

Love Food Hate Waste Education Resources Curriculum Map

The following curriculum links tool is designed to support teachers in NSW and Victoria when mapping the Love Food Hate Waste resources against state syllabus outcomes.

LOVE
FOOD
hate waste

Year 1 - How to Save Food

AUSTRALIAN CURRICULUM	NSW SYLLABUS	VIC SYLLABUS
<p>Year 1 – Science Science as a Human Endeavour ACSHE022 People use science in their daily lives, including when caring for their environment and living things</p>	<p>Stage 1 - Science & Technology Living World ST1-4LW-S Describes observable features of living things and their environments</p>	<p>Foundation to Level 2 – Science Science as a Human Endeavour VCSSU041 People use science in their daily lives</p>
<p>Year 1 – English Literacy ACELY1656 Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions</p>	<p>Stage 1 - English Communicate through speaking, listening, reading, writing, viewing and representing EN1-1A Communicates with a range of people in informal and guided activities demonstrating interaction skills and considers how own communication is adjusted in different situations</p>	<p>Level 1 – English Literacy - Interacting with others VCELY210 Engage in conversations and discussions, using active listening, showing interest, and contributing ideas, information and questions, taking turns and recognising the contributions of others</p>

Year 2 - Cupboard, fridge or freezer – which is best?

AUSTRALIAN CURRICULUM	NSW SYLLABUS	VIC SYLLABUS
<p>Year 2 – Science Science Understanding ACSSU032 Earth's resources are used in a variety of ways</p> <p>Science as a Human Endeavour ACSHE035 People use science in their daily lives, including when caring for their environment and living things</p>	<p>Stage 1 - Science & Technology Knowledge & Understanding ST1-5LW-T Identifies how plants and animals are used for food and fibre products</p> <p>Living World ST1-4LW-S Describes observable features of living things and their environments</p>	<p>Foundation to Level 2 – Science Earth & Space Sciences VCSSU047 Earth's resources are used in a variety of ways</p> <p>Science as a Human Endeavour VCSSU041 People use science in their daily lives</p>
<p>Year 2 – English Literacy ACELY1666 Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions</p>	<p>Stage 1 - English Communicate through speaking, listening, reading, writing, viewing and representing EN1-1A Communicates with a range of people in informal and guided activities demonstrating interaction skills and considers how own communication is adjusted in different situations</p>	<p>Year 2 – English Literacy - Interacting with others VCELY244 Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions through initiating topics, making positive statements, and voicing disagreement in an appropriate manner</p>

Year 3 - What is food waste and why does it happen?

AUSTRALIAN CURRICULUM	NSW SYLLABUS	VIC SYLLABUS
<p>Year 3 – Science Science as a Human Endeavour ACSHE051 Science knowledge helps people to understand the effect of their actions</p>	<p>Stage 2 - Science & Technology Working Scientifically ST2-1WS-5 Questions, plans and conducts scientific investigations, collects and summarises data and communicates using scientific representations</p>	<p>Levels 3 and 4 - Science Science as a Human Endeavour VCSSU056 Science knowledge helps people to understand the effects of their actions</p>
<p>Year 3 – Humanities and Social Sciences (HASS) Civics and Citizenship ACHASSK071 Who makes rules, why rules are important and the consequences of rules not being followed</p>	<p>Stage 2 – Personal Development, Health and Physical Education (PDHPE) Health, Wellbeing and Relationships PD2-9 Demonstrates self-management skills to respond to their own and others' actions</p>	<p>Levels 3 and 4 – The Humanities Civics & Citizenship VCCCL005 Distinguish between rules and laws and discuss why rules and laws are important</p>

Year 4 - What a waste! How much does food waste cost?

AUSTRALIAN CURRICULUM	NSW SYLLABUS	VIC SYLLABUS
<p>Year 4 – Mathematics Number and Algebra ACMNA080 Solve problems involving purchases and the calculation of change to the nearest five cents with and without digital technologies</p> <p>Fractions and Decimals ACMNA079 Recognise that the place value system can be extended to tenths and hundredths. Make connections between fractions and decimal notation</p>	<p>Stage 2 – Mathematics Number and Algebra MA2-5NA Uses mental and written strategies for addition and subtraction involving two-, three-, four- and five-digit numbers</p> <p>Number and Algebra MA2-4NA Applies place value to order, read and represent numbers of up to five digits</p>	<p>Level 4 – Mathematics Number & Algebra VCMNA160 Solve problems involving purchases and the calculation of change to the nearest five cents with and without digital technologies</p> <p>Number & Algebra VCMNA159 Recognise that the place value system can be extended to tenths and hundredths. Make connections between fractions and decimal notation</p>
<p>Year 4 – Humanities and Social Sciences (HASS) Geography ACHASSK090 The use and management of natural resources and waste, and the different views on how to do this sustainably</p>	<p>Stage 2 – Human Society and its Environment (HSIE) Geography GE2-3 Examines differing perceptions about the management of places and environments</p>	<p>Levels 3 and 4 – The Humanities Geography VCGGK082 Types of natural vegetation and the significance of vegetation to the environment, the importance of environments to animals and people, and different views on how they can be protected; the use and management of natural resources and waste, and different views on how to do this sustainably</p>

Year 5 - What a waste! But what exactly are we wasting?

