

# 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 <b>Science as a Human Endeavour</b> <b>ACSHE022</b> People use science in their daily lives, including when caring for their environment and living things</p>	<p>Stage 1 - Science &amp; Technology <b>Living World</b> <b>ST1-4LW-S</b> Describes observable features of living things and their environments</p>	<p>Foundation to Level 2 – Science <b>Science as a Human Endeavour</b> <b>VCSSU041</b> People use science in their daily lives</p>
<p>Year 1 – English <b>Literacy</b> <b>ACELY1656</b> Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions</p>	<p>Stage 1 - English <b>Communicate through speaking, listening, reading, writing, viewing and representing</b> <b>EN1-1A</b> 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 <b>Literacy - Interacting with others</b> <b>VCELY210</b> 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 <b>Science Understanding</b> <b>ACSSU032</b> Earth's resources are used in a variety of ways</p> <p><b>Science as a Human Endeavour</b> <b>ACSHE035</b> People use science in their daily lives, including when caring for their environment and living things</p>	<p>Stage 1 - Science &amp; Technology <b>Knowledge &amp; Understanding</b> <b>ST1-5LW-T</b> Identifies how plants and animals are used for food and fibre products</p> <p><b>Living World</b> <b>ST1-4LW-S</b> Describes observable features of living things and their environments</p>	<p>Foundation to Level 2 – Science <b>Earth &amp; Space Sciences</b> <b>VCSSU047</b> Earth's resources are used in a variety of ways</p> <p><b>Science as a Human Endeavour</b> <b>VCSSU041</b> People use science in their daily lives</p>
<p>Year 2 – English <b>Literacy</b> <b>ACELY1666</b> Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions</p>	<p>Stage 1 - English <b>Communicate through speaking, listening, reading, writing, viewing and representing</b> <b>EN1-1A</b> 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 <b>Literacy - Interacting with others</b> <b>VCELY244</b> 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  <b>Science as a Human Endeavour</b>  <b>ACSHE051</b>                      Science knowledge helps people to understand the effect of their actions</p>	<p>Stage 2 - Science &amp; Technology  <b>Working Scientifically</b>  <b>ST2-1WS-5</b>                      Questions, plans and conducts scientific investigations, collects and summarises data and communicates using scientific representations</p>	<p>Levels 3 and 4 - Science  <b>Science as a Human Endeavour</b>  <b>VCSSU056</b>                      Science knowledge helps people to understand the effects of their actions</p>
<p>Year 3 – Humanities and Social Sciences (HASS)  <b>Civics and Citizenship</b>  <b>ACHASSK071</b>                      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)  <b>Health, Wellbeing and Relationships</b>  <b>PD2-9</b>                      Demonstrates self-management skills to respond to their own and others' actions</p>	<p>Levels 3 and 4 – The Humanities  <b>Civics &amp; Citizenship</b>  <b>VCCCL005</b>                      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  <b>Number and Algebra</b>  <b>ACMNA080</b>                      Solve problems involving purchases and the calculation of change to the nearest five cents with and without digital technologies</p> <p><b>Fractions and Decimals</b>  <b>ACMNA079</b>                      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  <b>Number and Algebra</b>  <b>MA2-5NA</b>                      Uses mental and written strategies for addition and subtraction involving two-, three-, four- and five-digit numbers</p> <p><b>Number and Algebra</b>  <b>MA2-4NA</b>                      Applies place value to order, read and represent numbers of up to five digits</p>	<p>Level 4 – Mathematics  <b>Number &amp; Algebra</b>  <b>VCMNA160</b>                      Solve problems involving purchases and the calculation of change to the nearest five cents with and without digital technologies</p> <p><b>Number &amp; Algebra</b>  <b>VCMNA159</b>                      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)  <b>Geography</b>  <b>ACHASSK090</b>                      