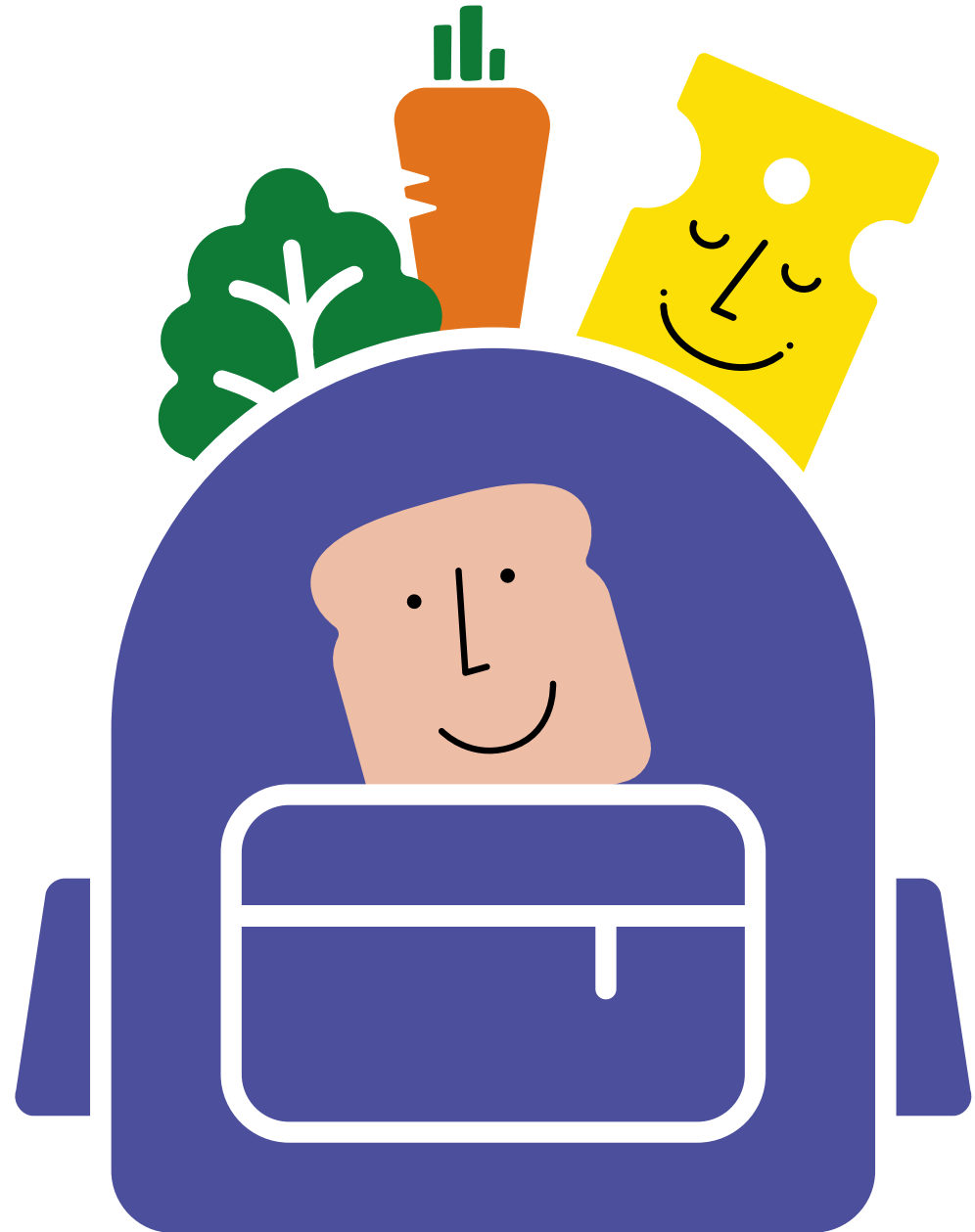




FEAST
FOOD EDUCATION AND
SUSTAINABILITY TRAINING

**UNIT OF
WORK**



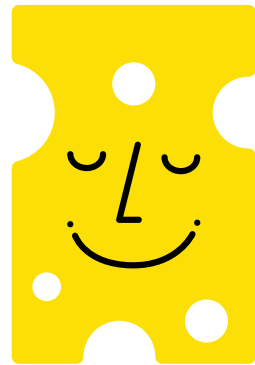
WE'RE THE FEAST FOOD FAMILY

— You might recognise us as some of the most commonly wasted food items from your fridge at home.

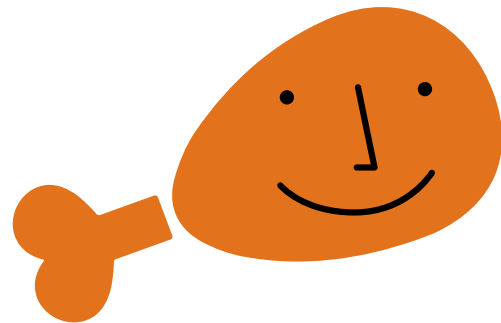
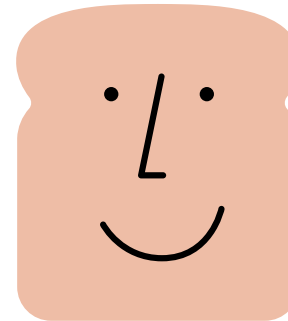


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FOOD EDUCATION AND
SUSTAINABILITY TRAINING

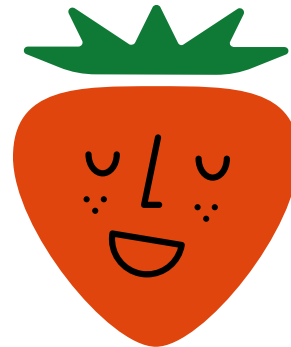
I'M JEEVES
THE CHEESE



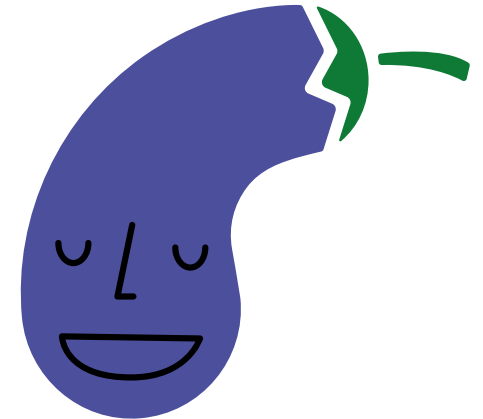
I'M BEN
THE BREAD



I'M CHARLIE
THE CHICKEN



I'M STELA
THE STRAWBERRY



I'M ELSIE
THE EGGPLANT

ACKNOWLEDGEMENTS

THIS EDUCATIONAL RESOURCE WAS PRODUCED BY OZHARVEST TO INTRODUCE YOUNG PEOPLE TO THE ISSUE OF FOOD WASTE.

- It covers nutritional knowledge, food waste prevention, healthy eating and new recipe ideas to help expand their recipe repertoire and cook delicious dishes.

- The resource is designed to raise the awareness amongst school-aged students about the benefits of healthy eating, food waste prevention and building a sustainable future.

- OzHarvest would like to acknowledge and sincerely thank Angela Colliver of Angela Colliver Consulting Services Pty Ltd for her services in the production of the education resource and materials and the education program reference group for offering comments on the draft educational resource and materials.

- OzHarvest would like to acknowledge and thank Graziela Machado for bringing the FEAST program to life by creating a fun and engaging look and feel, including the design and illustrations of all resources and the creation of the fantastic FEAST characters.

- While reasonable efforts have been made to ensure that the contents of this educational resource are factually correct, OzHarvest does not accept responsibility for the accuracy or completeness of the contents, and shall not be liable for any loss or damage that may be occasioned directly



FEAST
FOOD EDUCATION AND
SUSTAINABILITY TRAINING

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CONTENTS



● Introduction	4	● Fact Sheets		● Cross-Curriculum Priorities:	
● A Message from OzHarvest	5	Fact Sheet 1 Food Waste	20	Aboriginal and Torres Strait	
● The FEAST Program	6	Fact Sheet 2 Food and		Islander Histories and Cultures	33
● About the Approach	8	Our Ecological Footprint	21	● Australian Curriculum:	
● Teacher Notes	10	Fact Sheet 3 Guide to Healthy Eating	22	General Capabilities	35
● Implementing the Unit and		Fact Sheet 4 Food Safety	23	● NSW Syllabus Descriptions	37
Activities in the Classroom	12	Fact Sheet 5 Food Hygiene	24	● Victorian Syllabus Descriptions	43
● Assessment	14	● Australian Curriculum		● Western Australia	
● Some Questions		Content Descriptions	25	Syllabus Descriptions	49
and Possible Answers	18	● Australian Curriculum			
		Cross-Curriculum Priorities:			
		Sustainability	32		

INTRODUCTION

THE RESOURCE MATERIAL AIMS TO HELP TEACHERS AND STUDENTS IN PRIMARY SCHOOLS UNDERSTAND MORE ABOUT HEALTHY EATING, FOOD WASTE PREVENTION, AND THE VITAL PART WE PLAY IN ENSURING THAT ALL AUSTRALIANS HAVE A SUSTAINABLE FUTURE.

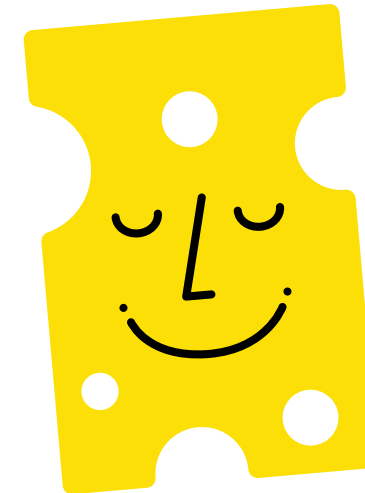
The objectives of the educational resources are as follows:

- Raise awareness about the issue of food waste in Australia and around the world.
- Provide resources to inspire teachers to engage students in quality teaching and learning about food waste prevention and how to plan, prepare and cook healthy nutritious food using recipes that help prevent food waste.
- Support schools to implement Science, Technology, Engineering and Mathematics (STEM) and Food Technologies related concepts, content and processes.
- Educate school students regarding ways food waste can be prevented, and how to repurpose food in recipes, and design a range of meals using food that might be wasted.
- Develop food preparation skills and techniques in school communities.
- Develop engaging learning programs using enquiry process aligned to the Australian Curriculum and relevant State Syllabus.