AUSTRALIAN CURRICULUM	NSW SYLLABUS	VIC SYLLABUS
<p>Year 5 – Science Science Understanding ACSSU077</p> <p>Solids, liquids and gases have different observable properties and behave in different ways</p>	<p>Stage 3 - Science & Technology Physical World ST3-8PW-ST</p> <p>Explains how energy is transformed from one form to another</p>	<p>Levels 5 and 6 – Science Chemical Sciences VCSSU059</p> <p>A change of state between solid and liquid can be caused by adding or removing heat</p>
<p>Year 5 – Humanities and Social Sciences (HASS) Geography ACHASSK113</p> <p>The environmental and human influences on the location and characteristics of a place and the management of spaces within them</p>	<p>Stage 3 – Human Society and its Environment (HSIE) Geography GE3-3</p> <p>Compares and contrasts influences on the management of places and environments</p>	<p>Levels 5 and 6 – The Humanities Geography VCGGK096</p> <p>Environmental and human influences on the location and characteristics of places and the management of spaces within them</p>

Year 6 - How can I prevent food waste and be a food boss?

AUSTRALIAN CURRICULUM	NSW SYLLABUS	VIC SYLLABUS
<p>Year 6 – Science Science Understanding ACSSU095</p> <p>Changes to materials can be reversible or irreversible</p>	<p>Stage 3 – Science & Technology Material World ST3-7MW-T</p> <p>Explains how the properties of materials determines their use for a range of purposes</p>	<p>Levels 5 and 6 – Science Chemical Sciences VCSSU077</p> <p>Changes to materials can be reversible, including melting, freezing, evaporating, or irreversible, including burning and rusting</p>
<p>Year 5 and 6 – Health and Physical Education Personal, Social and Community Health ACPPS054</p> <p>Plan and practise strategies to promote health, safety and wellbeing</p>	<p>Stage 3 – Personal Development, Health and Physical Education (PDHPE) Health, Wellbeing and Relationships PD3-1</p> <p>Identifies and applies strengths and strategies to manage life changes and transitions</p>	<p>Levels 5 and 6 – Health and Physical Education VCHPEP108</p> <p>Plan and practise strategies to promote health, safety and wellbeing</p>

Year 7 - How does food waste harm the environment and what can we do to prevent it?

AUSTRALIAN CURRICULUM	NSW SYLLABUS	VIC SYLLABUS
<p>Year 7 – Science Science Understanding ACSSU116 Some of Earth’s resources are renewable, including water that cycles through the environment, but others are non-renewable</p>	<p>Stage 4 – Science & Technology Earth & Space SC4-13ES Explains how advances in scientific understanding of processes that occur within and on the Earth, influence the choices people make about resource use and management</p>	<p>Levels 7 and 8 – Science Earth and Space Sciences VCSSU100 Some of Earth’s resources are renewable, but others are non-renewable VCSSU100</p>
<p>Year 7 – Humanities and Social Sciences (HASS) Geography ACHASSK185 The nature of water scarcity and ways of overcoming it, including studies drawn from Australia and West Asia and/or North Africa</p>	<p>Stage 4 – Human Society and its Environment (HSIE) Geography GE4-5 Discusses management of places and environments for their sustainability</p>	<p>Levels 7 and 8 – The Humanities Geography VCGGK108 Nature of water scarcity and the role of humans in creating and overcoming it, including studies drawn from Australia and West Asia and/or North Africa</p>
<p>Year 7 and 8 –Technologies Design and Technologies Knowledge and Understanding ACTDEK029 Investigate the ways in which products, services and environments evolve locally, regionally and globally and how competing factors including social, ethical and sustainability considerations are prioritised in the development of technologies and designed solutions for preferred futures</p>	<p>Stage 4 - Science Technology & Society TE4-10TS Explains how people in technology related professions contribute to society now and into the future</p>	<p>Levels 7 & 8 – Technologies Design and Technologies VCDST043 Examine and prioritise competing factors including social, ethical, economic and sustainability considerations in the development of technologies and designed solutions to meet community needs for preferred futures</p>

Year 8 - Be a waste warrior! Take the pledge to reduce food waste!