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)  <b>Geography</b>  <b>GE2-3</b>                      Examines differing perceptions about the management of places and environments</p>	<p>Levels 3 and 4 – The Humanities  <b>Geography</b>  <b>VCGGK082</b>                      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  <b>Science Understanding</b>  <b>ACSSU077</b>                      Solids, liquids and gases have different observable properties and behave in different ways</p>	<p>Stage 3 - Science &amp; Technology  <b>Physical World</b>  <b>ST3-8PW-ST</b>                      Explains how energy is transformed from one form to another</p>	<p>Levels 5 and 6 – Science  <b>Chemical Sciences</b>  <b>VCSSU059</b>                      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)  <b>Geography</b>  <b>ACHASSK113</b>                      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)  <b>Geography</b>  <b>GE3-3</b>                      Compares and contrasts influences on the management of places and environments</p>	<p>Levels 5 and 6 – The Humanities  <b>Geography</b>  <b>VCGGK096</b>                      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  <b>Science Understanding</b>  <b>ACSSU095</b>                      Changes to materials can be reversible or irreversible</p>	<p>Stage 3 – Science &amp; Technology  <b>Material World</b>  <b>ST3-7MW-T</b>                      Explains how the properties of materials determines their use for a range of purposes</p>	<p>Levels 5 and 6 – Science  <b>Chemical Sciences</b>  <b>VCSSU077</b>                      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  <b>Personal, Social and Community Health</b>  <b>ACPPS054</b>                      Plan and practise strategies to promote health, safety and wellbeing</p>	<p>Stage 3 – Personal Development, Health and Physical Education (PDHPE)  <b>Health, Wellbeing and Relationships</b>  <b>PD3-1</b>                      Identifies and applies strengths and strategies to manage life changes and transitions</p>	<p>Levels 5 and 6 – Health and Physical Education  <b>VCHPEP108</b>                      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 <b>Science Understanding</b> <b>ACSSU116</b> Some of Earth’s resources are renewable, including water that cycles through the environment, but others are non-renewable</p>	<p>Stage 4 – Science &amp; Technology <b>Earth &amp; Space</b> <b>SC4-13ES</b> 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 <b>Earth and Space Sciences</b> <b>VCSSU100</b> Some of Earth’s resources are renewable, but others are non-renewable VCSSU100</p>
<p>Year 7 – Humanities and Social Sciences (HASS) <b>Geography</b> <b>ACHASSK185</b> 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) <b>Geography</b> <b>GE4-5</b> Discusses management of places and environments for their sustainability</p>	<p>Levels 7 and 8 – The Humanities <b>Geography</b> <b>VCGGK108</b> 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 <b>Design and Technologies Knowledge and Understanding</b> <b>ACTDEK029</b> 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 <b>Technology &amp; Society</b> <b>TE4-10TS</b> Explains how people in technology related professions contribute to society now and into the future</p>	<p>Levels 7 &amp; 8 – Technologies <b>Design and Technologies</b> <b>VCDST043</b> 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 <b>Science as a Human Endeavour</b> <b>ACSHE135</b> 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 <b>Design &amp; Production</b> <b>TE4-1DP</b> Designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities</p>	<p>Levels 7 and 8 – Science <b>Science as a Human Endeavour</b> <b>VCSSU090</b> 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 <b>Geographical Knowledge &amp; Understanding</b> <b>ACHGK051</b> Human causes and effects of landscape degradation</p>	<p>Stage 4 – Human Society and its Environment (HSIE) <b>Geography</b> <b>GE4-3</b> Explains how interactions and connections between people, places and environments result in change</p>	<p>Levels 7 and 8 – The Humanities <b>Geography</b> <b>VCGGK119</b> Human causes of landscape degradation, the effects on landscape quality and the implications for places</p>