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SUSTAINABILITY TRAINING

HELLO!



A MESSAGE FROM OZHARVEST

EVERY DAY, I AM REMINDED THAT A MEANINGFUL LIFE IS MADE UP OF MANY THINGS, FOOD GROWN WITH CARE, A PLANET THAT CAN SUSTAIN US, LOVING RELATIONSHIPS, COMMUNITY CONNECTIONS AND ABOVE ALL A SENSE OF PURPOSE.

— I started OzHarvest to find my purpose, after noticing the huge volume of food going to waste in the hospitality industry and knowing so many people were still going hungry, I knew there had to be a better way.

— OzHarvest is now Australia's leading food rescue organisation with a driving purpose to Nourish Our Country. Starting in Sydney with one van, it now operates nationally delivering millions of meals and saving thousands of tonnes of food from landfill.

— Food waste is a global issue causing a negative effect on the environment. Whilst food rescue fills hungry bellies, education transforms lives and is the key to influencing change. Children are the future to saving our planet and we hope to inspire them with this new educational resource providing food education and sustainability training, or FEAST for short!

— Like any good FEAST, it's designed to be fun, engaging and filled with good food! It combines creative cooking, together with nutrition knowledge, healthy eating and food waste prevention to protect the environment and help everyone lead a fully sustainable life.

— FEAST extends beyond the classroom, as students develop the skills to become change makers in the community. It embodies our vision to build a world with zero food waste and free of hunger.

— We hope you enjoy the FEAST Program as much as we enjoyed creating it!

With gratitude,

RONNI KAHN
FOUNDER & CEO OZHARVEST



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FOOD EDUCATION AND
SUSTAINABILITY TRAINING



THE FEAST PROGRAM

Rationale

OZHARVEST HAS DEVELOPED THE FEAST PROGRAM TO ADDRESS THE DEVASTATING AND WIDESPREAD NATIONAL ISSUE OF FOOD WASTE, WHICH COSTS AN ESTIMATED \$36.6 BILLION TO THE AUSTRALIAN ECONOMY EACH YEAR.

Vision

TO EMPOWER AUSTRALIAN SCHOOL AGED STUDENTS TO BE CHANGE MAKERS IN THEIR COMMUNITIES BY IMPROVING THEIR NUTRITIONAL LITERACY, FOOD WASTE AWARENESS AND ENVIRONMENTAL RESPONSIVENESS.

➤ Most food waste is avoidable, and can be largely attributed to lack of knowledge and awareness.

➤ The Australian Government has committed to halving food waste in Australia by 2030, in line with United Nations Sustainable Development Goal 12.3. Creating awareness and community education opportunities are paramount in the national and global fight against food waste and influencing long-term community health behaviours.

➤ The FEAST Program has identified an opportunity in the Australian education program as it uniquely brings together sustainability, food waste and nutrition education, unlike any other program on offer. FEAST educates students about healthy eating, food waste prevention, and the vital part we play in ensuring that all Australians have a sustainable future.

➤ The program and its resource materials have been developed to ensure the latest teaching and learning approaches are used



FEAST
FOOD EDUCATION AND
SUSTAINABILITY TRAINING

to support teachers implement a real-world curriculum where students prepare and present recipes using food that is often wasted at home. All recipes can be made in class and do not require a kitchen, making cooking and food education accessible to all children and the school community.

The FEAST Program includes a range of education resources including:

- A Class Kitchen Kit
- Cooking Classes
- Recipe Books
- Lesson Plans
- Optional Learning Experiences to use as extra-curricular extension activities
- A Web Portal
- A Professional Learning Program

The Class Kitchen Kit includes:

- Mixing bowl, measuring cups and spoons
- Utensils including wooden spoons, tongs, strainer, grater and spatulas
- Kitchen knives and chopping boards

THE FEAST PROGRAM



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SUSTAINABILITY TRAINING

The Cooking Classes include:

- Teacher practical class preparation information and checklist
- Safety and hygiene posters
- Accompanying student worksheets

The Recipes include:

Cold recipe book

- Peach Parfait
- Fruit skewers
- Muesli Bliss Balls
- Tzatziki dip with vegetable sticks
- Quick pickle vegetables
- Bircher muesli with apples and banana
- Rainbow salad roll
- Chickpea & lentil kofta pita pockets
- Crunchy noodle salad

Hot recipe book

- Banana pikelets
- Turkish carrot & yogurt dip
- Fast fritters
- From-the-fridge omelette
- French toast
- Wholemeal burrito wrap
- Honey soy noodle stir fry

- San choy bau
- Tortilla wraps
- Butter bean hummus

— The Lesson Plans derived from this unit of inquiry cover ten 1.5 hour STEM class lessons.

The Optional Learning Experiences are extra-curricular and include:

- Activity 1: Promote the School Family Cookbook
- Activity 2: Healthy Eating and Nutrition
- Activity 3: Let's Cook Up a Healthy Snack
- Activity 4: Create the School Family Cookbook
- Activity 5: Promote Sustainable Ways to Reduce Your Foodprint
- Activity 6: Traffic Light Quiz
- Activity 7: STEM Challenges
- Activity 8: Group work: What Can You Create With These Ingredients?
- Activity 9: Food Safety and Hygiene

For more information please contact:

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Phone: (02) 8880 9791

Website: www.ozharvest.org/feast

ABOUT THE APPROACH

THIS EDUCATIONAL RESOURCE IS A UNIT OF WORK THAT USES AN INQUIRY-BASED AND INTEGRATED APPROACH TO LEARNING. IT HAS BEEN DESIGNED TO BE STUDENT-CENTRED AND INTERACTIVE.

➤ FEAST makes extensive use of the student's existing knowledge, questions and investigations. It uses a teaching and learning model based on the current philosophy that scientific knowledge is a social construction, highlighting how people's ideas and explanations create new knowledge. In addition, the teaching and learning model is based on the idea that learning is a process of personal construction and reconstruction of ideas, rather than the absorption of a hierarchy of taught facts and concepts.

➤ In practical terms, this means that teachers are not seeking to instil a selection of understandings in students, but are teaching and supporting students to experience and use creative ways of thinking to develop understandings of issues around them.

➤ The interactive teaching and learning approach uses the solution fluency through six phases: **Define; Discover; Dream; Design; Deliver** and **Debrief**. The phases of the model are based on the 21st Century Fluencies created by Crockett et al. (2011), and are outlined extensively in the book 'Literacy Is Not Enough' by Crockett et al. (2011). See [Global Digital Citizen](#)

The Essential Fluencies are outlined extensively in the book 'Mindful Assessment' (Crockett, L. & Churches, A. (2016) Mindful Assessment. Solution Tree. See also '[Solution Fluency](#)', Global Digital Citizen Foundation website, and the solution fluency video '[Solution Fluency](#)' YouTube (3.13 min). The Essential Fluencies are described as follows:

● **Define:** Intellectually engages students with a challenge, problem, question and task. It captures interest and provides opportunities for students to express what they know about the topic, share understandings and make connections with new ideas.



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FOOD EDUCATION AND
SUSTAINABILITY TRAINING

- **Discover:** Includes activities in which students can explore, investigate, research, read, discuss, gather, organise and compare knowledge and data. Students grapple with challenges, problems, questions or phenomenon and describe in their own words. It provides context and enables students to acquire a common set of experiences to help make sense of the new knowledge or understanding.
- **Dream:** Enables students to imagine and develop possible solutions and explanations for the challenge, problem, question or task. Student's explanations follow substantive conversations and higher order thinking experiences.
- **Design:** Provides opportunities for students to apply new knowledge to situations, mapping production processes and developing a deeper understanding of a challenge, problem, question or phenomenon. It is important for students to extend explanations and understandings, using and integrating different modes such as diagrammatic images, written language and media.

ABOUT THE APPROACH

- **Deliver:** This phase has two stages (a) production where the task comes to life and the student completes the work (b) presenting or publishing the work to an audience.
- **Debrief:** Provides an opportunity for students to revisit, review and reflect on their own learning, new understanding and skills.
This is also when students provide evidence for the changes to their understanding, beliefs and skills.

Source: [Solution Fluency](#)

The emphasis is on providing teachers with ideas and activities that enable the following:

- Provide a supportive classroom environment by valuing what students already know, meeting individual and collective needs, providing a scaffold and supporting all students to be successful.
- Collect resources and materials, and suggest strategies for investigation.
- Advise on appropriate investigations, modelling ways of learning and identifying learning opportunities

- Challenge students' ideas and learning strategies by encouraging further inquiry, providing the stimulus for investigating real life situations, alternative viewpoints and empowering students to investigate and respond to a challenge, task or project (commonly called 'Project-Based Learning').
- Evaluate what students know and understand, what they can do using a range of assessment strategies including self and peer assessment, negotiated assessment tasks, learning logs, learning maps, analysis of work, observation, conferencing and collection of relevant work samples for analysis. (Note: The unit of work contains a 'Student Task' which is well suited for assessment, as it is the summation of the work undertaken by the students).
- The unit of work has been designed as a sustained sequence of activities based on the content descriptions of the Australian Curriculum identified in Years 5 and 6 in Technologies and Science.



FEAST
FOOD EDUCATION AND
SUSTAINABILITY TRAINING

- Teachers are encouraged to select the most appropriate activities for their purposes and adapt, modify, add to, or complement suggested activities with their own ideas to suit the needs of their students.
- Digital tools including YouTube videos and apps are utilised in the unit, both for teacher and students' use, with different options for implementing in high, low, and non-technical environments. Teachers' decisions should be based on what technology is readily available in their teaching environment. Students may have their own ideas regarding the digital tools they might wish use in their work samples.

TEACHER NOTES

RESOURCE DESCRIPTION

- This unit uses a STEM lens and integrates both theoretical and practical learning.
- In this unit, students explore the issues of food waste, food waste prevention, healthy eating, and design and create new recipe ideas to use food that might otherwise be wasted.
- Students in small groups investigate a variety of cooking methods and develop their own recipe ideas, and illustrate the steps involved using labelled drawings and a supporting procedure.
- Students use hand drawings, food photography, and/or digital technologies to explain and document the food and processes used in creating their recipes.
- They contribute their recipes into a 'School Family Cookbook' that educate others about healthy eating and preventing food waste.
- As a celebration of learning, students

host a 'Cookbook Launch' and invite their peers, teachers and parents to discover what they have learnt from the unit.