AUSTRALIAN CURRICULUM	NSW SYLLABUS	VIC SYLLABUS
<p>Year 8 - Science Science as a Human Endeavour ACSHE135 Solutions to contemporary issues that are found using science and technology, may impact on other areas of society and may involve ethical considerations</p>	<p>Stage 4 - Science Design & Production TE4-1DP Designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities</p>	<p>Levels 7 and 8 – Science Science as a Human Endeavour VCSSU090 Science and technology contribute to finding solutions to a range of contemporary issues; these solutions may impact on other areas of society and involve ethical considerations</p>
<p>Year 8 – Geography Geographical Knowledge & Understanding ACHGK051 Human causes and effects of landscape degradation</p>	<p>Stage 4 – Human Society and its Environment (HSIE) Geography GE4-3 Explains how interactions and connections between people, places and environments result in change</p>	<p>Levels 7 and 8 – The Humanities Geography VCGGK119 Human causes of landscape degradation, the effects on landscape quality and the implications for places</p>



YEAR 3

What is food waste and why does it happen?

LESSON OVERVIEW



This lesson has been developed to build upon students understanding of the concept of food waste. They will begin reflecting on actions at school and at home that may create food waste across all food groups. They will brainstorm negative actions that lead to food waste and positive actions that prevent food waste, demonstrating their understanding through the creation of a board game. There is an option to complete this lesson over a few days, with students completing the homework task and using the information for discussion and to make their board game in the next lesson.

LEARNING INTENTION



Students will:

- Reflect on the actions of themselves and others at home and school where food has been thrown out
- Compare, discuss and investigate positive and negative actions that lead to or prevent food waste
- Create a board game incorporating actions that lead to or prevent food waste

RESOURCES



- Butcher's paper
- Post-it notes of two different colours
- Interactive whiteboard with internet connection
- Dice and counters
- Student worksheet
- Large 100s grid or class display – blank boxes

DIFFERENTIATION



Support: Teacher scaffolds tasks and questions to suit student ability, students work with others and adults to complete post it notes and board game

Structured: Use small group instruction to help support students discuss food waste and actions

Extension: Students create and record own ideas for board game

ASSESSMENT



- Monitoring understanding throughout class discussion and questioning
- Collecting work samples
- Teacher feedback

AUSTRALIAN CURRICULUM LINKS



Science
Science as a human endeavour - Science knowledge helps people to understand the effect of their actions (**ACSH051**)

Humanities and Social Sciences
Civics and Citizenship - Who makes rules, why rules are important and the consequences of rules not being followed (**ACHASSK071**)



LESSON INTRODUCTION - 10 MINUTES



1. Ask students to explain to their partner and then share with the class their definition of food waste. Write core statements on the whiteboard. Discuss whether all food groups can produce food waste. Students recall items in their house that may have been thrown out. Record using the food groups' headings.
2. Watch the video at <http://www.abc.net.au/btn/classroom/food-waste/10533514>. Show the infographic found at <https://www.lovefoodhatewaste.vic.gov.au/About-your-food/Do-I-really-waste-food> to reinforce a visual representation of food waste.
3. While watching, students record on their worksheet the various food items that were thrown out by the three Victorian families.

MAIN BODY OF TEACHING - 30 MINUTES



4. After viewing, students reflect on which items they recorded and if their own household has ever thrown out the same food. Discuss and brainstorm the reasons why certain foods would have been thrown out and what could have been done to avoid the creation of food waste. Preventative ideas can be found at <https://www.lovefoodhatewaste.vic.gov.au/Love-your-food> and <https://www.lovefoodhatewaste.nsw.gov.au/at-home/six-steps-reducing-food-waste-at-home>
5. An app to help them to find a recipe to use up leftovers e.g: <http://myfridgefood.com/> or check out NSW LFWW videos https://www.facebook.com/pg/LoveFoodHateWasteNSW/videos/?ref=page_internal
6. Using the interactive whiteboard, record the ideas using a T-Chart. The two headings of the T-Chart could be 'Negative Actions' and 'Positive Actions'.

Some examples of positive actions include: Used food in the fridge rather than ordering takeaway, put left over bread in the freezer for toast, put the lid on the cereal container so it doesn't go stale, put fruit in the fridge in summer so it doesn't spoil, only buy a small quantity of berries, eat cheese before the use by date expiry.