# YEAR ONE

## How to Save Food

### LESSON OVERVIEW – CAN WE SAVE OUR FOOD?



This lesson has been developed to introduce students to the concept of food waste and saving food at home. They will begin reflecting on planning and action at home and school so food is not wasted, while also learning what to do to avoid food waste at home. They will investigate certain foods and decide if they can be consumed, stored correctly for later, or may be wasted; and classify fruit and vegetables into 4 categories. It is best to do this lesson after recess and/or lunch when the classroom or nearby bins will have food waste in them.

### LEARNING INTENTION



Students will:

- Reflect on the actions of themselves and others at home and school with throwing out and saving food
- Compare, discuss and investigate different foods
- Classify foods as; eat now, store and save, mix it up, or throw out

### RESOURCES



- Access to classroom bin
- Gloves / tongs
- Interactive whiteboard (IWB)
- A variety of foods such as fruit and vegetables, yoghurt, bread, cheese etc. (or photos of) at various stages of ripeness and decay eg. apples with spots, browned bananas, wilted lettuce
- Butcher's paper or Interactive Whiteboard
- Student worksheet

### DIFFERENTIATION



**Support:** Research is conducted as a whole class, teacher scaffolds tasks and questions to suit student ability  
**Structured:** Use small group instruction to help support students investigate and discuss the foods  
**Extension:** Students investigate unusual foods from around the world and how they are stored and used

### ASSESSMENT



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

### AUSTRALIAN CURRICULUM LINKS



**Science**  
Science as a human endeavour - People use science in their daily lives, including when caring for their environment and living things (ASCHE022)

#### English

Literacy - Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions (ACELY1656)

## LESSON INTRODUCTION



- 1 Explain to the students that this is a one-off activity to be done with the teacher during this lesson. They are not to remove food from bins at any other times as the bins and food items will be dirty, and the students can be exposed to germs. Discuss the concept of an experiment and ensure they understand that this activity is only to be conducted with a teacher at school. Brainstorm a list of strategies to ensure they are safe from the potential germs located in the bin whilst conducting the activity.
- 2 After recess and lunch, using a glove and transparent garbage bag, teacher shows students the waste from the classroom bins and as a class, report back on the types of food that have been thrown out. Record the different food items on butcher's paper or an interactive whiteboard. Introduce the concept of food waste – food that has been thrown out that at some time was suitable to consume.
- 3 Record all items, even if they are unavoidable, such as, fruit peel, cores, bones etc. Ask students if they think all households might throw out food, discuss how some families save food and avoid waste for a number of reasons such as, wanting to help the environment, not being able to afford lots of food products so they make the food last, wanting to save money, or giving left over food to others in need.
- 4 Ask students to recall other items of food that have been thrown out at school or home. Record ideas on butcher's paper or whiteboard.
- 5 Brainstorm and discuss the reasons people might throw out food. Discuss how important it is to save food and how we can reduce our waste to, save money, save rubbish, and to ensure children and families eat healthily and don't go hungry. Explain that one tip is to ensure their fridge is set to the correct temperature. Watch the following short video for more information  
[https://www.youtube.com/watch?v=Y3\\_Pcq9M\\_7g&feature=youtu.be](https://www.youtube.com/watch?v=Y3_Pcq9M_7g&feature=youtu.be)

