place pegs in corners. Record what you have measured.

Drawing a scaled map of your garden

- Next you will draw a scaled map of your garden so it can fit on an A4 page – so you are only going to draw the outside shape of your garden eg 1:100. (This is to introduce you to scale.)
- Your teacher will give you the width of rows for planting (eg 1m) and tell you how far each vegetable should be away from each other eg lettuce 30 to 40cm.
- Now draw row lines to scale, 2 or 3 rows for each vegetable.
- Draw into scale with a cross for each plant, you will then have a total number of seedlings needed for each vegetable. You should have the total number of seedlings for each vegetable/herb you are going to grow.

**PICK
ME!**

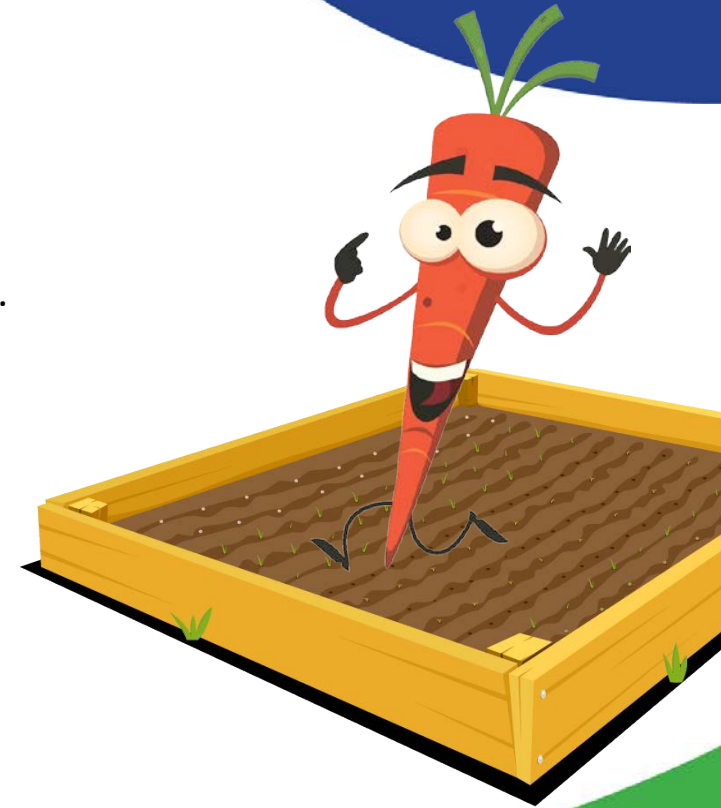




Creating a small vegetable garden **cont ...**

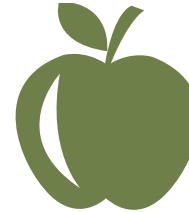
- Why do you think some plants need more space than others?
- You will be given the number of seedlings per punnet, and then you will need to calculate how many punnets you need.
- You are now ready to plant your garden.
- You will need to make sure you wear proper clothing and gardening gloves when you go to plant the garden.

You will now need to look after your garden by weeding, watering, mulching until your produce is ready for sale. You will do this at the beginning of every lesson.





Getting organised to sell your produce



You are going to:

- prepare and design order forms
- decide on your selling price eg 60% of supermarket prices,
- find current prices per kg and then work out the best selling price. eg Carrots selling price might be \$3.00kg .5kg x 3.00 = \$1.50 Beans selling price \$3.00kg .25kg x 3.00 = .75c
- decide on how you are going to “market” your produce.

You are to keep a **working log of all your work**, reflecting on how the environment has impacted on your garden and keep a financial record of money in and money out.





Design your own garden

As a team of four (4) you are going to design your own garden after we look at [Design Your Own Park](#). This will give you some very good ideas and help you to understand scale and measurements.

1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	18



33%



33%



33%

33%

18 divided by 3 = 6





From the paddock/ocean to the plate

As a team of four (4) you are going to:

1. choose one of the foods you have talked about
eg milk, eggs, bread, meat, fish
2. create a flow chart that can show the steps in the
process from the “paddock to the plate”

You will need to think about sequence.

