



Paddock to Plate

Key Learning Areas & Outcomes

Science and Technology

STe-3LW-ST explores the characteristics, needs and uses of living things

STe-6ES-S identifies how daily and seasonal changes in the environment affect humans and other living things

PDHPE

PDe-6 explores contextual factors that influence an individual's health, safety, wellbeing and participation in physical activity
PDe-7 identifies actions that promote health, safety, wellbeing and physically active spaces

PDe-10 uses interpersonal skills to effectively interact with others

English

ENe-1A communicates with peers and known adults in informal and guided activities demonstrating emerging skills of group interaction

ENe-2A composes simple texts to convey an idea or message

ENe-3A produces most lower case and upper-case letters and uses digital technologies to construct texts

ENe-6B recognises that there are different kinds of spoken texts with specific language features and shows an emerging awareness of some purposes for spoken language

ENe-7B recognises some different purposes for writing and that own texts differ in various ways

ENe-10C thinks imaginatively and creatively about familiar topics, simple ideas and the basic features of texts when responding to and composing texts

ENe-11D responds to and composes simple texts about familiar aspects of the world and their own experiences

Community & Real-World Connections:

Live Eggs

Agricultural society

Local farmers market

Farm visits

Driving question

What journey does food take from paddock to plate?

Project Description

Students explore what a farm is and what products we get from a farm. They analyse the processes that products undergo in order to get them from the farm to the shelf. Students cook recipes utilising produce from the school garden and from their research they have completed on different types of farms. During this process, student explore and develop an understanding of what foods we need to maintain a healthy lifestyle.

Final Product/s

In 2016, Students produced and marketed a cook book that was published and sold to the school community. The cookbook contained recipes from students' families and teachers and used ingredients they had researched. In 2017, Students created a farmer's market where they worked in teams to cook and sell produce from their chosen farm. Students created information posters about their farm and cooking process to complement their stall. In 2018, Students worked in teams to hold an agricultural show where each team created a display to showcase a particular farm. Collectively, the grade produces an information booklet about farms and their importance. The proceeds from the booklet went towards drought relief.

Need to knows...

What is a farm?

What is produced at a farm?

How many different types of farms are there?

Why are farms important?

What process does food go through before it is seen in supermarkets?

What produce is available in our school garden?

Why is food important?

How can we be safe when cooking?

What does agriculture refer too?

What is a recipe?

What are food cycles?

What can be problematic for farmers?

Bringing the Project to Life

Consider the context:

- What farms could students research?
- Where and when will the exhibition take place?
- How, by who and when will the cookbooks be sold?
- What will students present at the agricultural show?
- Are there local farmers in the community who might serve as experts for this project? How might you leverage their expertise?
- Who will the audience be?
- How will money be handled?
- How will you ensure the safe preparation of food?

Consider the students:

- What issues might arise for your students?
- What students have allergies or religious beliefs that impact their interaction with particular produce?
- How can students reflect their voice and choice in their learning?

Consider the content and skills:

- How will you establish the group norms so that students will engage effectively with the project?
- What supports will your students need as they plan, draft and revise their recipes and food cycle information?
- How will you help them deliver an informative farm display?
- What will students produce as an individual and as a group?
- What types of exemplars could you show students for their displays at the agricultural show?