## MAIN BODY OF TEACHING



6. Display food samples (or photos of) or images of a variety of foods such as fruit and vegetables, yoghurt, bread, cheese etc. Choose one or two that will be completed as a class with teacher modelling and distribute the others around the room for the investigation.
7. Introduce the concept of date labels by watching the following short video.  
Remind them that fresh products (fruit and vegetables) don't have date labels.  
[https://youtu.be/5G\\_U5pvywxs?list=PL13o2B1oFNT9LKPhPf2QO4DVgoILUBviuW](https://youtu.be/5G_U5pvywxs?list=PL13o2B1oFNT9LKPhPf2QO4DVgoILUBviuW).  
Tell the students that they are going to investigate the different food samples and sort them into four categories. Introduce the four categories and explain what they mean (see below). Complete the first item of food together, jointly discussing which category it would suit and why.
  - Eat Now** – the food is ready to eat today and will spoil (go bad/off) if not eaten today.
  - Store and Save** – the food will be fine for a few more days if it is stored properly (e.g. refrigerator, crispier, in containers, fruit bowl).
  - Mix it Up** – you probably wouldn't eat the food as it is but if you mix it up and cook/combine/make it into something else it will be fine, such as putting brown bananas in cakes and smoothies, turning overripe fruit into jam or sauce, peeling and cutting off brown parts of apples to make apple pies, stewed apples, cutting the sprouting eyes off potatoes and making mashed potato, freezing mangoes to use later in smoothies, freezing or drying fresh herbs to use in cooking.
  - Throw it Out** – the fruit or vegetable is beyond saving or eating and needs to be thrown out because it has gone mouldy or spoilt. Discuss the places that fruit and vegetable waste can be thrown out such as, into a compost bin, replanted or put in a worm farm as opposed to going in the household or classroom bin.

## MAIN BODY OF TEACHING



- Discuss and list the parts of fruit and vegetables that are generalised as 'rue waste' – such as apple cores, mandarin peel, pineapple leaves etc. Differentiate between 'rue waste' that can't be eaten and 'preventable/avoidable waste' that could have been eaten.
- Place students into groups of 2 or 3 and give each student the investigating recording sheet. Ask them to explore the room, investigating and discussing the different fruit and vegetable samples or photographs. Students then record the different foods on their sheet, using words and drawings.
- Once finished, the students report back to the class and share their findings with their peers. The teacher records the different answers on butcher's paper or on a whiteboard explaining why each food was categorised under the four headings:
- Brainstorm and discuss the reasons why the fruit and vegetables on display may be thrown out before they are eaten. For each answer, students admit if this has ever been the reason that they or their household has thrown out food. Some examples include: didn't like the taste, forgot it was in the fridge or lunchbox, left out of the fridge in hot weather, bought too much and didn't get around to eating it all, stored in the fridge incorrectly.

## PLENARY



- Ask students to reflect on and suggest answers:
  - How much food waste do you think our school throws out?
  - How much does your family home throw out?
  - What sorts of food are thrown out the most?
- Share with students some statistics on food waste in Australian households. Use the great infographic on the Victorian Love Food Hate Waste website to illustrate the amount of food wasted, which can be found at <https://www.lovefoodhatewaste.vic.gov.au/About-your-food/Do-I-really-waste-food>
- Ask students to brainstorm three things they can do at home and school to reduce throwing out fruit and vegetables as food waste. Students record on their worksheet. As a class share ideas and decide on three ways to reduce food waste. Record these ideas and display as a class.

## HOME ACTIVITY / EXTENSION TASK IDEAS



### FOR HOME

Students take home the worksheet and, under adult supervision, complete a fridge and pantry audit of the fruits, vegetables and leftovers in the kitchen recording where food is stored and which category it best suits – eat now, store and save, mix it up, throw it out. Students should focus on the top ten items their family like to eat.

### EXTENSION

Ask students to create posters for the three ways the class decided to reduce food waste. Display posters near lunchboxes and bins around the classroom and school.

### EXTENSION

As a class, students jointly construct tips and ideas for storing and using fruit and vegetables which can be sent home to parents or included in the school newsletter.

Name ..... Date .....