YEAR LEVELS

- Years 5 and 6.

CURRICULUM FOCUS

- This resource contains a unit of work in STEM, Technologies/ Food Technology with a variety of student activities to help students achieve the following:
 - Discover and explain the issue of food waste and how organisations like OzHarvest rescue food and help fight food waste;
 - Discover the importance of fruit and vegetables for good health, including nutritional benefits and recipes that can be made using those food groups;
 - Discover and explain different types and most commonly wasted food at home and school and understand how to use them in recipes;
 - Explore and explain the "farm to plate" concept;



- Evaluate design and content features from a range of recipes and/or cookbooks;
- Establish success factors, including sustainability considerations and use these to produce and evaluate ideas and design processes to create recipes;
- Get creative and have fun cooking with food that otherwise might have gone to waste;
- Select and use food safety and hygiene principles and practices;

TEACHER NOTES

- Design and implement a project management plan;
 - Select and use appropriate technologies to produce and design recipes to contribute to a 'Cookbook'; and
 - Review and analyse products and processes and identify areas for improvement.
- Teachers will find, as they examine this unit and its student activities, that there are some learning areas which are more strongly represented than others.
- Sustainability is the dominant cross curriculum priority. The Science and Technology learning areas feature strongly in the unit and relate to the design and creation of recipes, sustainable food preparation, waste prevention and the production of a 'Cookbook' to showcase the classroom activities.

- It takes time for students to gain a deep understanding, which evolves gradually and is facilitated by reflection. This unit invites students to think beyond the information and insights they gather and the recipes they design and create. This occurs by stepping back from their investigations and doing some big picture thinking about:
- Sustainable approaches to food waste prevention and food that might otherwise be wasted;
 - The environmental and health considerations of consumer shopping behaviours, such as buying less, planning meals, buying seasonal and locally grown food as opposed to heavily processed foods;
 - The energy and resources used to grow, process, transport and produce food; and
 - How putting less food waste in the bin ultimately helps the environment.



FEAST
FOOD EDUCATION AND
SUSTAINABILITY TRAINING

Based on Australian Curriculum, Assessment and Reporting Authority (ACARA), downloaded from the Australian Curriculum website in November 2022.

IMPLEMENTING THE UNIT AND ACTIVITIES IN THE CLASSROOM

USING THE UNIT

— The unit can be used in a number of ways. It will be of most benefit to teachers who wish to implement a sustained sequence of activities in Year 5 & 6 in Technologies and Science as described in the Australian Curriculum.

SELECTING ACTIVITIES

— At each stage, several activities are suggested from which teachers are encouraged to select the most appropriate for their purposes. Not all activities in each stage of the unit need to be used. Alternatively, teachers may add to or complement the suggested activities with ideas of their own.

— Some learning activities require food handling and cooking, therefore it is recommended that before commencing these tasks teachers check that students do not have allergies or intolerances to foods being prepared and cooked. Similarly, it is recommended that teachers ensure foods being prepared and cooked are culturally acceptable.

— Teachers may like to consider using this education resource and creating a hyperlinked unit by organising the digital resources for use by the class on a shared website, Google Classroom or Adobe Connect.

ORGANISING GROUPS

— The FEAST Class Kitchen Kit provides cooking equipment for a class of 30 students divided into 6 groups of 5 students. Students should remain in the same cooking groups for the duration of the unit where possible.

RESOURCING THE UNIT

— The resources suggested are general, as schools and the availability of resources vary widely – particularly in remote and disadvantaged socio-economic areas.

— There is a strong emphasis in the unit on gathering information, recipes, and on food handling and cooking.

— Students use internet based resources to discover information and recipes and then design, prepare and present recipes,



using food that might otherwise be wasted using a range of cooking and presentation techniques.

— Where possible, ingredients, cooking utensils/equipment from the Class Kitchen Kits are used in cooking activities.

— Students can use digital devices to capture and represent stages in the development of their recipes and to provide evidence of their learning.

— Teachers will need to investigate what tools, equipment and technology is available in the school.

IMPLEMENTING THE UNIT AND ACTIVITIES IN THE CLASSROOM

ADAPTING THE UNIT

While the unit is targeted at Years 5 and 6 students, this is a suggested age range only and teachers are encouraged to modify activities to suit the needs of their students.

Teachers are encouraged to explore ways in which the content can be adjusted to suit the context in which they are working.

Resource sheets are provided for some activities. Most are for photocopying or making available on a whiteboard, shared website, Moodle or Wiki for students.

The sheets are identified within unit by the following label: Student Resource: Task Sheet, Page 1, Student Resource: Define the Task, Page 2, etc.

UNDERSTANDING GOALS (UG)

The following goals are provided as suggestions for teachers:

UG1 Are students able to understand why it is important to be aware of food waste?

UG2 Are students able to understand what human behaviours can reduce food waste in the home and/or at school?

UG3 Do students have an increased knowledge and understanding of food waste at a local and global level?

UG4 Do students understand where food comes from, to help make informed, healthier food choices?

UG5 Do students have an increased knowledge and confidence to prepare, cook and eat nutritious food in a sustainable manner?



VOCABULARY

Key terms include: breakfast, change makers, cheese, cooking, create, cookbook, dinner, dipping, design, eggs, excess food, food waste, fruit, fish, food photography, food groups, flavour, grains, health, heating, healthy eating, healthy fats, hygiene, imported food, ingredients, labelled drawings, lunch, leftover food, legumes, lean meat, local food, milk, mixtures, mixing, make, nutrition, nuts, OzHarvest, poultry, portions, procedures, rescued food, recipes, sustainability, safety, seeds, serves, seasonal food, vegetables, yoghurt.

ASSESSMENT

ASSESSMENT IS VIEWED AS INTEGRAL TO THE ENTIRE UNIT SEQUENCE OF THE PROGRAM. EACH ACTIVITY SHOULD BE REGARDED AS A CONTEXT FOR ASSESSMENT OF STUDENT LEARNING.

➡ When planning and implementing the unit of work, teachers are advised to make clear decisions on what the focus is to be in assessing learning. The unit provides an opportunity for a range of skills and understandings to be observed. Teachers are encouraged to devise an assessment plan or use the provided assessment rubric.

In planning for assessment, student growth in the following contexts can be considered:

- Understanding of the topic
- Development of skills
- Exploration and clarification of values
- Specific learning outcomes across Science and Technology
- Use of language in relation to content
- Ability to reflect on learning and to see purposes behind activities
- Ability to use and critically analyse a range of texts
- Ability to work co-operatively with others
- Approach to learning (independence, confidence, participation and enthusiasm)



FEAST
FOOD EDUCATION AND
SUSTAINABILITY TRAINING

ASSESSMENT STRATEGIES

➡ Each stage in the inquiry sequence provides information about student learning. There are several strategies used in this unit that are particularly helpful in providing information about what the students know, what they can do and what they can understand.

Assessment strategies include:

- Concept mapping
- Effects wheels
- Writing and drawing generalisations
- Learning logs
- Learning maps
- Self-assessment
- Peer assessment
- Oral interviews
- Analysis of work
- Written responses to key questions
- Revisiting early work and making changes
- Collection of work samples for analysis.

ASSESSMENT

— For this unit, the following understandings are provided to assist teachers in planning for assessment.

By the end of this unit, students will be able to:

- Understand the role we can play in reducing the volume of good food that might otherwise be wasted;
- Understand why it is important to be aware of food waste issues;
- Understand what activities result in wasting food at home;
- Understand how an increase in eating fruits and vegetables can increase our overall health;
- Understand how to prepare, cook and eat nutritious food in a sustainable manner;
- Explain how to design and prepare recipes using food that might otherwise be wasted;
- Design and create recipes and dishes that can educate others about healthy eating and preventing food waste;
- Use a range of food preparation skills and techniques;

- Use hand illustrated drawing, food photography or digital technologies to create a recipe and to provide evidence of their learning.

ASSESSMENT RUBRIC

The assessment rubrics provided in this resource, for Year 5 and Year 6 students are the summation of the student tasks. The rubrics provide:

- A common language for discussing student achievement in relation to the tasks undertaken, and
- A means of engaging and communicating student achievement, to the student, parents or caregivers.

THE RUBRIC COLUMNS: LEVELS

Each of the rubrics is divided into four levels.

- Level 1: Basic
- Level 2: Sound
- Level 3: Very High
- Level 4: Outstanding



FEAST
FOOD EDUCATION AND
SUSTAINABILITY TRAINING

THE RUBRIC ROWS: ASPECTS OF THE TASK

— Each rubric is divided into rows, representing critical aspects of the student task.

In this learning sequence the Year 5 – Year 6 students, in groups, are asked to:

- Investigate actions that can be undertaken to produce food for healthy eating and avoid food waste.
- Investigate how food is produced for both health and nutrition and what food waste is.
- Investigate different ways to prepare meals using food that might otherwise be wasted, how to work with select ingredients, design and create recipes that can educate others about healthy eating and prevent food waste.
- Use hand illustrated drawings, food photography and/or digital technologies to explain and document the foods and processes used in creating the recipes.
- Write a paragraph of information discussing how the recipe addresses food waste and healthy eating.
- Make a presentation of their recipes.

ASSESSMENT



OVERALL PROJECT RUBRIC

— This rubric is designed to specifically evaluate what has been asked of the students from the scenario presented to the class.

LEVEL 4: OUTSTANDING

LEVEL 3: VERY HIGH

LEVEL 2: SOUND

LEVEL 1: BASIC

The group has created recipes for a class cookbook that shows evidence of extensive research about how foods can be produced sustainably for healthy eating by preventing food waste.

The group has created recipes for a cookbook that shows evidence of research about how foods can be produced sustainably for healthy eating by preventing food waste.

The group has created recipes for a class cookbook that shows evidence of some research about how foods can be produced sustainably for healthy eating by preventing food waste.

The group has created recipes for a class cookbook that shows little evidence about how foods can be produced sustainably for healthy eating by preventing food waste.

