



Paddock to Plate: Where does my food come from?

# How many roads has my food travelled on? The Journey of Food



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## How many roads has my food travelled? The Journey of Food

Content Descriptor		
Design and Technologies	Plan a sequence of production steps when making designed solutions individually and collaboratively	ACTDE018
English	Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations	ACELY 1676



learn

### Learning Outcome

Students will endeavour to understand the paddock to plate journey of several foods by learning about their journey from the farm to our fork. Students will need to engage in discussion to decide upon the most logical timeline of the journey. The timeline will also provide additional information about the production and processing of food items.

- Explore the paddock to plate journey of food.
- Consider the role of production and food technologies – past and present.
- Learn more about the many people involved in the journey of food.
- Develop an understanding of the sequence of production and processing steps.
- Consider the difference between foods whose journey is short with that of food whose journey is more complex.
- Create more sustainable and productive paddock to plate journeys for food items.

### Description

This resource has students exploring, as a group, the journey of a particular food from paddock to plate. The timeline activity is useful in having students understand the complex journey food often takes to arrive on our plates.



work task

### Work Task 1: Introduction to how food gets from paddock to fork/plate

This activity requires students to work in groups of 4, if possible. This activity should take around 5 –10 minutes.

#### Steps

- Students should view (at home or at school) the PowerPoint [How many roads?](#) to introduce the topic and stimulate discussion.
- Think pair share – in pairs students are to discuss and record their answers to the following questions: What do you think the terms Paddock to Plate or Farm to Fork might mean? Have you heard of them before? Where?
- With a partner list three favourite foods – the pair should then list the paddock to plate journey of these foods. Was it easy? Do they think they know all the steps? Why or why not? Discuss as a class.
- As a class discuss whether or not they know where their food comes from and how it is made? Why or why not? What could be the implications of students not knowing where their food comes from?



work task

### Work Task 2: Paddock to Plate Process – the journey your food makes

- Divide the class into 5 groups and provide each group with a set of [Paddock to Plate Process cards – the journey your food makes](#), make sure they are not in the correct order. There are 5 sets, one set for each group – Dairy, Egg, Grain, Oranges and Sugar – that explores the journey from paddock to plate.

work  
task

- b) Students, in their group, are to place the Paddock to Plate Process cards – the journey your food makes in what they believe to be the correct order. Suggest that they make sure they read the information on each card. As this will help them make their decisions.
- c) The group should then discuss what they learnt about the journey of their food item and develop questions they could ask other students, to help them learn about food and check their understanding of how food gets from the paddock to their plates.
- d) Their questions will make up a quiz for the class. The Quiz handout can be used to guide students in developing a class quiz. handout.
- e) Students mix up the cards and move to the next Paddock to Plate food journey and repeat the activity until they have had a turn with each set and have quiz questions for every food.

work  
task

### Work Task 3: Reflection: The Great Paddock to Plate Quiz

Paddock to Plate Process Quiz - this quiz utilises the questions the students have developed from the Paddock to Plate Process Cards. It will enable students to reflect on their learning.

This could occur in a number of ways, for instance:

- Teacher as quiz master: Choose a number of student devised questions for the Great Paddock to Plate Quiz and have students work individually to answer. Discuss answers as a class.
- The Great Paddock to Plate Quiz: Students could remain in their teams/groups and compete against other teams answering questions delivered by a Quiz Chef. Kitchen implements could be used as buzzers with apple stickers given as prizes. Students and the teacher could act as expert farmers correcting answers and adding additional information.

### Extension Activity

To further explore the concepts of paddock to plate and farm to factory the following activities could be considered

work  
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### Work Task 1: Now its Your Turn to Create a Paddock to Plate Journey

In groups, or individually, students should research a paddock to plate journey of at least one mass produced food such as a McDonald's cheeseburger, salt and vinegar chips or fish fingers. They may also consider the kms the journey takes for the food they have chosen.

- The group should prepare a PowerPoint or Prezi presentation, identifying the steps in a mass production process as flow chart.
- Students should also reflect upon whether these steps are the most sustainable means of processing and producing the food and present to the class some possible ideas to make the journey of their food more sustainable

work  
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### Work Task 2: The Role of Farmers in the Production of Your Food

Students could view short videos individually or in pairs through the resource ABC Splash – From paddock to plate. These clips will provide further insight into the role of farmers in the production of food.

- [http://splash.abc.net.au/res/teacher\\_res/3-paddock-plate.html](http://splash.abc.net.au/res/teacher_res/3-paddock-plate.html)

work  
task

### Work Task 3: Growing your own garden – producing and processing

As a class students could grow their own produce on a micro scale in a garden at school. Students could divide into production and processing roles – a group could plan crops, another groups could plan the tending and harvesting of crops and another group could plan the food that the class could make. View Vegetable gardens on ABC Splash for a good introduction.

- <http://splash.abc.net.au/media/-/m/106432/vegetable-gardens>



assess

• Suggested Assessment Opportunities

- Students are presented with a Paddock to Plate cooking show scenario. As a part of their cooking procedure they are to research their allocated food/s. Students should write the paddock to plate journey as a procedure. Then in a cooking show role play explain and illustrate to the audience the paddock to plate journey of their food. ie Milkshake, toast and avocado, bowl of wheat-bix, bowl of fruit salad.
- Students are to create a show and tell report on the paddock to plate journey of a food item; however, the journey must be in the past or representing a different culture. For instance, , rice in China, Aboriginal and Torres Strait Islanders' (First Nations People) food such as grass cakes and meat, and post European settlement in Australia: meat, butter or bread . They are to also share their reactions to this past paddock to plate journey and hypothesise how this may have changed.

Supporting materials for: How many roads has my food travelled?

[How many roads? PowerPoint](#)

[How many roads? Word Version](#)

[Paddock to Plate Process cards – the journey your food makes](#)

[The Great Quiz questions sample handout.](#)

## Paddock to Plate Journey Suggested Quiz Questions

What is your group's name: \_\_\_\_\_  
(pick a food related name please eg Dairy, Egg etc.)

After your group has finished placing the Paddock to Plate cards in the correct order consider what you have discovered about the food item. Write down 3 questions you would ask other students to help them learn about the food and to see if they understand the information.

You should do this for each Paddock to Plate Journey your group completes.



Orange Paddock to Plate:

Write down 3 questions related to the learning you have obtained in the activity

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



Sugar Paddock to Plate:

Write down 3 questions related to the learning you have obtained in the activity

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



Wheat Paddock to Plate:

Write down 3 questions related to the learning you have obtained in the activity

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



Egg Paddock to Plate:

Write down 3 questions related to the learning you have obtained in the activity

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



Dairy Paddock to Plate:

Write down 3 questions related to the learning you have obtained in the activity

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Produced by



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