# How to Save Food

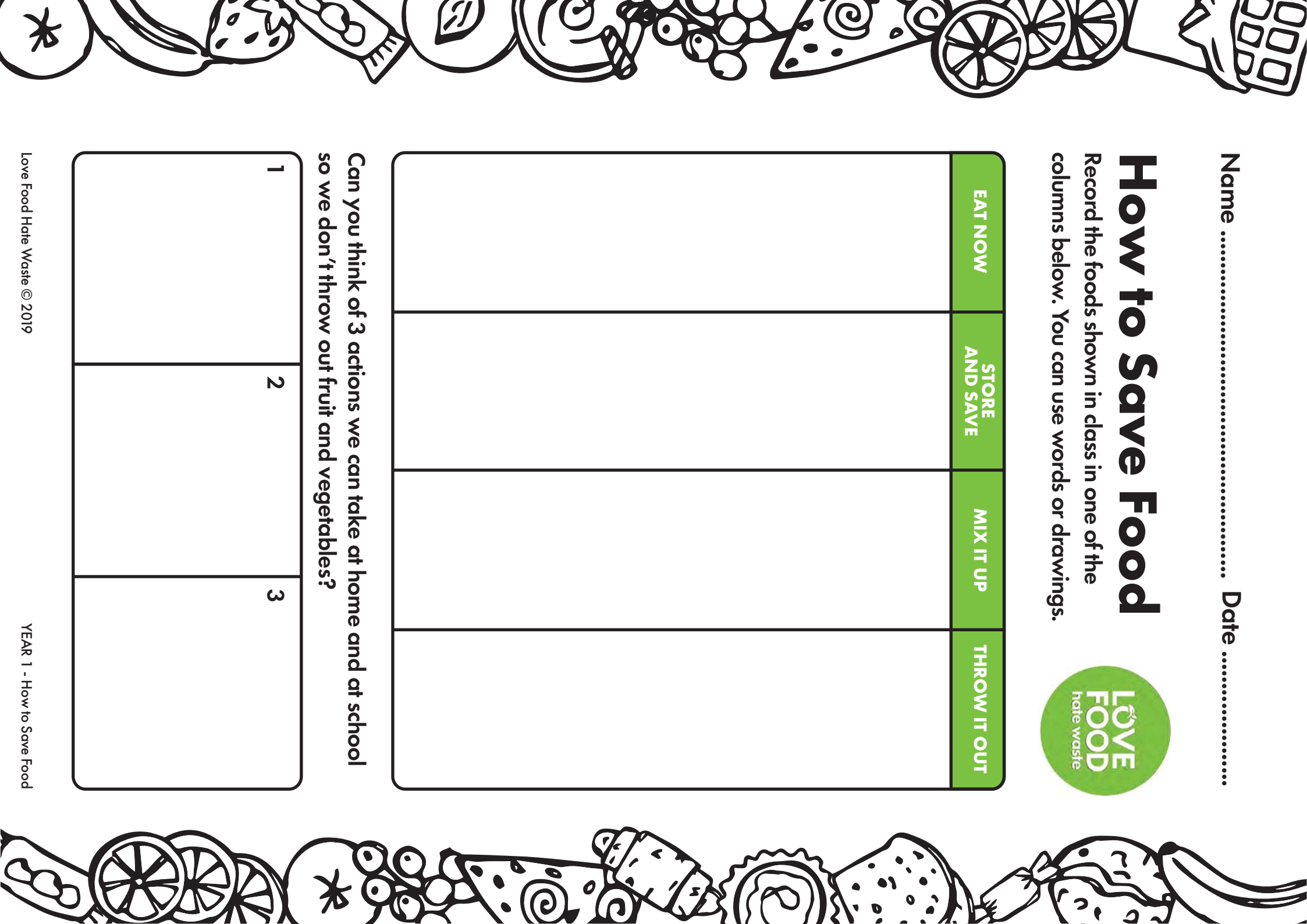
Record the foods shown in class in one of the columns below. You can use words or drawings.



EAT NOW	STORE AND SAVE	MIX IT UP	THROW IT OUT

Can you think of 3 actions we can take at home and at school so we don't throw out fruit and vegetables?

1	2	3
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Name ..... Date .....



# How to Save Food

Find out what fruit and vegetables are in your kitchen. Record below to see if you can eat or save them.

Tick a category for each food

NAME OF FOOD	WHERE IT IS STORED	EAT NOW <i>because...</i>	STORE & SAVE <i>because...</i>	MIX IT UP <i>because...</i>	THROW IT OUT <i>because...</i>