



Food for Life Curriculum Pack

Topic 1: Where does our food come from?

In this topic children have the opportunity to consider that there are complex natural and man-made processes involved in bringing their food to the dinner table. They will also realise that these processes involve many people all over the world, and they will reflect on the fact that there are consequences of buying cheap food from abroad or transporting food long distances

Activities for key stage two

Activity 1: What are the ingredients?

Activity 2: Fruit or root?

Activity 3: Plough to plate – the story of food

Activity 4: Miles and miles and miles (or kilometres)...

Activity 5: What's fair about trade?

Activity 1: What are the ingredients?

Curriculum links

Science Sc2 1c, 2b, 2c, 5a

Geography 3g, 4b

Objectives

- To help pupils to understand the link between animals and plants and the food on our plates.
- To think about the stages involved in producing food.

Resources

1. Teaching resource 1 *What are the ingredients?* These pictures need to be cut up to produce one A5 picture of dish of a spaghetti Bolognese and 12 smaller pictures.
2. A copy of the school menu for that day.
3. Lunch boxes of children who bring their own lunch to school.

What to do

In pairs or small groups, ask the children to brainstorm the ingredients in spaghetti Bolognese. Write up their ideas on a large sheet of paper. Use the ingredients cards to build a diagram on the board with the finished dish in the centre and each of the ingredients spreading out from it, with each stage linked by an arrow.

In pairs, pupils take another dish and work out what ingredients would be used. They could choose a main course from the school menu that day, or the sandwich in their lunch box. Alternatively, they could choose a well-known dish such as shepherd's pie, macaroni cheese, chicken curry or pizza.

The pupils then prepare their own arrow diagram, individually or in their pairs. Finally, pupils could share their diagrams with the other children. Before doing so, they could ask: "Which food contains the following ingredients...?" to see if their classmates can guess what the dish is.

Teachers' notes

The British Nutrition Foundation sell an A2 sized poster called 'Where does food come from?' costing £2. It depicts where the ingredients for a pizza come from, and could be used as the basis of a classroom display or to reinforce this activity. To order go to www.nutrition.org.uk

Activity 2: Fruit or root?

Curriculum links

Science Sc2 1b, 1c, 2b, 3b, 3c, 3d

PSHE 3a

Objectives

- To think about the link between the plants grown by farmers and the food on our plates by identifying the parts of plants we eat.

Resources

1. A selection of unwashed fruit and vegetables with roots and leaves intact if possible. These can be obtained from a nearby organic farm, an organic box scheme or from a keen gardener amongst the staff/parents. Go to the main site at www.soilassociation.org and click on 'Organic Directory' in the top right corner. This will give you a list of organic box schemes in your area. Good items would be carrots with their leaves, tomatoes on the vine, onions or garlic with stalks, lettuces with roots or celery stalks with their leaves. For fruits you could use rhubarb, strawberries, and pineapples.

What to do

Begin by asking pupils for a definition of what a vegetable is and what a fruit is. During the activity they will come to understand that when we talk about vegetables, we are referring to many different parts of plants that we eat, and that many of the vegetables that we eat are in fact 'fruits'!

Look at the fruit and vegetables one by one and discuss the function of the roots, leaves, stems, fruits and seeds in the growth and reproduction of plants.

- **Seeds:** peas, broad beans, sunflower seeds
- **Bulbs:** onions, leeks
- **Fruits:** apples, peppers, tomatoes
- **Leaves:** cabbage, lettuce, spinach
- **Stems:** rhubarb, celery, asparagus
- **Roots:** carrots, parsnips, beetroot
- **Tubers:** potatoes, yams
- **Flowers:** cauliflower, broccoli.

Pupils then divide a page into sections labelled roots, fruit, seeds and so on and draw some examples of fruit and vegetables in each section.

