

Food Journey

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 explores and follows the journey of a processed food item. Students need to have an understanding of the difference between a wholefood and a processed food.

Resources needed

- *Food journey* Activity sheet – 1 per student
- A variety of packages of processed food items – enough for 1 per student or pair of students (eg snack bars, biscuits, cereal, muffin, bread, tinned soup)
- Internet access

Teacher Instructions

1. Explain to students that they are going to investigate the journey that food items take to reach our plates for consumption.
2. Describe the difference between a wholefood and a processed food, using examples of each – this will help students to answer questions 2 and 5 of the activity sheet (Refer to *Teacher information* for description and examples).
3. Distribute a copy of the *Food Journey* Activity sheet to each student and a processed food item. Students can either work individually or in pairs.
4. Explain to students that they are to work through questions 1-5, using the food items packaging to help provide the answers.
5. Question 6 will require a combination of the food items packaging and internet access and research to find relevant answers.
6. Before students begin question 7 on jobs in the food supply journey, stop students to have a class discussion and brainstorm about the stages in the food supply system and the jobs associated with each stage. (Refer to *Teacher information* for examples of jobs in each stage – an outline of the food supply system is also provided). Then allow students to return to independent or pair work to determine the jobs most applicable to their particular food item and continue with questions 8 and 9.
7. Once students have attempted all questions, have a class discussion about the environmental impact of the food supply system – students should consider land clearing and use, water use, power supply and waste products and processing including pollution (of air, soil and water).

Food Journey

All food items go on a journey from where it was produced to when it is served on a plate and consumed. This activity explores and follows the journey of a particular food item, provided by your teacher. You are to use the information on the food items packaging, along with internet research, to assist you in answering the following questions:

1. Name the food item:

2. Is this a whole food or a processed food?

3. Where was this food item made or sourced from? (HINT: Look on the label for the *Made in* ____ or *Produced in* ____ or *Using local or imported ingredients* on the label or the location of the manufacturer.)

4. What other information about this food item's journey can you tell from the packaging or label?

5. How many ingredients are listed on the packaging?

6. List the first 3 ingredients (other than water):

Ingredient	Is the ingredient a whole food or processed food item? Is it a plant or animal product? Is it from Australia or imported? HINT: Use internet research to find out how this ingredient is produced	Where in Australia is this ingredient commonly produced? HINT: use internet research to locate the areas of Australia where this product is produced

7. Think about the journey this food item has taken to get to your plate. List any people who would have been involved in this process:

(HINT: What type of jobs are involved in producing this food item?)

8. What information does the label provide about the disposal of the packaging?

(HINT: is it recyclable?)

9. How does this food items journey impact on our environment?