Some examples of negative actions include: Going shopping without a list and buying food you already have, taking lunch to school but then getting something else from the canteen and throwing out a sandwich, leaving fruit in the fruit bowl too long so it overripens, not putting the lid on the biscuit container and they go stale as a result, eating lollies and chips instead of fruit and vegetables as the fresh food won't last as long, forgetting there was lettuce in the bottom of the fridge and it spoils.

Optional – End the first lesson here. Students complete the homework investigation task then complete the following components and have discussions about solutions in the next lesson.

7. Students choose three positive actions and three negative actions from the T-Chart and record them on post-it notes. Positive actions go on one colour (one per post-it note) and negative actions go on a different colour.
8. Explain to students that they are going to create a board game using the information on their post-it notes and the template provided. Discuss that on a board game there are instructions on squares that result in a positive outcome, such as 'move ahead 2 spaces', 'have another turn', as well as those that have a negative outcome such as, such as 'miss a turn' and 'go back to start'. Students create and add two of these board game instructions to another blank post-it note, using the same colours for positive or negative. Examples of positive actions might include; Positive – Congratulations, you made cupcakes with your strawberries that were about to expire. Move ahead 5 spaces. Negative – Oh dear, you forgot to store your lettuce in the fridge and it has wilted. Move back 3 spaces.
9. Students should now have 8 post-it notes in total, detailing 4 positive and 4 negative actions.
10. Students then use the board game template provided to transfer their instructions from the T-Chart post-it notes, as well as their positive and negative game instructions, to the board game tiles.
11. Once finished, students sit together in groups of 2 or 3 and play their games. Encourage discussion throughout on food waste and the actions they are encountering.

PLENARY - 5 MINUTES



12. Ask students to look around the classroom to find a suitable player's piece (counter) each and provide enough dice for them to play their board games with a partner or small group.
- 13.. Reflect on the positive strategies students have discussed and learnt about in the lessons (optional, this can be done after the homework task and students can discuss the behaviours that occur in their households). Create a 'food waste prevention strategy' where the class pledges 3 to 5 positive behaviours that they are going to try and do at home and/or at school to prevent food waste.
14. Start a class challenge using the blank 100s chart. Each time a student reports a positive action that they or a family member took to prevent food waste, instruct them to colour in one square of the 100s grid. Explain that as a class the goal is to perform 100 positive actions and achieve their goals in the 'food waste prevention strategy'. Suggest including a time frame for this to add to the challenge and generate a sense of excitement.

HOME ACTIVITY / EXTENSION TASK IDEAS



FOR HOME Students take home the worksheet and discuss with their families the important role they can all play in reducing food waste. They can initiate their own household challenge to complete positive actions, aiming to colour in 30 boxes.

EXTENSION Ask students to create their board games on cardboard, drawing spaces for positive and negative actions and adding illustrations and facts. Play as a class or invite another class to join in the game.

EXTENSION Students imagine they are doing the weekly shop for their house and record a shopping list.

Hand out recipes from supermarkets and magazines and task students with creating a shopping lists based on the ingredients in the recipe. Alternatives to this video include:

DATE LABEL TIPS

https://youtu.be/SG_U5pvywxs?list=PL13o2B1ofNT9LkPfpF2QO4DVgolUBviuW

LEFTOVER SPAGHETTI BOLOGNESE

<https://youtu.be/DovKUENG5Pc?list=PL13o2B1ofNT9LkPfpF2QO4DVgolUBviuW>

PIZZA TOPPERS

<https://www.youtube.com/watch?v=XV1ixDwCpuM&feature=youtu.be&list=PL13o2B1ofNT9LkPfpF2QO4DVgolUBviuW#t=3A%2F%2Fyoutu.be%2Fi-VsB5IGpXI%3Flist%3DPL13o2B1ofNT9LkPfpF2QO4DVgolUBviuW>

Name Date

What is food waste and why does it happen?

After watching the video, record the types of food that the three families threw away.



Breads and grains	Fruit and vegetables	Dairy products
Meat and protein	Treats	Other

Record your two best **POSITIVE** ideas for preventing food waste that you wrote on your post-it notes.

- 1.
- 2.

Record two **NEGATIVE** actions below that lead to the production of food waste.

- 1.
- 2.

Name Date



How often can we save food in our house?

Colour a square every time a food item is thrown away that was not eaten as planned. You do not need to record unavoidable waste such as bones, skin, tea bags etc.

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Can you do better? → Needs improvement → Okay → Very Good

Hooray! Your family is working together to prevent food waste? Colour in a square every time someone does a positive action to prevent food waste. Optional – write what they did in the square!

Prevention/ avoidance									
Keep it fresh for longer									
Used up leftovers									