



FEAST TM
FOOD EDUCATION AND
SUSTAINABILITY TRAINING

**UNIT OF
INQUIRY**



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A MESSAGE FROM RONNI

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.

— With just one van in Sydney in 2004, OzHarvest has since grown to become Australia's leading food rescue organisation, with operations across the country. Our fleet of yellow vans are out and about in communities every day, delivering millions of meals and saving thousands of tonnes of food from landfill.

— Whilst food rescue fills hungry bellies, education transforms lives and is the key to influencing change. Australia has set a national target to halve food waste by 2030 in line with the United Nations Sustainable Development Goals and OzHarvest is committed to driving change at all levels of society to achieve this goal.

— Raising awareness about the harmful effects of food waste on the environment is part of this journey. Young people are integral to protecting our planet and creating a sustainable future and we hope that FEAST inspires them to take action! And like any good FEAST, it's designed to be fun, engaging and filled with good food.

— 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.

— By championing the value of food, we hope to make wasting it a thing of the past. Every time we throw food away, it's literally costing us the earth.

So, please tuck in and enjoy this FEAST created by OzHarvest!

With gratitude,

**RONNI KAHN AO
FOUNDER & VISIONARY IN RESIDENCE**



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FOOD EDUCATION AND
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INTRODUCTION



OZHARVEST IDENTIFIED AN OPPORTUNITY IN THE AUSTRALIAN CURRICULUM TO BRING TOGETHER SUSTAINABILITY, FOOD WASTE AND NUTRITION EDUCATION, CREATING A NEW AND EXCITING CURRICULUM ALIGNED PROGRAM.

— FEAST educates students about positive food choices, food waste prevention, and the vital role we can play in protecting our planet and creating a sustainable future.

— This resource is designed for teachers of Year 7 and 8 students, containing a unit of work under Technologies in Design and Technologies and Food Specialisations content of the Australian Curriculum. It also supports the NSW, WA and Vic syllabus.

FEAST aims to:

- Raise awareness about the issue of food waste, globally and in Australia.
- Provide resources to inspire teachers to engage students in quality teaching and learning about food waste prevention and how to plan, prepare and cook a variety of nutritious food using recipes that help prevent food waste.
- Support schools to implement Food Technologies concepts, content, and processes.
- Educate students in creative food preparation to reduce food waste and design meals to promote eating a variety of foods and sustainability.
- Enhance food preparation skills, knowledge and cooking techniques in school communities.
- Develop engaging learning programs using an enquiry process aligned to the Australian, NSW, WA and Vic syllabus.



THE FEAST PROGRAM



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— The Unit of Inquiry Lesson Plans cover 10×one hour lessons and include:

- Project-Based Learning Program
- Extra-curricular extension activities
- Teacher and Student Web Portal
- A Professional Learning Program

— The Cooking Classes include:

- Teacher practical risk assessment and class preparation information
- Safety and hygiene posters
- Accompanying student recipes and worksheets

— A FEAST Kitchen Kit is available for schools without access to kitchen facilities, which includes:

- Mixing bowls, measuring cups, chopping boards and utensils including wooden spoons, tongs, strainer, grater, spatulas and knives
- Set of six or three electric frypans

— Recipes include:

- Fruit Bites
- Beetroot Dip
- Tzatziki Dip with Vegetable Sticks
- Spaghetti Bolognese
- Fruit Bites
- Beetroot Dip
- Fast Veggie Fritters
- Taco Salad
- Spanish Pan Omelette
- Quick Pickle Vegetables
- Honey Soy Noodle Stir Fry
- Wholemeal Pita Pizza Pockets
- French Toast
- Hummingbird Muffins
- Too Easy Ricotta
- Pumpkin & Tomato Quiches
- Easy Cheese Frittata
- Poached Eggs in Tomato Sauce

EDUCATIONAL 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 has a variety of student activities that link to the Australian Curriculum in Technologies - Design and Technologies in Years 7-8 and NSW, WA and Vic syllabus. It also has many opportunities to integrate the cross-curriculum priorities of Sustainability and Aboriginal & Torres Strait Islander Histories and Cultures, as well as the General Capabilities.

— The Australian Curriculum states 'Design and Technologies aims to develop the knowledge, understanding and skills to ensure that, individually and collaboratively, students:

- Investigate, design, plan, manage, create and evaluate solutions.
- Are creative, innovative and enterprising when using traditional, contemporary and emerging technologies, and understand how technologies have developed over time .
- Make informed and ethical decisions about the role, impact and use of technologies in their own lives, the economy, environment and society for a sustainable future.
- Engage confidently with and responsibly select and manipulate appropriate technologies – tools, equipment, processes, materials, data, systems and components – when designing and creating solutions.
- Analyse and evaluate needs, opportunities or problems to identify and create solutions.

[Source: ACARA.](#)

EDUCATIONAL APPROACH



DESIGN AND TECHNOLOGIES INVOLVES THE PURPOSEFUL APPLICATION OF KNOWLEDGE, EXPERIENCE, AND RESOURCES TO CREATE PRODUCTS, ENVIRONMENTS, SYSTEMS, AND PROCESSES THAT MEET HUMAN NEEDS.

➡ It involves all the processes in designing and producing useful products, environments, and systems while considering the effects on society and the environment.

