

Future Food Education Modules

Teacher's Guide Years 9-10





Educational Modules

Future Foods

Bunjil Place have teamed up with multi-sensory experience designers, Post Dining, to develop four "Future Food" modules based on the themes of Casey Cornucopia, exploring the food systems of the Casey region.

The modules encourage students to consider issues of food security in building a sustainable future. They will be encouraged to incorporate design thinking, scientific analysis and the creative arts to reimagine food systems and what we put on our plates!

The two modules for year levels 9-10 include:

1. Food & Geography, and
2. Food & Design

We hope you enjoy this adventure into our culinary future...

Bon voyage!

Food & Geography



Casey Cornucopia

Year 9/10 Future Food Education Modules



**Food &
Geography**
Sustaining the Farm



[This module has an accompanying powerpoint](#)

Curriculum Links

Cross Curriculum Priorities



Sustainability

➤ **Geography**

Biomes and food security | [ACHGK063](#): Challenges to food production, including land and water degradation, shortage of fresh water, competing land uses, and climate change, for Australia and other areas of the world

Biomes and food security | [ACHGK064](#): The capacity of the world's environments to sustainably feed the projected future global population

Geographies of interconnections | [ACHGK067](#): The ways that places and people are interconnected with other places through trade in goods and services, at all scales

Geographies of interconnections | [ACHGK065](#): The perceptions people have of place, and how these influence their connections to different places

Environmental change and management | [ACHGK073](#): The application of systems thinking to understanding the causes and likely consequences of the environmental change being investigated.



Learning Objectives

Sustaining the Farm looks at the changing landscape of the City of Casey from nature and farmland to outer urban fringe. The lesson looks at what it takes to keep a farm running, taking an extensive look at all the issues that farmers face today. From a growing city pushing onto agricultural land, to passing on the legacy of the farming practice to the next generation. And how to combat these issues farmers need to embrace innovative new practices and push for their community to buy local.

Learning Outcomes

By the end of this lesson students should have a better understanding of the changing and competing uses for land in Australia with a focus on the City of Casey as a case study. They should be able to identify key challenges and opportunities with the environmental changes occurring and name the push and pull factors. They can develop their geographical skills by analysing where this change is occurring and deduce why certain areas are facing these changes.

Time	Task	Equipment
5 mins	Intro to Lesson	Screen, Projector
10 mins	Watch	Screen, Projector, Sound
10mins	Answer questions in books	Projector/Screen for questions or written on board
10 mins	Watch	Screen, Projector, Sound
10 mins	Discuss	Projector/Screen for questions or written on board
10 mins	Watch	Screen, Projector, Sound
10mins	Answer questions in books	Projector/Screen for questions or written on board
10 mins	Map and Data Activity	Print Map Worksheet
5 mins	Summary and Homework	Print HW Worksheet



5 mins



**SLIDES
1-6**

Overview:

This lesson looks at the changing landscape of the City of Casey from nature and farmland to outer urban fringe. We'll look at what it takes to keep a farm running today: taking an extensive look at all the issues that farmers face today and how to combat these issues.

Introduction: Background

Casey farmers are currently facing several issues to keep their farms not only profitable but running.

- The growing population of Melbourne has meant that residential land barriers have been pushed further and further out, encroaching on what was once agricultural land.
- This has resulted in farmers innovating their farming practices, to look at ways that they can continue mass food production on less available land.
- This may only provide a short-term solution, as some farmers believe it is only a matter of time before they lose the land completely.

Starter: Discuss the expansion of cities and suburbs.

- Ask students to name areas which have been developed in their lifetime and how they feel about these new suburbs.



20 mins



SLIDES
7-8

Watch and Answer: **Sustaining the Farm Part 1**

Watch: Sustaining the Farm Part One (SLIDE 10)

Answer: Students to answer the following questions in their books:

1. Why was the City of Casey considered to be good farming land?
2. What is happening to land use in the City of Casey?
3. What are some of the challenges with having a farm so close to urban areas?
4. If the farms need to relocate, where could they go?
How did the farmers grapple with a potential move?



20 mins



SLIDES
9-10

Watch and Discuss: **Sustaining the Farm Part 2**

Watch: Sustaining the Farm Part Two (SLIDE 12)

Discuss: in groups and present back:

- How much should we pay for food?
- Why do we see food as disposable in modern society?
- Should we increase the price to prevent some of the challenges with food waste? If so, how much?



20 mins



**SLIDES
11-12**

Watch and Answer:
Sustaining the Farm Part 3

Watch: Sustaining the Farm Part Three (SLIDE 14)

Answer: Students to answer the following questions in their books:

1. How important is it to grow and consume food locally?
Why/Why not?
2. What is a food swamp? Would the City of Casey be considered a food swamp or desert?
3. How can goods (like food) connect people to places, communities and the consumer systems?



