

# FOODPRINT MELBOURNE

## INTRODUCTION

Fieldwork can help students to explore the interactions between farming and urban land use, water infrastructure, and other elements of the food system such as processing, marketing or retailing. Below are some ideas for fieldwork, including locations and activities.

### MELBOURNE MARKET AT EPPING

If you're interested in looking at food markets and how food is sold, consider a tour of the wholesale market at Epping.

Tours are undertaken during the market's normal operating hours, so you will need to arrive very early, but the tour shows students an environment that they may not otherwise have a chance to see.

At the market, students could:

- determine the sources of the produce and map them
- annotate images from the market to show the range of produce
- create a GIS Story Map (<https://goo.gl/rd5aiz>) of the tour and share this in the classroom
- explain the significance of the produce market to the Victorian economy, quoting statistics learned during the tour. Data should be presented in tables and graphs where appropriate.
- Conduct short surveys or an interview with tenants of the market and enquire about the land used for farming, the use of water and fertilisers, and labour used on the farm.
- research the factors behind the move of the produce market from Footscray (1969–2015) to Epping, considering transport access and the need for space.

Present the information as a news article.

### MORE INFO

Visiting the market –  
<https://goo.gl/GBhGWr>

Visit the market website –  
<https://goo.gl/66gvgZ>  
and ask for a quote for an educational tour.

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## MORE INFO

This website <https://goo.gl/Db6jj2> has extensive teacher resources and activities in relation to waste water and its treatment. In particular see <https://goo.gl/q4CBVH>. A range of educational tours have been developed that can be booked online.

This website <https://goo.gl/HjEPHA> provides a list of food manufacturers in Melbourne's west

## WERRIBEE SOUTH

Visit the Western Treatment Plant, in particular the water recycling unit. While you are travelling to the Western Treatment Plant, drive down Duncans Rd and Diggers Rd to see the Werribee market gardens.

In this market garden area, students could:

- record a list of the crops that can be seen growing
  - describe the land used for farming, including the topography, soils and the drains
  - photograph and annotate the use of water delivery infrastructure in the farming area
  - if there is farm activity taking place – planting, tending or harvesting – study the activity for a few minutes and comment on the techniques being used, machinery types and the use of labour
  - look for evidence of the transportation of crops to markets, processing plants or for export.
- In the classroom, with a map of metropolitan Melbourne, draw routes to show the movement of crops from Werribee South towards markets.

When touring through this region you will travel close to the development of Wyndham Harbour (<https://goo.gl/maps/AbvmGjBKnHm>), which is an urban development in one of Melbourne's Green Wedge Zones.

Students could consider:

- What can be observed about how this urban space interacts with farmland?
- How it is accessed?
- What impact do you think the new development has on farmers?
- Do you think the development will remain the same size as it is currently?
- Is there a risk of "growing over our food" in the future?



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## MORE INFO

Tours of the Eastern Treatment Plant –  
<https://goo.gl/QHziGb>

The Mornington Peninsula also has a range of brochures about farmgate tours, food processing etc. See <https://goo.gl/BJMnQz> and <https://goo.gl/1EJQJ3>

## MELBOURNE'S SOUTHEAST

Visit the Eastern Treatment Plant, in particular the water recycling unit. This facility is in Bangholme. The tours take two hours and involve a walk around the facility. A fee is charged for school visits and tours can be booked online.

Farming occurs on the urban fringe through much of this area. You can explore the region by satellite on google maps to find areas that will be good to visit. There are farming areas around Devon Meadows, Clyde, Mornington Peninsula, and Koo Wee Rup. Try driving down the Clyde-Five Ways Rd to see the juxtaposition between farmland and urban areas.

In these market garden areas, students could:

- record a list of the crops that can be seen growing
  - describe the land used for farming, including the topography, soils and the drains
  - photograph and annotate the use of water delivery infrastructure in the farming area
  - if there is farm activity taking place – planting, tending or harvesting – study the activity for a few minutes and comment on the techniques being used, machinery types and the use of labour
  - look for evidence of the transportation of crops to markets, processing plants or for export.
- In the classroom, with a map of metropolitan Melbourne, draw routes to show the movement of crops from the region towards markets

If you travel north along Clyde-Five Ways Rd and on to Berwick-Cranbourne Rd, you can see the start of new housing estates.

Students could consider:

- What can be observed about how this urban space interacts with farmland?
- How is it accessed?
- How do you think the suburb impacts farmers?
- Do you think the suburb will remain the same size as it is currently?
- Is there a risk of “growing over our food” in the future?

There are also a number of farms that can be visited on the Mornington Peninsula and in the Casey-Cardinia area. Search online for educational farms on the council websites, U-Pick farms, and other farms offering tours.

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## RURAL AND REGIONAL VICTORIA

If you are not near Melbourne, try to make contact with a local farmer close to your school and organise a farm visit. Farmers are busy people and may not want to give up their time or may not want to have people on their land.

Students could:

- list the crops that can be seen growing
- describe the land used for farming, including the topography, soils and the drains
- photograph and annotate the use of water delivery infrastructure in the farming area
- if there is farm activity taking place – planting, tending or harvesting – study the activity for a few minutes and comment on the techniques being used, machinery types and the use of labour
- look for evidence of the transportation of crops to markets, processing plants or for export. On a map of the area, draw routes to show the movement of crops from the region towards markets
- Identify the benefits of farming in this region? What are the challenges?
- Identify who is the final consumer of the produce

Alternatively, some possible locations in your area could include:

- a visit to a Water Treatment Plant – contact your local water authority and ask if recycled water is used for irrigation in the area
- visiting and interviewing a council agribusiness officer – some councils have a staff member dedicated to building the local farming economy who may be able to tell your students about farming in your area
- studying the urban edge of your town – is there new development occurring in your area? Where is it occurring? What impact is that likely to have on local farming? Is there a difference between farmland on the edge of an urban area and farmland further out? Are there non-food farm activities (e.g. horses, turf growing, flower-growing, nurseries) close to town?
- visiting a transport company – where does it transport food to? What are the logistics involved in transporting vegetables, grains or livestock? What connections does the transport operator have with the farmer? Is the work seasonal?
- organise a visit to a food processing business – does food processing take place in your region? Why is it based there? Does it use produce that is grown in the region?