They presented their recipe(s), illustrated drawing(s), procedure(s) and information about food waste, with an explanation that showed clear evidence of research about how to create dishes using food that might otherwise be wasted.

They presented their recipe(s), illustrated drawing(s), procedure(s) and information about food waste, with an explanation that showed some evidence of research about how to create dishes using food that might otherwise be wasted.

They presented their recipe(s), illustrated drawing(s), procedure(s) and information about food waste, with an explanation that showed limited evidence of research about how to create dishes using food that might otherwise be wasted.

They presented their recipe(s), illustrated drawing(s), procedure(s) and information about food waste, with an explanation that showed little research about how to create dishes using food that might otherwise be wasted.

The recipe(s) and procedure(s) were well written and illustrated the subject.

The recipe(s) and procedure(s) were mostly well written and illustrated the subject.

The recipe(s) and procedure(s) were somewhat well written and briefly illustrated the subject.

The recipe(s) and procedure(s) were poorly written and vaguely illustrated the subject.

The paragraph of information discussing how the recipe addresses food waste and healthy eating was well written.

The paragraph of information discussing how the recipe addresses food waste and healthy eating was mostly well written.

The paragraph of information discussing how the recipe addresses food waste and healthy eating was somewhat well written.

The paragraph of information discussing how the recipe addresses food waste and healthy eating was poorly written.

The presentation of the recipe(s), procedure(s) used and labelled drawing(s) describing how to cook with rescued food flowed well and was structured well.

The presentation of the recipe(s), procedure(s) used and labelled drawing(s) describing how to cook with rescued food flowed and was structured well.

The presentation of the recipe(s), procedure(s) used and labelled drawing(s) describing how to cook with rescued food struggled in its flow and structure.

The presentation of the recipe(s), procedure(s) used and labelled drawing(s) describing how to cook with rescued food lacked flow and was loosely structured.

The group answered all questions clearly and accurately.

The group answered most questions clearly and accurately.

The group answered some questions clearly and accurately.

The group answered a few questions clearly and accurately.

ASSESSMENT



LEARNING PROCESS RUBRIC

Each of the learning areas in the sequence have a prerequisite for progression and a list of what the student needs to accomplish in order to proceed to the next step in the process.

The text from those areas is duplicated in this rubric and can be used with students to guide their progress with feedback, in a mini-debrief, helping them to refine their process and product at critical points throughout the learning sequence.

LEVEL 4: OUTSTANDING

A clear definition of the task was provided.

Research was completed with no prompting.

A clear visualisation of the recipe(s) that can be created using food that might otherwise be wasted was provided.

An extremely clear plan of the recipe(s) that can be created using food that might be wasted was provided.

The recipe(s), procedure(s), labelled drawing(s) and information about food waste were produced exceeding the required elements and with a logical flow with clear illustrations.

LEVEL 3: VERY HIGH

A somewhat clear definition of the task was provided.

Research was completed with minimal prompting.

A mostly clear visualisation of the recipe(s) that can be created using food that might otherwise be wasted was provided.

A very clear plan of the recipe(s) that can be created using food that might be wasted was provided.

The recipe(s), procedure(s), labelled drawing(s) and information about food waste were produced with all of the required elements and with a mostly logical flow with mostly clear illustrations.

LEVEL 2: SOUND

A rather ordinary definition of the task was provided.

Research was completed with some prompting.

A somewhat clear visualisation of the recipe(s) that can be created using food that might otherwise be wasted was provided.

A mostly clear plan of the recipe(s) that can be created using food that might be wasted was provided.

The recipe(s), procedure(s), labelled drawing(s) and information about food waste were produced with the minimum number of required elements and with a somewhat logical flow and some illustrations.

LEVEL 1: BASIC

A definition of the task could not be provided.

Research was completed with significant prompting.

No clear visualisation of the recipe(s) that can be created using food that might otherwise be wasted was provided.

A somewhat unclear plan of the recipe(s) that can be created using food that might be wasted was provided.

The recipe(s), procedure(s), labelled drawing(s) and information about food waste were produced with less than the minimum number of required elements and with little logic and minimal illustrations.

SOME QUESTIONS AND POSSIBLE ANSWERS

Which aspects of the curriculum are addressed by the FEAST program?

— The project-based nature of the program covers content descriptions across the curriculum for students in Years 5 & 6, particularly in:

- Science,
- Technologies,
- Engineering,
- Mathematics and
- English curriculum outcomes.

— The cross-curriculum priority of sustainability is addressed as well as a number of general capabilities.

— The FEAST program explores the food system, food waste and nutrition. It provides a context to introduce the content description “Investigate how and why food and fibre are produced in managed environments and prepared to enable people to grow and be healthy.” ACTDEK021

— By questioning and seeking solutions to this real world-problem, students will develop an understanding of science and technology and how it influences our community and the natural world.

— When applying the process of “Design and Production”, students engage actively with real world solutions and use technological skills, knowledge and understanding to create solutions to reduce food waste.

— Through applying their science inquiry skills, students develop their understanding of scientific evidence in making informed decisions about the use of Science and Technology in their lives.

— The creation of the School Cookbook facilitates the literacy aspect of the program as students read, interpret and create procedural and other informative written and multimodal texts.

— Following and writing recipes provides students a real life application for working mathematically, investigating measurement, estimating, using fractions, problem solving and representing and interpreting data.



FEAST
FOOD EDUCATION AND
SUSTAINABILITY TRAINING

Should all the activities be undertaken?

— The program is adaptable to suit your needs. You can run the unit in several weeks to a term, depending on your school's circumstances.

Are there any costs involved in running the program at my school?

— To see if you are eligible for school funding and for tips on how to keep the costs down, please contact us at feast@ozharvest.org.

For a class of 30 students to undertake 6 practical lessons the estimated food cost is \$350.

SOME QUESTIONS AND POSSIBLE ANSWERS



What about differing tastes and eating preferences?

➤ Encouraging children to eat healthy food is a global issue. People can have different views about eating foods. It is suggested that where students are vegetarian, pescatarian or vegan, they can choose to explore, cook and create recipes that use fruit and vegetables, and understand the importance of eating them to grow and be healthy.

➤ Students can design and produce a recipe using fruit and vegetables to include in their 'School Cookbook'.

I don't know much about food waste in Australia or cooking with food that might be wasted – will I be able to teach it effectively?

➤ Yes! The unit is designed in such a way that the teacher is a co-learner and is provided with teacher notes. In addition, the resources are mainly web-based and are readily available. Most importantly, teachers will find that they learn along with the students and make discoveries with them.

How might I support students experimenting with cooking equipment and techniques?

➤ Regular cooking classes can be built into your FEAST Program using the recipe ideas provided by OzHarvest.

➤ The recipes are not part of the unit of inquiry, however they have been integrated into the lesson plans available on the OzHarvest FEAST web portal.

➤ The recipes develop food preparation skills and techniques and support the use of the General Capabilities in the Australian Curriculum.

➤ The 'Cooking with Kids' YouTube videos are a great scaffold to help students learn how to:

- [Use a box grater](#) (1.14 min)
- [Crack and whisk an egg](#) (1.54 min)
- [Knead and shape dough](#) (2.23 min)
- [Measure ingredients](#) (2.53 min)
- [Safely use a knife](#) (2.53 min)
- [Knife skills: Chopping, Slicing and Dicing](#) (2.46 min)

FACT SHEET 1

FOOD WASTE

FOOD WASTE OCCURS WHEN ANY FOOD THAT COULD HAVE BEEN EATEN BY PEOPLE IS WASTED OR THROWN AWAY. FOOD IS WASTED EVERY DAY ALONG THE WHOLE FOOD SUPPLY CHAIN – FROM WHEN IT'S GROWN, DURING TRANSPORTATION, IN THE PACKAGING AND MANUFACTURING PROCESS, AT THE SUPERMARKETS AND ABOVE ALL, IN OUR OWN HOMES.

Some of the main reasons for food waste in the home include:

- The use by date expires
- Leftovers get thrown in the bin
- We buy too much
- We serve too much
- It gets forgotten at the back of the fridge

Top 5 wasted foods:

- Vegetables
- Fruit
- Bread
- Bagged salad
- Leftovers

Source: SCA Consumer Insights, 2017
Austereo Research, 2017

OzHarvest is committed to reducing food waste and our environmental footprint.

Here's why...

In the world:

- There is enough food produced in the world to feed everyone. [1]
- One third of all food produced is lost or wasted – around 1.3 billion tonnes of food costing the global economy close to \$AU940 billion each year. [2]
- 820 million people in the world do not have enough food to lead a healthy, active life. That's about one in nine people on earth. [3]
- If one quarter of the food currently lost or wasted could be saved, it would be enough to feed 870 million hungry people. [4]
- Almost half of all fruit and vegetables produced is wasted (that's 3.7 trillion apples). [5]
- 10% of greenhouse gases heating the planet are caused by food waste. [6]
- If food waste was a country, it would be the third biggest emitter of greenhouse



FEAST
FOOD EDUCATION AND
SUSTAINABILITY TRAINING

- gases after the USA and China. [7]
- Eliminating global food waste would save 4.4 million tonnes of CO2 a year, the equivalent of taking one in four cars off the road. [8]
- Throwing away one burger wastes the same amount of water as a 90-minute shower. [9]

In Australia:

- The Government estimates food waste costs the Australian economy \$36.6 billion each year. [10]
 - Households throw away 2.5 million tonnes of edible food, which is close to the weight of 17,000 grounded 747 jumbo jets. [11]
 - One in five shopping bags ends up in the bin each year. [12]
 - 35% of the average household waste bin is made up of food waste. [13]
 - One in five Australians (21%) have experienced food insecurity in the last 12 months. [14]
- ➡ Every time we throw good food away, it's literally costing us the earth.

FACT SHEET 2 FOOD AND OUR ECOLOGICAL FOOTPRINT

OFTEN WE DON'T REALISE THE TRUE COST OF PRODUCING FOOD TO THE ENVIRONMENT. DID YOU KNOW THAT CROP AND GRAZING LAND FOR FRUIT, VEGETABLES AND MEAT, AND FISHING MAKE UP ALMOST 35% OF AUSTRALIA'S ECOLOGICAL FOOTPRINT.