➡ The Design process (processes and productions skills strand) in Design and Technologies is a process to create a designed solution that considers social, cultural, and environmental factors and typically involves:

- Investigating and defining
- Generating and designing
- Producing and implementing
- Evaluating
- Evaluate processes and designed solutions and transfer knowledge and skills to new situations
- Collaborating and managing

Source: Adapted from QCAA, page 7.

➡ 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 scaffolding and supporting all students to be successful.
- Be a resource person by collecting resources and materials, and suggesting strategies for investigation.
- Be a fellow investigator by advising 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').
- Co-evaluate what students know, can do and understand using a range of assessment strategies including self assessment, and peer assessment, negotiated assessment tasks, learning logs, learning maps, self-assessment, peer assessment, 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 Year 7 and Year 8 in Technologies, and/or in the NSW, WA and Vic syllabus.

➡ 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 the students.

➡ Digital tools including YouTube videos and apps are utilised in the unit, both for the 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 many ideas regarding the digital tools they might wish to use in their work samples.

ASSESSMENT RUBRICS



OVERALL PROJECT RUBRIC

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

SYLLABUS	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
AC9TDE8K04 AC9TDE8K05 AC9TDE8P01 AC9TDE8P02 AC9TDE8P03 AC9TDE8P04 AC9TDE8P05 Weighting 20%	A 'Use It Up' Recipe Card that illustrates the steps involved in cooking with foods that might otherwise go to waste has been created with skill.	A 'Use It Up' Recipe Card that illustrates the steps involved in cooking with foods that might otherwise go to waste has been created.	A 'Use It Up' Recipe Card that illustrates the steps involved in cooking with foods that might otherwise go to waste has been partially created.	A 'Use It Up' Recipe Card that illustrates the steps involved in cooking with foods that might otherwise go to waste has not been created.
AC9TDE8K04 AC9TDE8K05 AC9TDE8P01 AC9TDE8P02 AC9TDE8P03 AC9TDE8P04 AC9TDE8P05 Weighting 20%	A highly detailed Information Sheet explaining the nutritional properties of the ingredients used and how the recipe addresses food waste and a top wasted food has been created. The Information Sheet shows evidence of extensive research of the subject matter including how the characteristics and properties of the ingredients determine preparation techniques and presentation when designing solutions.	A detailed Information Sheet explaining the nutritional properties of the ingredients used and how the recipe addresses food waste and a top wasted food has been created. The Information Sheet shows evidence of research of the subject matter including how the characteristics and properties of the ingredients determine preparation techniques and presentation when designing solutions.	An Information Sheet that explains the nutritional properties of the ingredients used and how the recipe addresses food waste and a top wasted food has been partially created. The Information Sheet shows some evidence of research of the subject matter including how the characteristics and properties of the ingredients determine preparation techniques and presentation when designing solutions.	An Information Sheet that explains the nutritional properties of the ingredients used, and how the recipe addresses food waste and a top wasted food has not been created. The Information Sheet shows limited evidence of research of the subject matter including how the characteristics and properties of the ingredients determine preparation techniques and presentation when designing solutions.
AC9TDE8K02 AC9TDE8K01 Weighting 25%	The 'Fight Food Waste' promotion successfully markets your top wasted food to the audience. It shows evidence of extensive research of the subject matter.	The 'Fight Food Waste' promotion successfully markets your top wasted food to the audience. It shows evidence of research of the subject matter.	The 'Fight Food Waste' promotion somewhat markets your top wasted food to the audience. It shows some evidence of research of the subject matter.	The 'Fight Food Waste' promotion unsuccessfully markets your top wasted food to the audience. It shows evidence of little research of the subject matter.

ASSESSMENT RUBRICS



OVERALL PROJECT RUBRIC

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

SYLLABUS	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
AC9TDE8K02 AC9TDE8K01 Weighting 10%	The student portfolio showed clear evidence of research and understanding of recipes that turn foods that might otherwise go to waste into delicious recipes and individuals contributions as social and environmental change-makers.	The student portfolio showed evidence of research and understanding of recipes that turn foods that might otherwise go to waste into delicious recipes and individuals contributions as social and environmental change-makers.	The student portfolio showed some evidence of research and understanding of recipes that turn foods that might otherwise go to waste into delicious recipes and individuals contributions as social and environmental change-makers.	The student portfolio showed little evidence of research and understanding of recipes that turn foods that might otherwise go to waste into delicious recipes and individuals contributions as social and environmental change-makers.
Literacy Critical & creative thinking Weighting 10%	Highly coherent and comprehensive design and layout of work samples to clearly communicate information.	Coherent and comprehensive design and layout of work samples to communicate information.	Somewhat coherent design and layout of work samples to partially communicate information.	Incoherent design and layout of work samples and does not communicate information clearly.
Critical & creative thinking Weighting 5% ICTs Weighting 5%	The 'Fight Food Waste' Promo presentation was communicated with a logical flow and without pauses.	The 'Fight Food Waste' Promo presentation was communicated with a mostly logical flow and with few pauses.	The 'Fight Food Waste' Promo presentation was communicated with a somewhat logical flow and with some pauses.	The 'Fight Food Waste' Promo presentation was communicated with little logic and frequent pauses.
Literacy Weighting 5%	The student answered all questions clearly and accurately.	The student answered most questions clearly and accurately.	The student answered some questions clearly and accurately.	The student answered a few questions clearly and accurately.