



FEAST

FOOD EDUCATION AND
SUSTAINABILITY TRAINING

UNIT OF
WORK



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INTRODUCTION



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THE RESOURCE MATERIAL AIMS TO HELP TEACHERS AND STUDENTS IN PRIMARY SCHOOLS UNDERSTAND MORE ABOUT EATING A VARIETY OF FOODS, 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 a variety of 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.

HELLO!



A MESSAGE FROM RONNI



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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, eating a variety of foods 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 AO
FOUNDER & VISIONARY IN RESIDENCE



THE FEAST PROGRAM



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RATIONALE

OzHarvest 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 eating a variety of foods, 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 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:

- 10 x 1.5 hour STEM Lesson Plans
- Optional Learning Experiences to use as 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 bowl, measuring cups & spoons, wooden spoons, tongs, strainer, grater, spatulas, knives, chopping boards
- Set of six or three electric frypans

— 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

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 also '[Solution Fluency](#)' by Global Digital Citizen Foundation and the YouTube 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.
- **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.
- **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](#).

ABOUT THE APPROACH



— 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.

— 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.

— 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.

ASSESSMENT



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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

The group has created recipes for a class cookbook that shows evidence of extensive research about how foods can be produced sustainably to prevent food waste and increase the variety of foods consumed

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.

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

The paragraph of information discussing how the recipe addresses food waste and eating a variety of foods was well 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 group answered all questions clearly and accurately.

LEVEL 3: VERY HIGH

The group has created recipes for a cookbook that shows evidence of research about how foods can be produced sustainably to prevent food waste and increase the variety of foods consumed.

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.

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

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

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 group answered most questions clearly and accurately.

LEVEL 2: SOUND

The group has created recipes for a class cookbook that shows evidence of some research about how foods can be produced sustainably to prevent food waste and increase the variety of foods consumed.

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.

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

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

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 group answered some questions clearly and accurately.

LEVEL 1: BASIC

The group has created recipes for a class cookbook that shows little evidence about how foods can be produced sustainably to prevent food waste and increase the variety of foods consumed.

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 poorly written and vaguely illustrated the subject.

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

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 a few questions clearly and accurately.



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.

AUSTRALIAN CURRICULUM CONTENT DESCRIPTORS TECHNOLOGIES



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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)