

Food Supply Chain

This task has been extracted from the Refresh.ED Year 9 SOURCE Understanding Sustainable Food Systems Learning Unit. Download the full unit here: <https://www.refreshedschools.health.wa.gov.au/k-10-curriculum-materials/>

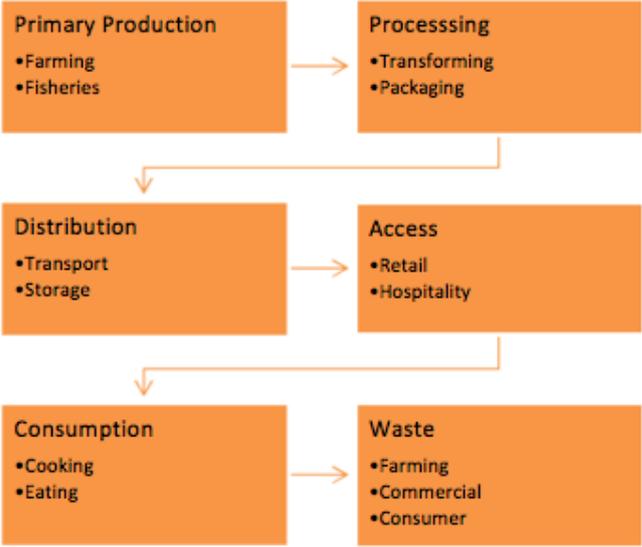
Task description

This activity encourages students to identify the parts of the food supply chain and begin to demonstrate an understanding of the connections between the parts of the food supply chain and how they form a system.

Resources needed

- Food supply chain parts Image Cards – 1 per Group of 3-4 students
- Internet access could be useful

Background Information

| Learning Task | Useful information and resources to deliver this Learning Task |
|---------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Food Supply chain</p> | <ul style="list-style-type: none"> • You will need to print and prepare the Food supply chain parts image cards for each group. <p>This is a basic example of a food supply chain.</p>  <pre> graph TD A["Primary Production •Farming •Fisheries"] --> B["Processing •Transforming •Packaging"] B --> C["Distribution •Transport •Storage"] C --> D["Access •Retail •Hospitality"] D --> E["Consumption •Cooking •Eating"] E --> F["Waste •Farming •Commercial •Consumer"] </pre> <ul style="list-style-type: none"> • How to Teach the Food System – Teacher Information Sheet https://www.refreshedschools.health.wa.gov.au/professional-learning/professional-knowledge/teacher-information-sheets/ Use this as a guide to teach the food supply system to students. • Refresh.ED Food System – Teacher Resource https://www.refreshedschools.health.wa.gov.au/wp-content/uploads/2019/09/Refresh.ED-Food-System.pdf Use this as an example of a food system diagram to show the class at the end of the lesson and in future lessons. |

Teacher Instructions

1. Explain to students that they are going to explore the parts of the food production chain.
2. Describe that each group is to be given a set of images and they are going to be asked to group the images into 'like' groups.
3. Distribute a copy of the *Food supply chain parts* image cards to each group.
4. Explain to students that they are to work as a group and discuss what each of the images might represent.

Ask:

- Can any of the images be grouped together to make a part of the food supply chain?

You might like to guide students by telling them they should be able to identify 6 parts of the 'chain'.

5. Once students have grouped the images. Ask students to create a title/name for each group and record it on a piece of paper or make a label to put with each group of images.
6. Facilitate a classroom discussion for students to share the way they organised the parts and what they called them. Record the results on the board and use the most common responses to form a class copy.

E.g. Primary Production, Processing, Distribution, Access, Consumption, Waste

7. Encourage students to discuss each section of the food production chain and share ideas of what they already know about each part/component and list any additional information on the board.

E.g. Primary Production can include Agriculture, Aquiculture, Aquaculture, Animal husbandry, Horticulture, Growing, Harvesting/catching/mustering

8. Now that the individual parts of the food supply chain have been identified, facilitate a conversation about the connections between each of these parts.
9. Ask students to place the cards (in their groups/categories) into some sort of order that might demonstrate the relationships/connections between each of the parts. Explain that this would form a system.

A system being – “a set of things working together as parts of a mechanism or an interconnecting network; a complex whole.”

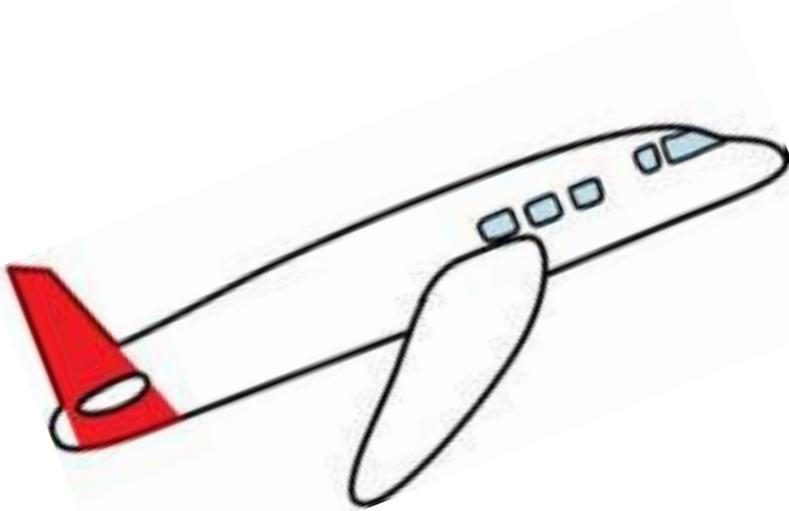
There is no correct or incorrect way of doing this task. Students are to discuss their ideas with their group members and see if they can make a pictorial food system that explains the links between each part.

10. If time permits, have each group present their 'system' and ask them to give feedback as to why they chose the order they did.

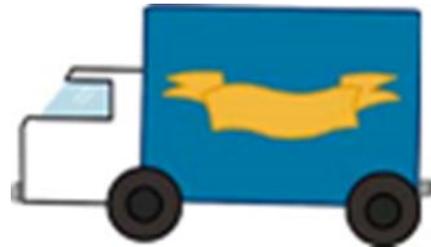
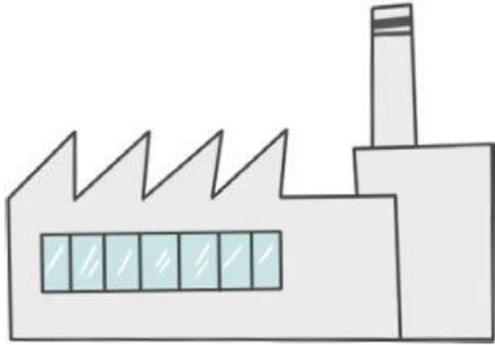
Optional: give students a large piece of paper to glue their system on to. You might like to use these as a display on the classroom wall.

11. Finish the activity with an explanation that Food Systems are complex, interconnecting networks.
12. Display the Refresh.ED *Food Supply System* as one example of an infographic demonstrating the food system.

Year 9 SOURCE Understanding Sustainable Food Systems
Food supply chain parts image cards



Food supply chain parts image cards



Food supply chain parts image cards