10 mins



SLIDE 13

Map and Data Activity:

Changing Land Use in the Casey-Cardinia region

Print and handout the worksheet
(Attachment #1, below)

1. What trends can you identify on the map?
2. Where is the Melbourne CBD in relation to the map?
Add an arrow indicating direction and distance to Melbourne CBD. Add a dot for the CBD to the inset map.
3. What trends are appearing in the dataset?
4. Explain why these trends are emerging over time.
5. Do these trends match the data from the map?
Why/Why not?



SLIDE 13

Homework :

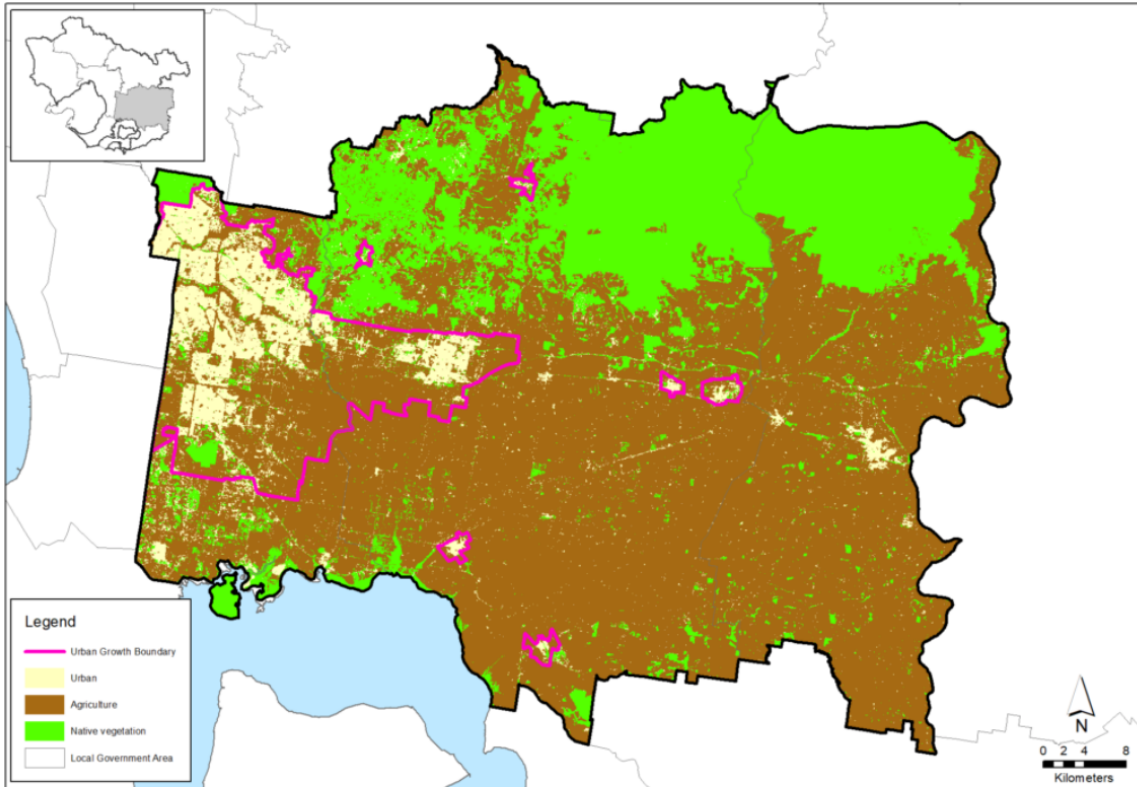
Print double sided and handout the Case Study
(Attachment #2, below)