➡ Ecological Footprint (or Footprint) is a resource accounting tool that measures how much land and water area a human population requires to produce the resources it consumes and to absorb its wastes, taking into account prevailing technology. In order to live, we consume resources from the planet.

Every action impacts the planet's ecosystems. [\[1\]](#) Our everyday actions can make a difference to reduce our ecological footprint at home by:

- Not wasting food
 - Choosing food that is locally grown
 - Buying seasonal produce
 - Selecting foods with less packaging
 - Buying less processed foods
 - Composting the food that can't be eaten
 - Avoid single use plastic cutlery, cups and plates
 - Using energy efficiently for cooking
- ➡ Wasting food wastes everything – valuable land, water, energy, resources and money.



FEAST
FOOD EDUCATION AND
SUSTAINABILITY TRAINING

FACT SHEET 3 GUIDE TO HEALTHY EATING

QUALITY FOOD IS ESSENTIAL FOR GOOD HEALTH. FAST AND PROCESSED FOODS MAY BE EASY AND CHEAP, BUT HAS A DRAMATIC IMPACT ON HEALTH INCREASING OBESITY RATES IN THE POPULATION.

➤ The need to teach children where food comes from, raise nutrition and health knowledge and promote the cooking of food from scratch using fresh ingredients is well understood.

➤ The [Australian Dietary Guidelines](#) and the [Australian Guide to Healthy Eating](#) provide up-to-date advice about the amounts and type of foods that need to be eaten for good health and wellbeing. The recommendations are based on scientific evidence, developed after looking at good quality research.

➤ The [Healthy Eating Pyramid](#) is a simple visual guide to the types and proportions of foods that should be eaten every day for good health. It encourages Australians to eat a variety of foods daily from every food group.

➤ Download a poster of the [Healthy Eating Food Plate](#) and download an [Aboriginal and Torres Strait Islander Healthy Eating Food Plate](#) poster as well.

Tips for a healthy diet include:

- Enjoying a variety of foods from each of the five food groups every day
- Eating a good balance of plant foods (wholegrain bread, cereal, rice, pasta, noodles, vegetables, legumes and fruit), moderate amounts of animal foods (meat, fish, poultry and egg, and dairy products)
- Enjoying a small amount of treat foods
- Keeping hydrated by drinking plenty of water



FEAST
FOOD EDUCATION AND
SUSTAINABILITY TRAINING

FACT SHEET 4 FOOD SAFETY

FOOD SAFETY IS A CRITICALLY IMPORTANT CONSIDERATION IN THIS UNIT. IT INCLUDES MANAGING ANY POSSIBLE RISK OF CHILDREN CHOKING ON FOOD, AVOIDING BOTH ALLERGIC REACTIONS AND INTOLERANCE OR SENSITIVE REACTIONS TO FOODS, AND ENSURING THAT FOOD IS NOT CONTAMINATED.

➡ Each State and Territory has specific requirements in terms of food safety and allergies. Be sure to check the requirements for the local area and follow the [Department of Health Food Safety Precautions](#).

Food safety precautions include:

- Individual allergy management plans developed for children with diagnosed allergies.
 - Staff and carers are trained to prevent allergic reactions, and know how to manage a child showing symptoms of an allergic response.
 - Choking risks are minimised through supervision, appropriate seating and the provision of appropriate foods.
 - Food is prepared safely to minimise any risk of contamination.
 - Food is served safely and the appropriate serving utensils are provided.
 - Safe and hygienic hand-washing practices are observed at all times.
 - Food-handling staff and carers attend relevant training courses as required.
 - Discussing the safety and hygiene procedures with students before working with food.
- ➡ See FEAST Practical Guide - includes a detailed Risk Assessment and practical checklists to ensure your cooking classes run smoothly and safely.



FEAST
FOOD EDUCATION AND
SUSTAINABILITY TRAINING

FACT SHEET 5 FOOD HYGIENE

SAFETY AND HYGIENE ARE VERY IMPORTANT WHEN PREPARING OR EATING FOOD. TO AVOID THE SPREAD OF GERMS OR ANY FOOD RELATED SICKNESSES, READ THE FOLLOWING LIST OF SAFETY AND HYGIENE PROCEDURES BEFORE WORKING WITH FOOD.

WASH YOUR HANDS

— Washing of the hands is one of the simplest ways to prevent the spread of the germs that can cause food poisoning. Wash the hands before preparing food and after going to the toilet, coughing, sneezing, eating, drinking, touching hair, head or body or touching the phone.

GUIDE TO HAND WASHING

- Wet hands with warm running water
- Add soap and rub over all areas of the hands, including fingers, thumbs and back of the hands
- Wash for at least 10 seconds
- Dry thoroughly using a single-use paper towel

Alcohol-based hand rubs may be used, but they don't work as well if you have particularly dirty hands.

PREVENT CROSS CONTAMINATION

— Cross contamination occurs when harmful bacteria spread from one food to another via surfaces, hands or equipment. It can happen if equipment is used for raw food preparation and then used for cooked or ready to eat food.

In order to prevent cross contamination, it is always best to:

- Use clean and dry utensils for different food products ie. one chopping board for raw poultry and meats and another for vegetables
- Keep work surfaces clean and dry
- Thoroughly wash and dry hands and all utensils used after handling raw foods
- Handle food only as necessary
- When using gloves, throw out the used pair and wear new ones each time you would usually wash your hands

STORE YOUR FOOD SAFELY

— Many foods can grow harmful bacteria if they are left at room temperature. Items such as cooked and raw meats, poultry,



FEAST
FOOD EDUCATION AND
SUSTAINABILITY TRAINING

seafood, dairy products and leftover cooked foods need to be stored below 4 degrees Celsius to halt the growth of harmful germs. If these items can't be stored below 4 degrees Celsius, they need to be cooked and eaten within 3 hours of being removed from the fridge.

— A good habit is to place any food product that is opened into an air-tight container, label it and put a date on it, so that its age can be ascertained. This will help to increase the shelf life of the product and will ultimately save money and time.

REHEATING

— To limit the chance of getting food poisoning make sure leftovers always reheated until steaming hot all the way through, with no cold patches.

DEFROSTING

— The best way to defrost any food product is to remove it from the freezer ahead of time and defrost in the fridge. Never leave food to defrost at room temperature!

AUSTRALIAN CURRICULUM CONTENT DESCRIPTORS TECHNOLOGIES



STRAND	SUB-STRAND	CONTENT DESCRIPTIONS
Design and technologies	Knowledge and Understanding	Explain how people in design and technologies occupations consider competing factors including sustainability in the design of products, services and environments AC9TDE6K01
		Explain how and why food and fibre are produced in managed environments AC9TDE6K03
		Explain how the characteristics of foods influence selection and preparation for healthy eating AC9TDE6K04
		Explain how characteristics and properties of materials, systems, components, tools and equipment affect their use when producing designed solutions AC9TDE6K05
	Processes and production skills	Investigate needs or opportunities for designing, and the materials, components, tools, equipment and processes needed to create designed solutions AC9TDE6P01
		Generate, iterate and communicate design ideas, decisions and processes using technical terms and graphical representation techniques, including using digital tools AC9TDE6P02
		Select and use suitable materials, components, tools, equipment and techniques to safely make designed solutions AC9TDE6P03
		Negotiate design criteria including sustainability to evaluate design ideas, processes and solutions AC9TDE6P04
		Develop project plans that include consideration of resources to individually and collaboratively make designed solutions AC9TDE6P05

AUSTRALIAN CURRICULUM CONTENT DESCRIPTORS SCIENCE



FEAST
FOOD EDUCATION AND
SUSTAINABILITY TRAINING

STRAND	SUB-STRAND	CONTENT DESCRIPTIONS
Science as a human endeavour	Nature and development of science	Examine why advances in science are often the result of collaboration or build on the work of others AC9S5H01 AC9S6H01
	Use and influence of science	Investigate how scientific knowledge is used by individuals and communities to identify problems, consider responses and make decisions AC9S5H02 AC9S6H02
Science inquiry	Questioning and predicting	Pose investigable questions to identify patterns and test relationships and make reasoned predictions AC9S5I01 AC9S6I01
	Planning and conducting	Plan and conduct repeatable investigations to answer questions, including, as appropriate, deciding the variables to be changed, measured and controlled in fair tests; describing potential risks; planning for the safe use of equipment and materials; and identifying required permissions to conduct investigations on Country/Place AC9S5I02 AC9S6I02
		Use equipment to observe, measure and record data with reasonable precision, using digital tools as appropriate AC9S5I03 AC9S6I03
	Processing, modelling and analysing	Construct and use appropriate representations, including tables, graphs and visual or physical models, to organise and process data and information and describe patterns, trends and relationships AC9S5I04 AC9S6I04
	Evaluating	Compare methods and findings with those of others, recognise possible sources of error, pose questions for further investigation and select evidence to draw reasoned conclusions AC9S5I05 AC9S6I05
	Communicating	Write and create texts to communicate ideas and findings for specific purposes and audiences, including selection of language features, using digital tools as appropriate AC9S5I06 AC9S6I06



STRAND	SUB-STRAND	LEVEL	CONTENT DESCRIPTIONS
Language	Text structure and organisation	Year 5	Describe how spoken, written and multimodal texts use language features and are typically organised into characteristic stages and phases, depending on purposes in texts AC9E5LA03
		Year 6	Explain how texts across the curriculum are typically organised into characteristic stages and phases depending on purposes, recognising how authors often adapt text structures and language features AC9E6LA03
	Language for expressing and developing ideas	Year 5	Explain how the sequence of images in print, digital and film texts has an effect on meaning AC9E5LA07
		Year 6	Identify and explain how images, figures, tables, diagrams, maps and graphs contribute to meaning AC9E6LA07
Literacy	Interacting with others	Year 5	Use appropriate interaction skills including paraphrasing and questioning to clarify meaning, make connections to own experience, and present and justify an opinion or idea AC9E5LY02
		Year 6	Use interaction skills and awareness of formality when paraphrasing, questioning, clarifying and interrogating ideas, developing and supporting arguments, and sharing and evaluating information, experiences and opinions AC9E6LY02
	Analysing, interpreting, evaluating	Year 5	Explain characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text AC9E5LY03
			Navigate and read texts for specific purposes, monitoring meaning using strategies such as skimming, scanning and confirming AC9E5LY04
			Use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning to evaluate information and ideas AC9E5LY05