Activity 2: Fruit or root? continued

Further activities

In addition pupils could do a detailed labelled diagram of one of the foods, indicating which part is generally eaten by humans, and describing the function of each part of the plant linking directly to Science Sc2 3c & 3d.

The Soil Association's farm trail at Meanwood Valley Urban Farm has an activity that could be used in an ICT lesson to reinforce the 'Fruit or root' activity, and would be suitable for lower key stage two. Go to www.soilassociation.org/farmtrails and click on Meanwood Farm.

If you are doing this activity during the summer term, how about challenging the children to grow their own fruit or vegetables? You could either give them some seeds to plant at home if they have a garden or allotment, or could grow some plants such as tomatoes in a pot on the windowsill in the classroom. You could even consider setting up a gardening club in the school grounds. You can find out more at: www.hdra.org.uk/schools_organic_network/

Activity 3: Plough to plate – the story of food

Curriculum links

Science Sc2 1b, 1c

Geog 3g

PSHE 3a

Objectives

- To understand the story of food production, from planting seeds to harvesting, processing, cooking and eating.

Resources

1. Teaching resource 2 *Food stories*. The cards need to be cut up and put into the wrong order.
2. Examples of each of the foods featured in the cards.

What to do

Introduce the activity with the title *From the plough to the plate*. Ask children what they think this might mean and what they think they are going to be learning about.

In groups, pupils study the story of one of the foods by reading the text on the cards and then sequencing them. They then present their group's food story to the rest of the class. This could be by simply reading the information out, or they could create characters, for example the farmer, the driver or even the carrot! Representing the food story as a drama will make it more engaging and memorable for the other children.

Alternatively, pupils could draw a food story diagram showing the food from their group. This should have a picture for each stage and a short description of what is happening.

Point out to children that if we compost the peelings from vegetables and use the compost to grow the food again, this makes a complete 'cycle'. What happens to the goodness in the potato skins if they are not composted, but simply thrown in the bin?

Teachers' notes

The idea for this activity came from the series of 'food life cycles' developed by East Anglia Food Links (EAFL). They are part of an activity pack called *Healthy Food, Healthy World* available at www.eafl.org.uk/HealthyFood. There is also information on food production at www.ukagriculture.com/Field_to_Fridge.

Activity 4: Miles and miles and miles (or kilometres)...

Curriculum links

Geography 1d, 2c, 3g, 4b, 5a

PSHE 2a, 2d, 2j

Objectives

- To raise awareness of the global trade in food
- To appreciate that many foods have been transported a great distance before we eat them
- To understand that there are environmental costs associated with the transportation of food.

Resources

1. A carrier bag containing a range of foods from around the world, which includes processed foods and labelled fresh produce. Try to provide items from every continent, and some fresh produce, for example apples and lettuce that could have been grown in the UK, but which have been imported from other continents. A bag for each group of four children will be needed. Try to have different foods in the bags so that pupils can report new information back to others.
2. A large world map displayed on the board.
3. Activity sheet 2 *Where in the world?*
4. Teaching resource 3 *How far has your food travelled?*
5. An atlas per pair.

What to do

Pupils work in groups to find out about the contents of their shopping bag, recording their findings on the activity sheet 2. They can use an atlas to locate where each food is from, and draw a line out from the country to the edge of the map where they can draw the food, write its name and work out how far it has travelled. Teaching resource 3 shows distances to London from major food producing countries. Groups can then present what they have found to the rest of the class.

Discuss the reasons why food is transported so far:

1. Some climates are suitable for certain crops, such as bananas, coffee.
2. Refrigeration, preservatives and fast transportation all mean that foods can survive long journeys.
3. Heated greenhouses and other intensive methods enable countries to grow crops out of season, for example we can have strawberries all year round.
4. Supermarkets say people want to have access to all kinds of foods all year round, for example strawberries in the winter.