Name: _____

Map and Data Activity

Changing Land Use in the Casey-Cardinia region

MAP: Land Use in Casey, Cardinia and Baw Baw LGAs

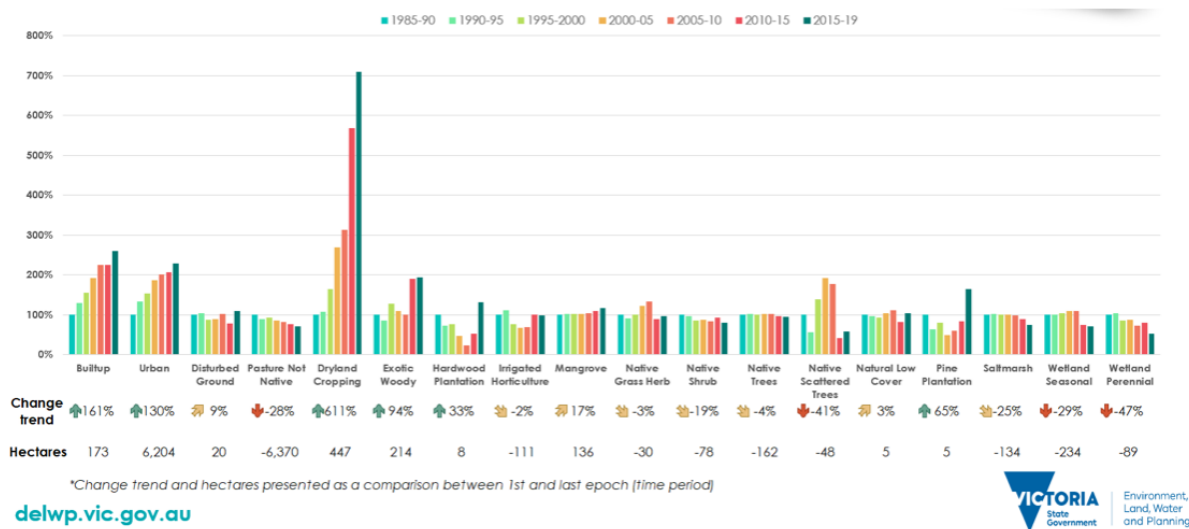


[Image credit - <https://portphillipwesternport.rcs.vic.gov.au/local-areas/casey-cardinia-baw-baw/>]

1. Where is the Melbourne CBD in relation to the map? Add an arrow indicating direction and distance to Melbourne CBD. Add a dot for the CBD to the inset map.

2. What trends can you identify on the map?

Data: Change in Land Cover for the City of Casey



[All data can be accessed at <https://discover.data.vic.gov.au/dataset/victorian-land-cover-time-series>]

1. What trends are appearing in the dataset?

2. Explain why these trends are emerging over time

3. Do these trends match the data from the map? Why/Why not?

CASE STUDY: A Farmer's Concerns

READ THE FOLLOWING CASE STUDY:

One farmer thinks at most, he has 7 years before he will have to relocate his farm due to the land becoming residential. Something he has already dealt with before, when he moved his farm in 2018, and he's not sure if he has it in him to move the farm again. The farmer thinks the little farmers are the ones who need help, not the big national ones. He feels government policy needs to reflect that, to support the local community, so the smaller farms can learn and grow off one another. As echoed by other sources who state that hobby farmers are not given the same rights as commercial farmers, that hobby farmers are looked down upon. It's also mentioned by these sources that farmers were not consulted or part of the discussion of the expansion of residential land. 'This once fruitful land is being reduced to clay to build houses.'

A local orchardist also discusses the growing population, remembering back to the 1940s when they first began. Back in that time the orchard was located out in the bush, but today they're boarded by houses. They would love to be able to keep growing on that same land and are fortunate enough that they are profitable enough to afford it. But he also says it getting more challenging, as they look to innovative their practices, so the fruit needs less land and water to grow. They also say it's isolating because they are the only ones in the area doing it.

There is also a great concern that farmers are being pushed out by big supermarket conglomerates. As big supermarkets hold a monopoly over the entire food system. They control the supply as well as the price points.

The farmer believes that the customer is also not helping, considering that they want cheap, quick and easy. He believes that our values as a society need to shift, from being focused on cost to quality. He feels that we need to put in the effort to buy high quality food as opposed to farmers rushing the supply to meet the demand. 'Money shouldn't be the centre of understanding value ... the support comes from people's awareness and that we can change the world by choice and every meal we eat.'

CASE-STUDY CONTINUED...

But some argue that in lower socio economical regions there's not really a choice, that the only option available is big supermarkets.

In newly constructed residential areas food deserts are created. Which are areas with only limited options on where people can buy fresh food. A local health officer points out that the option to buy locally from farm gates is only an option for the wealthy. That a lot of these locations aren't easily accessible to the general public, there is no public transport or other means to get there.

An organic farmer sees this as an opportunity for the Casey council to nurture. To provide access to these farmer gates and make the farmers feel supported and looked after. To show the community how they can buy local and have a thriving agricultural tourism scene. Providing access to food that has been picked that same morning.

Because the alternative is bleak. Asking the next generation of farmers to be involved in a dying industry, where they are not given the same rights to succeed as previous generations. With land and water rights becoming harder and harder to obtain in the current climate.

The average age of farmers today is in their 60's, most of whom don't have the next generation of farmers to pass the farm onto. By shifting to smaller pasture farms into a mixed farming model or by embracing nurseries or growing seedlings. Because there needs to be a long term and sustainable solution to help sustain the farm.

ANSWER THESE QUESTIONS IN YOUR BOOKS

1. Summarise the concerns and impacts of the farmers (half a page)
2. Describe three solutions to help with competing land use and environmental change (1-2 sentences each)

**These Future Food
Education modules have
been designed for Casey
Cornucopia by Post Dining.**

Postdining

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We design multi-sensory experiences that reimagine the relationship between people, food and the environment. Our designs take the form of immersive performances, exhibitions, workshops, events and festival programming. For Arts Industry, Corporate and Educational groups.

**Learn more about
Post Dining here!**