



Learning Outcomes

- **PD3-6** Distinguishes contextual factors that influence health, safety, wellbeing and participation in physical activity which are controllable and uncontrollable
- **PD3-7** Proposes and implements actions and protective strategies that promote health, safety, wellbeing and physically active spaces
- **ST3-5LW-T** Explains how food and fibre are produced sustainably in managed environments for health and nutrition
- **OI.3** Sustainable patterns of living rely on the interdependence of healthy social, economic and ecological systems



Resources and Preparation

Resources

- Life of a Strawberry video via healthy-kids.com.au/teachers/fruit-veg-month/fruit-veg-month-2020-resources/
- Worksheet 18 – Hierarchy of food recovery – either displayed online or printed
- Optional – paper or card for poster development – 1 per group

Preparation

Prior to lesson:

- optional – print out an A3-sized copy of WS 18 if needed

Reduce the waste

Help the planet by...reducing food waste

Students learn about the importance of reducing food waste and develop a hierarchy of food waste for a chosen setting (e.g. home, school canteen, out of hours school care, local food business).

Introduction (5 mins)

Ask students to guess what percentage of the world's production of food is wasted. The answer is 1/3 - and despite this, 800 million people around the world do not have enough to eat each day. Wasting food also wastes all the resources it took to produce the food and rotting food in landfill contributes to global warming.

Activity (50 mins)

1. Watch *Life of a Strawberry* video.
2. Show the *Hierarchy of food recovery* (WS 18).
3. Discuss each step of the hierarchy in relation to what happened in the video, i.e. the food ended up in landfill, but what actions could have been taken along the way to prevent this outcome?
4. In small groups, students develop a hierarchy of food recovery in relation to fruit and vegetables for a specific setting, e.g. home kitchens, school canteen, local food business, staff room. The hierarchy will use the same headings but needs to provide examples of actions under each heading (except for landfill). The resource can be developed on paper/card or by using online tools.

Conclusion (5 mins)

Share hierarchies with the rest of the class. How do you think some of these could be improved? Resources are displayed in the classroom. If appropriate they can be shared with parents, school and canteen staff.

Assessment

- For:** Student contribution to class discussion. Student contribution to group task.
- As:** Student is able to identify ways to reduce food waste.
- Of:** Student resource. Hierarchy developed successfully.

Differentiation

- Extend:** Students develop hierarchy individually.
- Simplify:** Students undertake the task as a whole class.

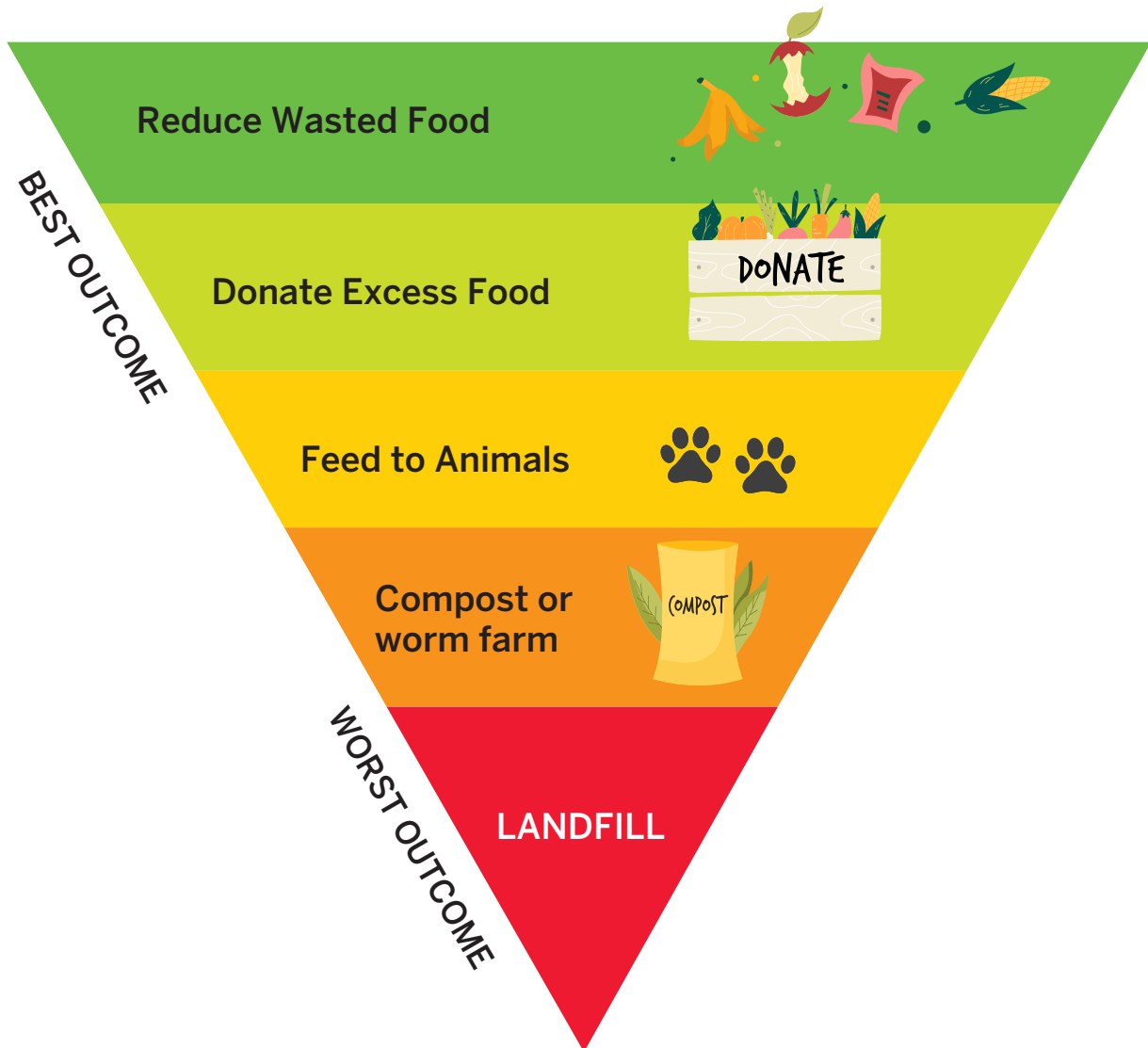
School/Home Link

Resources for the home setting are published through the school newsletter, social media or school app.

Duration | 60 minutes



FOOD RECOVERY HIERARCHY



Adapted from Edmonton City, Canada *How to reduce food waste* resources – www.edmonton.ca/programs_services/garbage_waste/how-to-reduce-food-waste.aspx