STRAND	SUB-STRAND	LEVEL	CONTENT DESCRIPTIONS
Literacy	Analysing, interpreting, evaluating	Year 6	Analyse how text structures and language features work together to meet the purpose of a text, and engage and influence audiences AC9E6LY03
			Select, navigate and read texts for a range of purposes, monitoring meaning and evaluating the use of structural features; for example, table of contents, glossary, chapters, headings and subheadings AC9E6LY04
			Use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning, and to connect and compare content from a variety of sources AC9E6LY05
	Creating texts	Year 5	Plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, developing ideas using visual features, text structure appropriate to the topic and purpose, text connectives, expanded noun groups, specialist and technical vocabulary, and punctuation including dialogue punctuation AC9E5LY06
			Plan, create, rehearse and deliver spoken and multimodal presentations that include relevant, elaborated ideas, sequencing ideas and using complex sentences, specialist and technical vocabulary, pitch, tone, pace, volume, and visual and digital features AC9E5LY07
		Year 6	Plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, using paragraphs, a variety of complex sentences, expanded verb groups, tense, topic-specific and vivid vocabulary, punctuation, spelling and visual features AC9E6LY06
Plan, create, rehearse and deliver spoken and multimodal presentations that include information, arguments and details that develop a theme or idea, organising ideas using precise topic-specific and technical vocabulary, pitch, tone, pace, volume, and visual and digital features AC9E6LY07			

AUSTRALIAN CURRICULUM CONTENT DESCRIPTORS MATHEMATICS



STRAND	LEVEL	CONTENT DESCRIPTIONS
Number	Year 5	Solve problems involving addition and subtraction of fractions with the same or related denominators, using different strategies AC9M5N05
		Solve problems involving division, choosing efficient strategies and using digital tools where appropriate; interpret any remainder according to the context and express results as a whole number, decimal or fraction AC9M5N07
	Year 6	Solve problems involving addition and subtraction of fractions using knowledge of equivalent fractions AC9M6N05
		Solve problems that require finding a familiar fraction, decimal or percentage of a quantity, including percentage discounts, choosing efficient calculation strategies and using digital tools where appropriate AC9M6N07
Measurement	Year 5	Choose appropriate metric units when measuring the length, mass and capacity of objects; use smaller units or a combination of units to obtain a more accurate measure AC9M5M01
	Year 6	Convert between common metric units of length, mass and capacity; choose and use decimal representations of metric measurements relevant to the context of a problem AC9M6M01
Statistics	Year 5	Plan and conduct statistical investigations by posing questions or identifying a problem and collecting relevant data; choose appropriate displays and interpret the data; communicate findings within the context of the investigation AC9M5ST03
	Year 6	Plan and conduct statistical investigations by posing and refining questions or identifying a problem and collecting relevant data; analyse and interpret the data and communicate findings within the context of the investigation AC9M6ST03

AUSTRALIAN CURRICULUM CONTENT DESCRIPTORS HEALTH AND PHYSICAL EDUCATION



FEAST
FOOD EDUCATION AND
SUSTAINABILITY TRAINING

STRAND	SUB-STRAND	CONTENT DESCRIPTIONS
Personal, social and community health	Making healthy and safe choices	Investigate different sources and types of health information and how these apply to their own and others' health choices AC9HP6P09
		Analyse how behaviours influence the health, safety, relationships and wellbeing of individuals and communities AC9HP6P10

**AUSTRALIAN CURRICULUM
CONTENT DESCRIPTORS
HUMANITIES AND SOCIAL
SCIENCES (HASS)**



STRAND	SUB-STRAND	LEVEL	CONTENT DESCRIPTIONS
Knowledge and understanding	Economics and Business	Year 5	Types of resources, including natural, human and capital, and how they satisfy needs and wants AC9HS5K08
		Year 6	Influences on consumer choices and strategies that can be used to help make informed personal consumer and financial choices AC9HS6K08

AUSTRALIAN CURRICULUM CROSS-CURRICULUM PRIORITIES



Cross Curriculum Priorities: Sustainability

[SS3](#) Social, economic and political systems influence the sustainability of Earth's systems.

[SW2](#) World views are formed by experiences at personal, local, national and global levels, and are linked to individual, community, business and political actions for sustainability.

[SD1](#) Sustainably designed products, environments and services aim to minimise the impact on or restore the quality and diversity of environmental, social and economic systems.

[SD3](#) Sustainable design requires an awareness of place, past practices, research and technological developments, and balanced judgements based on projected environmental, social and economic impacts.

CROSS CURRICULUM PRIORITIES: ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES

FEAST AIMS TO GUIDE EDUCATORS IN LOCALISING THE PROGRAM TO THEIR COMMUNITY CONTEXT, EMPHASISING CONNECTIONS WITH ABORIGINAL AND TORRES STRAIT ISLANDER STUDENTS, FAMILIES AND COMMUNITIES WHILE ALIGNING WITH CURRICULUM PRIORITIES, AND ENHANCING LEARNING EXPERIENCES.

➡ This component of the Unit of Work has been co-authored with Dream Big Education Wellbeing and Consulting.

To correctly implement local Aboriginal and Torres Strait Islander histories and cultures, ensure you connect with appropriate people including:

- Aboriginal and/or Torres Strait Islander staff at your workplace,
- Local community leaders/Elders/Organisations, and
- Aboriginal and/or Torres Strait Islander Education/Curriculum Advisors in your jurisdiction.
- Please contact your FEAST coordinator for support with making these connections.

It is recommended that your school:

- Knows and can pronounce the local Country and/or language group name (and any other significant words) where you are working. See [here](#) for a map of Aboriginal and Torres Strait Islander Australia.
- Knows and applies any local protocols as advised by your community. For example, understanding any language or terminology that should be used.
- Shows respect for significant Aboriginal and Torres Strait Islander peoples in your community – for example the term Aunty or Uncle may be used to show respect for an Elder. Ask what the appropriate terms are and seek permission to use them.



FEAST
FOOD EDUCATION AND
SUSTAINABILITY TRAINING

When working together:

- Genuinely acknowledge your reasons for engaging in this work and developing relationships with community.
- Acknowledge and respect when gender-based rules apply. For example, acknowledging and respecting women's business and men's business, and associated sites of significance,
- Take the time to listen, build relationships and trust when working together. Understand the importance of collective decision making and action in communities and acknowledge advice that arises from this.
- Consult with the community to share local knowledges and abide by the advice provided.
- Recognise the efforts of Aboriginal communities. This can be through advocacy, remuneration and/or support for local initiatives.
- Acknowledge Aboriginal and Torres Strait Islander peoples and communities' intellectual property rights and ensure this acknowledgement is included in any written materials.
- Ask the appropriate people if you are unsure.

CROSS CURRICULUM PRIORITIES: ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES

Embedding Aboriginal and Torres Strait Islander Curriculum

The Cross-Curriculum Priority Aboriginal and Torres Strait Islander Histories and Cultures consists of three interconnecting aspects: Country/Place, Culture and People. In each of these aspects there are three organising ideas.

It is suggested that you:

- Identify key concepts in the organising ideas that are best suited to your content area.
- Unpack these concepts and look for connections to local Aboriginal knowledges, histories, cultures, and resources. For example, local plants and foods, seasonal availability and harvesting techniques that could enrich the FEAST program.

➡ Visit the Australian Curriculum [website](#) to view the organising ideas and key concepts.

Enhancing Learning Experiences

Learning from Country is a **place-based** pedagogical approach that supports student learning by building a sense of belonging in inclusive learning communities.

It is suggested that you:

- Identify and develop relationships with local Aboriginal and/or Torres Strait Islander organisations by inviting them to participate and share knowledge about locally sourced foods, their use and nutritional value.
- Engage with your local community by inviting them to a FEAST lesson to showcase the work you and the students are doing together and engage in the sharing of local knowledges and cultures.
- Provide students with opportunities to learn from Country by getting out of the classroom and listening to, walking with, and learning from local Aboriginal and Torres Strait Islander community members or Elders on Country.



FEAST
FOOD EDUCATION AND
SUSTAINABILITY TRAINING

- Engage with Elders and community by extending invitations to join in an end-of-program celebration. This could involve a shared meal and showcasing student achievement to celebrate success.

This content was co-authored by Dream Big Education and Wellbeing Consulting. To seek further Professional Development training and advice around the cross-curriculum priority of Aboriginal and Torres Strait Islander Histories and Cultures please contact your FEAST coordinator or Kylie Captain & Dr Cathie Burgess at Dream Big Education Wellbeing and Consulting.

Kylie Captain and Dr Cathie Burgess
Dream Big Education Wellbeing and Consulting

E: info@dreambigedu.com.au

W: <http://kyliecaptain.com.au>

AUSTRALIAN CURRICULUM GENERAL CAPABILITIES

GENERAL CAPABILITIES

Literacy

— The learning experiences enable students to use language confidently for learning and communicating in both school and real-world environments. The literacy activities include:

- Engaging with and understanding text components of print, image, sound and animation
- Reading, viewing and writing print, visual and digital texts
- Decoding, using, analysing and evaluating texts to build meaning
- Creating texts for a range of purposes (e.g., recipe)
- Developing skills to speak to audiences, and for purposes, specific to learning area
- Expressing ideas and opinions in pairs, groups or whole-class interactions

Numeracy

— The learning experiences develop the knowledge and skills students need to use mathematics confidently across learning areas and in a wide range of situations. The numeracy activities include:

- Reading, representing and interpreting numbers
- Solving problems related to equal sharing and equal group sharing
- Recognising and using fractions as numbers and measures
- Carrying out calculations with money to purchase food and budget
- Recognising and understanding metric and other formal units
- Using and interpreting visual and numerical displays to describe data associated with statistical investigations
- Posing questions, collecting and analysing data and drawing conclusions



FEAST
FOOD EDUCATION AND
SUSTAINABILITY TRAINING

Digital Literacy

— The learning experiences enable students to develop the knowledge and skills to create, manage, communicate and investigate data, information and ideas, and solve problems. This includes:

- Critically identifying and appropriately selecting and using digital devices or systems, and learning to make the most of the technologies available to them
- Adapting to new ways of doing things as technologies evolve, and protecting the safety of themselves and others in digital environment

AUSTRALIAN CURRICULUM GENERAL CAPABILITIES

Critical and Creative Thinking

— The learning experiences enable students to develop critical and creative thinking skills to help students inquire into the world around them. This includes:

- Analysing and assessing possibilities against criteria for judgement
- Constructing and evaluating arguments, and using information, evidence and logic to draw reasoned conclusions and to solve problem
- Generating and applying new ideas and seeing existing situations in new ways
- Identifying alternative explanations and possibilities and creating new links to generate successful outcomes

Personal and Social Thinking

— The learning experiences enable students to develop the skills to understand themselves and others, and navigate their relationships, lives, work and learning. This includes:

- Building students ability to regulate their thoughts, emotions and behaviours
- Engaging with new ways of thinking, knowing and doing in an increasingly demanding and diverse global society

Intercultural Understanding

— The learning experiences enable students to develop the behaviours and dispositions that students need to understand what happens and what to do when cultures intersect. This includes:

- Developing the knowledge and skills needed to reflect on culture and cultural diversity
- Engaging with cultural and linguistic diversity and navigating intercultural contexts



Ethical Understanding

— The learning experiences enable students to identify ethical concepts, understand different ethical perspectives and apply ethical thinking in response to issues. This includes:

- Building a strong personal and socially oriented ethical outlook that helps students to manage context, conflict and uncertainty
- Develop an awareness of the influence that their values and behaviour have on others
- Exploring ethical issues and interactions with others, discussing ideas and learning to be accountable as members of a democratic community

Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), downloaded from the Australian Curriculum website in November 2022.

**NSW SYLLABUS
CONTENT DESCRIPTORS
SCIENCE AND TECHNOLOGY**



STRAND	SUB-STRAND	CONTENT DESCRIPTIONS
Knowledge and Understanding	Living World	Explains how food and fibre are produced sustainably in managed environments for health and nutrition (ST3-5LW-T)
		Investigate how and why food and fibre are produced in managed environments (ACTDEK021) Identify and sequence the process of converting 'on-farm' food and fibre products into a product suitable for retail sale
		Explore plants and animals, tools and techniques used to prepare food to enable people to grow and be healthy (ACTDEK021)
		Plan, design and produce a healthy meal, for example: salad Investigate how people in design and technological occupations address considerations, including sustainability, in the design of products, services and environments for current and future use (ACTDEK019)
	Skills working scientifically	Plans and conducts scientific investigations to answer testable questions, and collects and summarises data to communicate conclusions (ST3-1WS-S)

**NSW SYLLABUS
CONTENT DESCRIPTORS
SCIENCE AND TECHNOLOGY**



STRAND	SUB-STRAND	CONTENT DESCRIPTIONS
Working scientifically	Questioning and predicting	Pose testable questions
		Make and justify predictions about scientific investigations (AC SIS231 , AC SIS232)
	Planning and conducting investigations	Identify questions to investigate scientific investigations to answer problems
		Plan and apply the elements of scientific investigations to answer problems
		Identify potential risks in planning investigations
		Manage resources safely (AC SIS086 , AC SIS103)
		Decide which variable(s) is to be changed, measured and kept the same, in fair tests
		Select appropriate measurement methods, including formal measurements and digital technologies, to record data accurately and honestly (AC SIS087 , AC SIS104)
		Reflect on and make suggestions to improve fairness, accuracy and efficacy of a scientific investigation (AC SIS091 , AC SIS108)
	Processing and analyzing data	Manage investigations effectively, individually and in groups
		Construct and use a range of representations, including tables and graphs, to represent and describe observations, patterns or relationships in data
		Employ appropriate technologies to represent data (AC SIS090 , AC SIS107)
		Compare data with predictions
	Present data as evidence in developing explanations (AC SIS218 , AC SIS221)	

**NSW SYLLABUS
CONTENT DESCRIPTORS
SCIENCE AND TECHNOLOGY**



STRAND	SUB-STRAND	CONTENT DESCRIPTIONS
Design and production	A student	Plans and uses materials, tools and equipment to develop solutions for a need or opportunity (ST3-2DP-T)
	Identifying and defining	Examine and critique needs, opportunities or modifications using a range of criteria to define a
		Define a need or opportunity according to functional and aesthetic criteria for an audience
		Consider availability and sustainability of resources when defining design needs and opportunities
		Investigate materials, components, tools, techniques and processes required to achieve intended design solutions (ACTDEP024)
	Researching and planning Processing and analyzing data	Research, identify and define design ideas and processes for an audience
		Consider functional and aesthetic needs in planning a design solution
		Develop, record and communicate design ideas, decisions and processes using appropriate technical terms
		Produce labelled and annotated drawings including digital graphic representations for an audience (ACTDEP025)
		Consider sustainability of resources when researching and planning design solutions
		Manage projects within time constraints

**NSW SYLLABUS
CONTENT DESCRIPTORS
ENGLISH**



STRAND	SUB-STRAND	CONTENT DESCRIPTIONS
Students communicate through speaking, listening, reading, writing, viewing and representing	Speaking and listening	Communicates effectively for a variety of audiences and purposes using increasingly challenging topics, ideas, issues and language forms and features (EN3-1A)
	Writing and representing	Composes, edits and presents well structured and coherent texts (EN3-2A)
	Reading and viewing	Uses an integrated range of skills, strategies and knowledge to read, view and comprehend a wide range of texts in different media and technologies (EN3-3A)
Students use language to shape and make meaning according to purpose, audience and context	Responding and composing	Discusses how language is used to achieve a widening range of purposes for a widening range of audiences and contexts (EN3-5B)
	Grammar, punctuation and vocabulary	Uses knowledge of sentence structure, grammar, punctuation and vocabulary to respond to and compose clear and cohesive texts in different media and technologies (EN3-6B)
Students think in ways that are imaginative, creative, interpretive and critical	Thinking imaginatively, creatively, interpretively and critically	Thinks imaginatively, creatively, interpretively and critically about information and ideas and identifies connections between texts when responding to and composing texts (EN3-7C)
Students learn and reflect on their learning through their study of English	Reflecting on Learning	Recognises, reflects on and assesses their strengths as a learner (EN3-9E)

NSW SYLLABUS CONTENT DESCRIPTORS MATHEMATICS



STRAND	SUB-STRAND	CONTENT DESCRIPTIONS
Working mathematically	Problem solving	Selects and applies appropriate problem - solving strategies, including the use of digital technologies, in undertaking investigations (MA3-2WM)
	Reasoning	Gives a valid reason for supporting one possible solution over another (MA3-3WM)
Numbers and Algebra	Addition and Subtraction	Selects and applies appropriate strategies for addition and subtraction with counting numbers of any size (MA3-5NA)
	Fractions and Decimals	Compares, orders and calculates with fractions (MA3-7NA)
Measurement and Geometry	Volume and Capacity	Selects and uses the appropriate unit to estimate, measure and calculate volumes and capacities, and converts between units of capacity (MA3-11MG)
Statistics and Probability	Data	Uses appropriate methods to collect data and constructs, interprets and evaluates data displays (MA3-18SP)

**NSW SYLLABUS
CONTENT DESCRIPTORS
PDHPE**



STRAND	CONTENT DESCRIPTIONS
Health, safe and active lifestyles	A student distinguishes contextual factors that influence health, safety, wellbeing and participation in physical activity which are controllable and uncontrollable (PD3-6)
	A student proposes and implements actions and protective strategies that promote health, safety, wellbeing and physically active spaces (PD3-7)

**VICTORIAN SYLLABUS
CONTENT DESCRIPTORS
SCIENCE**



STRAND	SUB-STRAND	CONTENT DESCRIPTIONS
Science Understanding Strand	Science as a human endeavour	Scientific understandings, discoveries and inventions are used to inform personal and community decisions and to solve problems that directly affect people's lives (VCSSU073)
Science Inquiry Skills Strands	Questioning and predicting	With guidance, pose questions to clarify practical problems or inform a scientific investigation, and predict what the findings of an investigation might be based on previous experiences or general rules (VCSIS082)
	Planning and conducting	With guidance, plan appropriate investigation types to answer questions or solve problems and use equipment, technologies and materials safely, identifying potential risks (VCSIS083)
	Recording and processing	Construct and use a range of representations, including tables and graphs, to record, represent and describe observations, patterns or relationships in data (VCSIS085)
	Analysing and evaluating	Compare data with predictions and use as evidence in developing explanations (VCSIS086)
Suggest improvements to the methods used to investigate a question or solve a problem (VCSIS087)		

VICTORIAN SYLLABUS CONTENT DESCRIPTORS DESIGN AND TECHNOLOGIES



STRAND	SUB-STRAND	CONTENT DESCRIPTIONS
Technologies Contexts	Food and fibre production	Investigate how and why food and fibre are produced in managed environments (VCDSTC035)
	Materials and technologies specialisations	Investigate characteristics and properties of a range of materials, systems, components, tools and equipment and evaluate the impact of their use (VCDSTC037)
Technologies and Society	Not applicable	Investigate how people in design and technologies occupations address competing considerations, including sustainability, in the design of solutions for current and future use (VCDSTC033)
Creating Designed Solutions	Investigating	Critique needs or opportunities for designing, and investigate materials, components, tools, equipment and processes to achieve intended designed solutions (VCDSTC038)
	Generating	Generate, develop, communicate and document design ideas and processes for audiences using appropriate technical terms and graphical representation techniques (VCDSTC039)
	Producing	Apply safe procedures when using a variety of materials, components, tools, equipment and techniques to produce designed solutions (VCDSTC040)
	Evaluating	Negotiate criteria for success that include consideration of environmental and social sustainability to evaluate design ideas, processes and solutions (VCDSTC041)
	Planning and Managing	Develop project plans that include consideration of resources when making designed solutions (VCDSTC042)

