

Teacher Resource

Episode 7
22nd March 2016

Food Source

FOCUS QUESTIONS

1. Briefly summarise the BtN *Food Source* story.
2. What was the purpose of the survey discussed in the BtN story?
3. Most kids surveyed thought that eggs came from _____.
4. Finish the following sentence: Around one quarter of kids didn't know that cow's milk is also used to make...
5. Why do experts say the results are a concern?
6. Why do they say it's important to understand where food comes from?
7. What are the benefits of growing your own food?
8. Describe what the kids in the BtN story are doing.
9. What do the kids like about have a kitchen garden at school?
10. Think of ways that you could increase your knowledge of where food comes from. Share your ideas with the rest of the class.

ACTIVITY

How does it grow?

Choose your favourite fruit or vegetable, and learn more about it. Create a profile and present your findings in an interesting way. Respond to the following questions:

- Is it a fruit or vegetable?
- How do they grow?
- Where do they grow?
- When are they in season?
- When are they ready for picking? What should you look for?
- How do you store them?
- How can you eat them?
- Why are they good for you?
- Did you know? Find 3 interesting facts.
- What do you like about it?
- Choose a recipe which stars your fruit or vegetable.
- Draw a picture of or photograph your fruit or vegetable.
- Challenge yourself by drawing a food production flowchart to show how it gets from the farm to our plates. Go to a farmers' market to interview a farmer about the process.

KEY LEARNING

Students will develop a deeper understanding of the sources of plant and animal products and a knowledge of the production chain.

AUSTRALIAN CURRICULUM

Design and Technologies – Years 3 & 4
Investigate food and fibre production and food technologies used in modern and traditional societies ([ACTDEK012](#))

Design and Technologies – Years 5 & 6
Investigate how and why food and fibre are produced in managed environments and prepared to enable people to grow and be healthy ([ACTDEK021](#))

Design and Technologies – Year 7 & 8
Analyse how food and fibre are produced when designing managed environments and how these can become more sustainable ([ACTDEK032](#))

Analyse how [characteristics](#) and properties of food determine preparation techniques and presentation when [designing](#) solutions for [healthy eating](#) ([ACTDEK033](#))

ACTIVITY

Cooking from scratch

Students will develop and prepare their own nutritious, delicious and simple recipe, using fresh ingredients and then share with classmates.

- Form small groups (2-3 students)
- Brainstorm some recipes (use cookbooks, magazines or the internet to find a recipe or use your favourite recipe from home). Your recipe needs to be nutritious, delicious, simple and fun to make. Your recipe also needs to use seasonal ingredients. Watch this [video](#) to learn more about seasonal food. Look at this [seasonal food guide](#) to find seasonal fruits and vegetables in your area.
- Decide on one recipe that you will prepare and share with the class. Ensure that your recipe is different to other groups and the recipes complement each other. For example your class might decide to have an outdoor picnic including something savoury, sweet and a drink.
- Plan
 - What ingredients will you need and where will you get them from?
 - What are your portion sizes?
 - Write a shopping list and budget for your recipe.
 - What tools and equipment will you need?
- Collect your ingredients either from the supermarket, local green grocer, farmers' market or your school kitchen garden.
- Prepare your meal and document the process by photographing each step.
- Share your meal with your class.
- Reflect on the process
 - What did you enjoy about this activity?
 - What worked well?
 - What was challenging? What would you do differently next time?
 - What new skills did you learn?

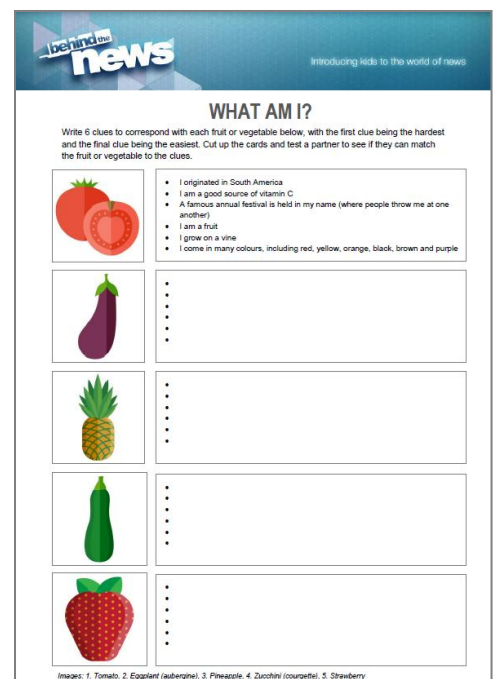
ACTIVITY

What am I?

Students will make their own *What Am I?* game to learn more about the food we eat and where it comes from.






[Download What Am I? Template](#)

- Students will research and write 6 clues to correspond with each fruit or vegetable in the *What Am I?* template, with the first clue being the hardest and the final clue being the easiest.
- Students will test their game on a partner.



WHAT AM I?

Write 6 clues to correspond with each fruit or vegetable below, with the first clue being the hardest and the final clue being the easiest. Cut up the cards and test a partner to see if they can match the fruit or vegetable to the clues.

	<ul style="list-style-type: none">• I originated in South America• I am a good source of vitamin C• A famous annual festival is held in my name (where people throw me at one another)• I am a fruit• I grow on a vine• I come in many colours, including red, yellow, orange, black, brown and purple
	<ul style="list-style-type: none">••••••
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Images: 1. Tomato, 2. Eggplant (aubergine), 3. Pineapple, 4. Zucchini (courgette), 5. Strawberry



ACTIVITY

Persuasive writing

What are the benefits of growing your own fruit and vegetables? Convince your teacher/principal that your school should have a veggie patch. Consider making a poster which includes some fast facts and then write a persuasive text in the form of a letter. Students will investigate the following:

- What are some of the benefits of having a kitchen garden?
- What would you like to grow in your garden?
- Where in your school yard could you have a kitchen garden?
- How would having a school kitchen garden change the way students at your school view food and cooking?

Design your own kitchen garden, keeping in mind the layout, distance from the kitchen, irrigation, crops, pathways and sunlight. Include your design in your proposal.



USEFUL WEBSITES

ABC News – Stephanie Alexander survey finds many children do not know where food comes from
<http://www.abc.net.au/news/2016-03-10/stephanie-alexander-survey-children-do-not-know-food-origins/7235536>

Splash – From Paddock to Plate teacher resource
http://splash.abc.net.au/res/teacher_res/3-paddock-plate.html

Behind the News – Cotton Cows
<http://www.abc.net.au/btn/story/s3445987.htm>

ABC Splash – Sustainable Gardens
<http://splash.abc.net.au/home#!/topic/496480/sustainable-gardens>



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