

## WithOnePlanet

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# Investigate

Lesson 6

Teacher notes

Where the food we eat comes from

Years  
**5 to 6**

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INQuIRY     

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**WithOnePlanet**

Climate change education  
An xpend Foundation initiative

# Where the food we eat comes from

## Lesson 6: Teacher notes

This document provides the teacher with the details of the lesson.

### At a glance

Please note: This lesson has been written as a single lesson, but teachers are welcome to teach selected parts of the lesson only, or alternatively run the lesson over a number of classroom periods.

This lesson provides students with the opportunity to explore the kinds of food they eat, and place this in the context of the wider world and the types of food people eat in other places. Students also investigate how we get our food in Australia, how people get their food in Timor Leste, and explore the concepts of commercial farming and subsistence farming. Students also explore the concepts of industrialisation and colonialisation and think about how these things have had an effect on the types of farming practices that are used today.

Students are also able to consolidate their mathematics skills, while putting themselves in the shoes of Timorese farmers, through the *Growmaths game*.

For an assessment guide and key lesson objectives, refer to the Unit outline.

### INQuIRY focus: Investigate

The *Investigate* phase (lessons 3-7) is designed to provide students with hands-on experiences of culture and how we use plants in different cultures. Students explore ideas, collect evidence, discuss their observations and keep records. The *Investigate* phase ensures all students have a shared experience that can be discussed and explained.

In the *Investigate* phase students develop a literacy product to represent their developing understanding. They discuss and identify patterns and relationships within their observations. Students consider the current views and deepen their own understanding.

### Teacher background information

The vast majority of the population in Timor Leste are subsistence farmers, and rely on the crops they grow to feed their families. Malnutrition is extremely high in Timor Leste, and a typical meal may be just rice and one green vegetable, or just rice on its own. For many families, meat and fish are only eaten on special occasions. Timor Leste experiences a hungry season every year, when many families only have enough food to eat one meal a day. The reality of this can be seen in the statistics for Timor Leste, where 58.1% of children have moderate to severe stunting.

Timor Leste was a Portuguese colony for over 400 years. This had a profound effect on the population of Timor Leste, because the Portuguese did not invest heavily in education, public facilities or improving livelihoods for the local population in Timor. The Portuguese did have a great interest in the sandalwood that used to grow on the island. It was exported in great quantities, and very little is left in Timor today.

Source:

UNICEF 70 years for every child, *At a glance: Timor-Leste Statistics*, <[http://www.unicef.org/infobycountry/Timorleste\\_statistics.html](http://www.unicef.org/infobycountry/Timorleste_statistics.html)>, viewed 14 April, 2016

The Portuguese also planted coffee, which was exported all over the world. Over a quarter of Timor's population grows coffee today, but, unfortunately, global coffee prices mean that the average income for a coffee-farming family in Timor Leste is around \$220 per year. After the Portuguese left Timor Leste in 1974, the Indonesians invaded, and Timor Leste was occupied by Indonesia for 24 years. The Indonesian invasion was violent, and many people died during the occupation. Indonesia also exported timber and other natural resources from Timor Leste, which further depleted the environment.

## Equipment

- > Student worksheets.
- > Write your own adventure website: <http://www.inklestudios.com/inklewriter/getting-started/> (for extension activity)
- > Growing tomatoes in Australia, <https://www.youtube.com/watch?v=RU5eR81aBQs>
- > Growing wheat in Australia, <https://www.youtube.com/watch?v=KycelNEZ6Yo>
- > Maria's breakfast recipe, <https://www.youtube.com/watch?v=uP8KfV6g0AU>
- > Timor Leste: improving crop production, <http://splash.abc.net.au/home#!/media/524367/timor-leste-improving-crop-production>

## Lesson steps

Please note: This lesson has been written as a single lesson, but teachers are welcome to teach selected parts of the lesson only, or alternatively run the lesson over a number of classroom periods.

1. Students discuss and think about the food they would typically eat, and fill in the worksheet.
2. Read the book *Cooking corn* to the class, and briefly discuss some of the differences that the students notice between what they typically eat, and what the little boy in the story eats.
3. Show the students the videos:
  - a. How do you prepare your food? <http://childfundconnect.org/video/timor-leste/how-do-you-prepare-your-food>.
4. Have a further discussion with the class about the differences students notice between what they eat and what children in Timor Leste eat.
5. Create a class list of where students get their food from. (It is assumed that 'the supermarket' will be the most common answer.)
6. Watch the following videos, asking students to take notes as the videos are playing:
  - a. Growing tomatoes in Australia.
  - b. Growing wheat in Australia.
7. Watch the following videos about food production in Timor Leste, asking students to take notes as the videos are playing.
  - b. Maria's breakfast recipe, <https://www.youtube.com/watch?v=uP8KfV6g0AU&feature=youtu.be>.
  - c. Timor-Leste, Improving crop production: <http://splash.abc.net.au/media/-/m/524367>.

Note that the video *Maria's breakfast recipe* is not set in Timor Leste, but there are many similarities between the video and the situation in Timor Leste, especially the amount of labour that is required to produce food, get wood and get water.
8. Students discuss some of the main differences they see between where food comes from in Australia and Timor Leste.

9. Students research the terms 'subsistence farming', 'commercial farming', 'industrial revolution' and 'colonialism', and attempt to write down the meanings in their own words. Do this activity together as a class, so there is a mutual understanding of what these things refer to.
10. Students decide which of the terms are applicable to Australia and which of the terms are applicable to Timor Leste, either in the worksheet provided or as a class.
11. Students think about how the histories of the two nations (Australia having experienced the industrial revolution; Timor Leste having been colonised by the Portuguese) affect the farming practices in the two countries today.

#### Sources:

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ABC Kids in the Garden, *Could you survive without plants?*, [Online Video] 27 June 2005, viewed 7 April, 2016, <<http://splash.abc.net.au/home#!/media/86196/plants-in-our-daily-lives>>  
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