VICTORIAN SYLLABUS CONTENT DESCRIPTORS MATHEMATICS



STRAND	SUB-STRAND	LEVEL	CONTENT DESCRIPTIONS
Numbers and Algebra	Number and place value	Year 5	Solve problems involving division by a one digit number, including those that result in a remainder (VCMNA184)
		Year 6	Select and apply efficient mental and written strategies and appropriate digital technologies to solve problems involving all four operations with whole numbers and make estimates for these computations (VCMNA209)
	Fractions and decimals	Year 5	Compare and order common unit fractions and locate and represent them on a number line (VCMNA187)
			Investigate strategies to solve problems involving addition and subtraction of fractions with the same denominator (VCMNA188)
			Compare, order and represent decimals (VCMNA190)
		Year 6	Find a simple fraction of a quantity when the result is a whole number, with and without digital technologies (VCMNA213)
Compare fractions with related denominators and locate and represent them on a number line (VCMNA211)			
Add and subtract decimals, with and without technologies, and use estimation and rounding to check the reasonableness of answers (VCMNA214)			
Measuring and Geometry	Using units of measurement	Year 5	Choose appropriate units of measurement for length, area, volume, capacity and mass (VCMMG195)
		Year 6	Connect volume and capacity and their units of measurement (VCMMG225)
			Convert between common metric units of length, mass and capacity (VCMMG223)
Statistical Probability	Data Representation and Interpretation	Year 5	Pose questions and collect categorical or numerical data by observation or survey (VCMSP205)
		Year 6	Pose and refine questions to collect categorical or numerical data by observation or survey (VCMSP237)



STRAND	SUB-STRAND	CONTENT DESCRIPTIONS
Language	Text structure and organisation	Understand how texts vary in purpose, structure and topic as well as the degree of formality (VCELA309)
	Developing ideas	Explain sequences of images in print texts and compare these to the ways hyperlinked digital texts are organised, explaining their effect on the viewers' interpretations (VCELA311)
		Compare fractions with related denominations and locate and represent them on a number line (VCMNA211)
		Identify and explain how analytical images like figures, diagrams, maps and graphs contribute to our understanding of verbal information in factual and persuasive texts (VCELA340)
Literacy	Interacting with others	Participate in and contribute to discussion, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions, and use interaction skills, varying conventions of spoken interactions according to group size, formality of interaction and needs and expertise of the audience (VCELA366)
		Participate in formal and informal debates and plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis (VCELA367)
		Participate in informal debates and plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements (VCELA338)
	Interpreting, analysing, evaluating	Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text (ACELY1701 - Scootle)



STRAND	SUB-STRAND	CONTENT DESCRIPTIONS
Language	Interpreting, analysing, evaluating	Analyse the text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text (VCELY320)
		Navigate and read imaginative, informative and persuasive texts by interpreting structural features, including tables of content, glossaries, chapters, headings and subheadings and applying appropriate text processing strategies, including monitoring meaning, skimming and scanning (VCELY318)
		Select, navigate and read texts for a range of purposes, applying appropriate text processing strategies and interpreting structural features, for example table of contents, glossary, chapters, headings and subheadings (ACELY1712 - Scootle)
		Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources (ACELY1703 - Scootle)
		Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (ACELY1713 - Scootle)
Literacy	Creating Texts	Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience (VCELY329)
		Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (VCELY358)
		Reread and edit own and others' work using agreed criteria for text structures and language features (VCELY330)
		Reread and edit own and others' work using agreed criteria and explaining editing choices (VCELY359)
		Use a range of software including word processing programs to construct, edit and publish written text and select (VCELY332)
		Use a range of software including word processing programs, learning new functions as required to create texts (VCELY361)

**VICTORIAN SYLLABUS
CONTENT DESCRIPTORS
HEALTH AND PHYSICAL EDUCATION**



STRAND	SUB-STRAND	CONTENT DESCRIPTIONS
Personal, Social and Community Health	Being healthy, safe and active	Strategies to promote health, safety and wellbeing (VCHPEP108)
	Communicating and interacting for health and wellbeing	Investigate the role of preventive health in promoting and maintaining health, safety and wellbeing for individuals and their communities (VCHPEP112)

**WESTERN AUSTRALIA SYLLABUS
CONTENT DESCRIPTORS
SCIENCE**



STRAND	SUB-STRAND	CONTENT DESCRIPTIONS
Science as a human endeavour	Use and influence of science	Scientific knowledge is used to solve problems and inform personal and community decisions (ACSHE100)
Science Inquire Skills Strands	Questioning and predicting	With guidance, pose clarifying questions and make predictions about scientific investigations (AC SIS231)
	Planning and conducting	Identify, plan and apply the elements of scientific investigations to answer questions and solve problems using equipment and materials safely and identifying potential risks (AC SIS086)
	Processing and analyzing data and information	Construct and use a range of representations, including tables and graphs, to represent and describe observations, patterns or relationships in data using digital technologies as appropriate (AC SIS090)
		Compare data with predictions and use as evidence in developing explanations (AC SIS218)
	Evaluating	Reflect on and suggest improvements to scientific investigations (AC SIS091)
	Communicating	Communicate ideas, explanations and processes using scientific representations in a variety of ways, including multi-modal texts (AC SIS093)

WESTERN AUSTRALIA SYLLABUS CONTENT DESCRIPTORS DESIGN AND TECHNOLOGIES



STRAND	SUB-STRAND		CONTENT DESCRIPTIONS
Knowledge and Understanding	Technologies and Society		How people address competing considerations when designing products, services and environments (ACTDEK019)
	Technologies Contexts	Food and fibre production	Year 5 People in design and technologies occupations aim to increase efficiency of production systems, or consumer satisfaction of food and natural fibre products (ACTDEK021)
			Year 6 Past performance, and current and future needs are considered when designing sustainable food and fibre systems for products (ACTDEK021)
	Food specialisations		Year 5 Food safety and hygiene practices (ACTDEK022)
			Year 6 Principles of food preparation for healthy eating (ACTDEK022)
	Materials and technologies specialisations		Characteristics, properties and safe practice of a range of materials, systems, tools and equipment; and evaluate the suitability of their use (ACTDEK023)
Processes and production	Creating Solutions By:	Investigating and defining	Define a problem, and a set of sequenced steps, with users making decisions to create a solution for a given task (WATPPS33)
			Identify available resources (WATPPS34)
		Designing	Design, modify, follow and represent both diagrammatically, and in written text, alternative solutions using a range of techniques, appropriate technical terms and technology (WATPPS35)
		Producing and implementing	Select, and apply, safe procedures when using a variety of components and equipment to make solutions (WATPPS36)
		Evaluating	Develop collaborative criteria to evaluate and justify design processes and solutions (WATPPS37)
		Collaborating and managing	Work independently, or collaboratively when required, considering resources and safety, to plan, develop and communicate ideas and information for solutions (WATPPS38)

**WESTERN AUSTRALIA SYLLABUS
CONTENT DESCRIPTORS
ENGLISH**



STRAND	SUB-STRAND	CONTENT DESCRIPTIONS
Language	Text structure and organisation	Understand how texts vary in purpose, structure and topic as well as the degree of formality (ACELA1504)
	Expressing and developing ideas	Explain sequences of images in print texts and compare these to the ways hyperlinked digital texts are organised, explaining their effect on viewers' interpretations (ACELA1511)
		Identify and explain how analytical images like figures, tables, diagrams, maps and graphs contribute to our understanding of verbal information in factual and persuasive texts (ACELA1524)
Literacy	Interacting with others	Plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements (ACELY1700)
		Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709)
		Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis (ACELY1710)
	Interpreting, analysing, evaluating	Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text (ACELY1701)
		Analyse how text structures and language work together to meet the purpose of a text (ACELY1711)
		Navigate and read texts for a specific purpose applying appropriate text processing strategies, for example predicting and conforming, monitoring meaning, skimming and scanning (ACELY1702)
		Select, navigate and read texts for a range of purposes, applying appropriate text processing strategies and interpreting structural features, for example table of contents, glossary, chapters, headings and subheadings (ACELY1712)
		Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources (ACELY1703)
		Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (ACELY1713)

**WESTERN AUSTRALIA SYLLABUS
CONTENT DESCRIPTORS
ENGLISH**



STRAND	SUB-STRAND	CONTENT DESCRIPTIONS
Literacy	Creating texts	Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience (ACELY1704)
		Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (ACELY1714)
		Re-read and edit student's own and others' work using agreed criteria for text structures and language features (ACELY1705)
		Re-read and edit students' own and others' work using agreed criteria and explaining editing choices (ACELY1715)
		Use a range of software including word processing programs with fluency to construct, edit and publish written text, and select, edit and place visual, print and audio elements (ACELY1707)
		Use a range of software, including word processing programs, learning new functions as required to create texts (ACELY1717)

**WESTERN AUSTRALIA SYLLABUS
CONTENT DESCRIPTORS
MATHEMATICS**



STRAND	SUB-STRAND	LEVEL	CONTENT DESCRIPTIONS
Numbers and Algebra	Number and place value	Year 5	Solve problems involving division by a one digit number, including those that result in a remainder (ACMNA101)
		Year 6	Select and apply efficient mental and written strategies and appropriate digital technologies to solve problems involving all four operations with whole numbers (ACMNA123)
	Fractions and decimals	Year 5	Compare and order common unit fractions and locate and represent them on a number line (ACMNA102)
			Investigate strategies to solve problems involving addition and subtraction of fractions with the same denominator (ACMNA103)
		Year 6	Compare fractions with related denominators and locate and represent them on a number line (ACMNA125)
			Solve problems involving addition and subtraction of fractions with the same or related denominators (ACMNA126)
Measuring and Geometry	Using units of measurement	Year 5	Choose appropriate units of measurement for length, area, volume, capacity and mass (ACMMG108)
		Year 6	Convert between common metric units of length, mass and capacity (ACMMG136)
			Connect volume and capacity and their units of measurement (ACMMG138)
Statistics and probability	Data representation and interpretation	Year 5	Pose questions and collect categorical or numerical data by observation or survey (ACMSP118)

WESTERN AUSTRALIA SYLLABUS CONTENT DESCRIPTORS HEALTH AND PHYSICAL EDUCATION



STRAND	SUB-STRAND	CONTENT DESCRIPTIONS
Personal, Social and Community Health	Being healthy, safe and active	Strategies to promote a healthy lifestyle (ACPPS054)
	Communicating and interacting for health and wellbeing	Preventative health measures that can promote and maintain community health, safety and wellbeing (ACPPS058)



FEAST
FOOD EDUCATION AND
SUSTAINABILITY TRAINING

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