Activity 4: Miles and miles and miles (or kilometres)... continued

What do the children think about the fact that we import foods that we can produce ourselves? For example, for every pint of milk we export, we import approximately two pints. Pupils need to understand that transporting food over great distances creates a great deal of pollution, and that is one of the key problems with the global trade in food.

Brainstorm what could be done to reduce food miles: eating food that is in season; buying from markets, farm shops and vegetable box schemes; growing your own fruit and vegetables in a garden or allotment; asking supermarkets to stock locally produced food. Pupils could produce posters to promote these alternative ways of shopping.

Further activities

This idea could be developed in the form of a giant whole school display where a world map could show pictures of foods, or actual labels, and where they come from.

Pupils could be challenged to find out how far a typical British Sunday lunch has travelled. They could make a list of ingredients and then find out where these could have come from by accompanying their parents on a shopping trip. They then need to total these distances.

Teachers' notes

Useful background information on food miles can be found on the Oxfam website: www.oxfam.org.uk/coolplanet/teachers/makemeal/background

Activity 5: What's fair about trade?

Curriculum links

Geography 1d, 2c, 3f, 3g, 5b

PSHE 2a, 2d, 2j, 4b

Objectives

- To raise awareness of the world as a global economy
- To help children to understand that fair trade is a partnership between consumers and producers based on reciprocal benefit.

Resources

1. Whole class access to Oxfam's online *Go Bananas* website: www.oxfam.org.uk/coolplanet/kidsweb/banana/index.htm. If you don't have access, you could print the photos and text, providing one set per pair.
2. Activity sheet 3 *Bonkers about banana quiz*
3. A banana (not too ripe!) and a sharp knife
4. Teaching resource 4 *Dividing up the banana*

What to do

Explain to the pupils that they are going to learn about how bananas are grown. Ask for any ideas they have about the process. Do they know which countries bananas grow in? Do they know what banana plants look like?

Pupils then fill out activity sheet 3 by logging on to the website above and choosing *The travels of a banana*. The photographs and text follow the journey of a banana from planting in St Vincent to being sold in the UK. When they have completed the activity, discuss the answers and see if they have any ideas what fair trade might actually mean. Explain that fair trade is when the producers of a product get paid a fair share of the final price.

Write the following words on the board: worker, plantation owner, shipper, importer, ripener, super market.

Ask the children to discuss in pairs how much they think each of these people will get from a banana costing 30p. Ask for their ideas. Who will get the most/least? Discuss who has put in the most effort and hard work to the process.

Activity 5: What's fair about trade? continued

Cut the banana up showing the following:

Shipper and importer	7p
Ripener	4p
Supermarket	13p
Plantation owner	5p
Worker	1p

You can also demonstrate this breakdown by showing the pupils teaching resource 4 either enlarged or on an OHP.

The prices are approximate, as many factors can affect the actual breakdown, but they illustrate the fact that supermarkets take the lion's share of the profit. What do the children think? Is this fair? Tell them that sometimes workers can't make enough money to cover their own costs. What would be a fairer way to pay the people involved?

Explain how the worker and plantation owner would make more profit if the banana was traded fairly. For example, the price of the bananas that are sold in a fair trade scheme will cover the production costs, and in addition, money (called a social premium) is put into local social (hospitals, schools) and environmental schemes.

Further activities

The Fairtrade website has a role play activity that would be suitable for Year 6. In this, pupils have to respond to a series of event cards that affect their profits, and help them to understand how fair trade can help farmers.

Go to www.fairtrade.org.uk/downloads/doc/lesson2

Teachers' notes

The full Oxfam education pack *Go Bananas* can be ordered on Tel: 01202 712 933. It costs £14 and contains all the photos that are on the website plus a whole range of related activities for use at KS1 and 2.

Lots of good photos of banana farming can be downloaded from:

www.bananalink.org.uk/photos/photomain.htm

Information about the issues linked with fair trade, such as inequality and interdependence can be found at:

www.oxfam.org.uk/coolplanet/online/schools/chocbix/notes.htm