

# What do you know about where our food and fibre comes from?

**Main idea:** Pre-test students' prior knowledge and understanding of the origins of the food they eat daily or fibre to make textiles to tailor your program to meet the individual needs of each student.

Stage	Learning Experiences	Resources and Outcomes
ES1 & Stage 1	<ul style="list-style-type: none"> <li>Brainstorm how students think food gets to their table</li> <li>Teacher scribes class mind map of all ideas and students record ideas using '<b>Think About Food Mind Map</b>' master.</li> <li>Teacher leads a discussion and lists what students want to discover about food origins to display on a class poster and progressively add to throughout the Program.</li> </ul>	<p>'Think About Food Mind Map'</p> <p><b>ENG:</b> TES1.1/TS1.1 WES1.9/WS1.9</p>
Stage 2	<ul style="list-style-type: none"> <li>Using the '<b>Paddock to Plate &amp; Field to Fibre Flow Chart</b>' with 'Paddock or Field' as the first box and 'Plate or Fibre' as the last box, use as many boxes as needed in between to show how they think food and fibre is processed. Encourage students to draw and label each step.</li> <li>Students complete '<b>Farming – Is It True?</b>' to obtain a broader understanding of students' prior knowledge.</li> <li>Teacher leads a discussion and lists what students want to discover about food and fibre origins to display on a class poster that is progressively added to throughout the Program</li> </ul>	<p>'Paddock to Plate &amp; Field to Fibre Flow Chart'</p> <p>'Farming – Is It True'</p> <p><b>ENG:</b> TS2.1 WS2.9</p>

Stage	Learning Experiences	Resources and Outcomes
<b>Stage 3</b>	<ul style="list-style-type: none"> <li>To model recording methods, discuss the wool, fleece &amp; cotton (Field to Fibre) process and demonstrate three methods of recording information (mind map, flow chart or matrix).</li> <li>Lead class discussion on the process of food from 'Paddock to Plate' and allow students to choose a method of recording information using '<b>Think About Where Our Food Comes From</b>'. Encourage students to think about all food groups.</li> <li>Students complete '<b>Farming – Fact or Fiction</b>' to obtain a broader understanding of students' prior knowledge.</li> <li>Teacher leads a discussion and lists what students want to discover about food origins to display on a class poster and added to throughout Program.</li> </ul>	<p>'Think About Where Our Food Comes From'</p> <p>'Farming–Fact or Fiction'</p> <p><b>ENG:</b> TS3.1 WS3.9</p>