



# Food for Life Curriculum Pack

## A whole school approach to learning about food

### *What is it?*

The Food for Life Curriculum Pack is designed to provide teachers at both Key stage one and two with a wide range of engaging and informative food and farming related activities. The pack gives pupils a chance to immerse themselves in the issues surrounding food and its production from 'the plough to the plate'.

We hope that the Food for Life Curriculum Pack will act as a spring board for genuine change in the way that children learn about food and farming and will encourage a 'food culture' within your school.

### *Format of the Curriculum Pack*

Within each of the five topics in the pack there are a number of activities with accompanying activity sheets and teaching resources. Many of the activities and resources are appropriate for both key stage one and two with notes on how to adapt them. We recommend that you laminate the colour illustrations in the teaching resources so that they can be used repeatedly. The teachers' notes contain links to organisations doing excellent work on food education, many of whom provide free educational resources with loads of ideas and activities.

Introductory Topic:

What is the role of food in our lives?

## **Topic 1: Where does our food come from?**

Activity 1: What are the ingredients? KS1+2

Activity 2: Fruit or Root? KS1+2

Activity 3: Plough to Plate - the story of food KS1+2

Activity 4: Miles and miles and miles (or kilometres)... KS1+2

Activity 5: What's fair about trade? KS2

## **Topic 2: What do we really know about farming?**

Activity 1: Thinking about farming KS1+2

Activity 2: Animals have rights too! KS1+2

Activity 3: Wild about wildlife. KS1+2

Activity 4: Soil matters - give back what you take out. KS2

Activity 5: Exploring food chains. KS2

Activity 6: Farming - harms or protects? KS2

## **Topic 3: What do we eat and how can we make our diet healthier?**

Activity 1: What do we eat at the moment? KS1+2

Activity 2: Do we have a balanced diet? KS1+2

Activity 3: What are the benefits of a healthy diet? KS1+2

Activity 4: How could we adapt what we eat? KS1+2

Activity 5: Spread the word! Promoting healthy eating in our school KS1+2

## **Topic 4: Can we learn how to cook and enjoy a wider range of food?**

Activity 1: Can we create a special school menu? KS1+2

Activity 2: Does good food taste better? KS1+2

Activity 3: Design and make bread. KS1+2

Activity 4: A cookery demonstration. KS1+2

Activity 5: A tasting session. KS1+2

Activity 6: A teachers' Ready Steady Cook. KS1+2

## **Topic 5: How do we make choices about the food we eat?**

Activity 1: The influence of others... KS1+2

Activity 2: Taking a closer look at food advertising KS1+2

Activity 3: Developing a point of view KS2

Activity 4: Making decisions about the food we buy KS2

# Ideas for how to use the pack

## *Linking with the National Curriculum*

The activities link most closely to the National Curriculum objectives for science, geography, PSHE and citizenship. Individual activities could therefore be selected from the education pack and used by teachers for those curriculum areas.

## *A Citizenship Topic*

We feel that the issues addressed in the pack lend themselves to a scheme of work for Citizenship, which could be adopted by the whole school or a key stage over a half term, and would provide opportunities for debate and participation across year groups.

## *A Year Six Project*

A food and farming project using the Food for Life curriculum pack could be an excellent post SATs project for Year 6, combining skills and knowledge from a range of curriculum areas, and enabling pupils to consider important personal and social issues prior to leaving for secondary school.

## *A Whole School Food Week*

This pack could also form the basis of a 'Food Week', where all activities are linked to food, including Art, D&T, Literacy and Numeracy. We would recommend using the introductory topic 'What is the role of food in our lives?' as a way of beginning the activities of Food Week. In addition, the children would need to start a Food Diary (from Topic 3) early in the week before, so they could analyse it in the middle of Food Week. The five topics could each be covered on one of the days, perhaps rotating Topic 4 so that each year group could have a day doing practical activities.

Another way to organise the week, would be to have a practical element each day, and then spend two days on one of the other topics. This would work well for example, if one or more year groups did a farm visit on one day, and then used some of the activities from Topic 2 as a follow up the next day. Perhaps they could also do a presentation to the rest of the school about what they had seen and learnt.

# Introductory Topic

## What is the role of food in our lives?

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### Curriculum links:

Key stage one- PSHE 2a, 2b, 4c, 5d

Key stage two - PSHE 2a, 3a, 4b, 5d

### Objectives:

- To show children that food has social and cultural significances beyond the obvious one of nutrition.

### Resources:

A selection of pictures of people eating, buying and preparing food in a range of situations. Children could help collect the pictures by looking at pictures in books and magazines, or bringing in photos of family celebrations or holidays.

### What to do:

Divide the class into groups and ask them to study a selection of the photographs and to write down any words or phrases that come to mind. For Key Stage One, do this activity as a whole class, and write up the children's ideas on the board.

Summarize the themes that the pupils have identified such as enjoyment, tradition, family, special occasions, religious ceremonies. Pupils can create a 'mind map' by starting with the word 'food' in the middle of the page, and drawing lines out from it, with the themes mentioned above. From these themes they can write in other words and phrases that are linked. This will give them a visual reference to the food's important role in our lives.

### Further activities:

Ask children to talk to their grandparents about how they used to eat when they were small. How have things changed?

Children could investigate food customs and culture from other countries, considering what and how people eat. For example, why do people in some cultures think it is important to fast? Which foods are used in religious ceremonies, and what is their significance?

## 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

Activity 1: What are the ingredients? KS1+2

Activity 2: Fruit or root? KS1+2

Activity 3: Plough to plate - the story of food KS1+2

Activity 4: Miles and miles and miles (or kilometres)... KS1+2

Activity 5: What's fair about trade? KS2

## Activity 1: What are the ingredients?

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### Curriculum links:

Key stage one- Science Sc2 5a PSHE 3a, 5d

Key stage two - 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:

Teaching resource 1 *What are the ingredients?* These pictures need to be cut up to produce one A5 picture of a dish of Spaghetti Bolognese and 12 smaller pictures.

### What to do:

#### *Key stage one*

Have a class discussion about the ingredients in Spaghetti Bolognese. Write up any ideas on the board. Use the ingredient cards to illustrate what goes into Spaghetti Bolognese by sticking up the finished dish in the middle of the board and then showing the steps by working back through each stage for each ingredient using arrows between each stage. See diagram on next page. Pupils could then draw a pizza and draw the ingredients around the edge of the page, for example sausage, cheese, tomato sauce.

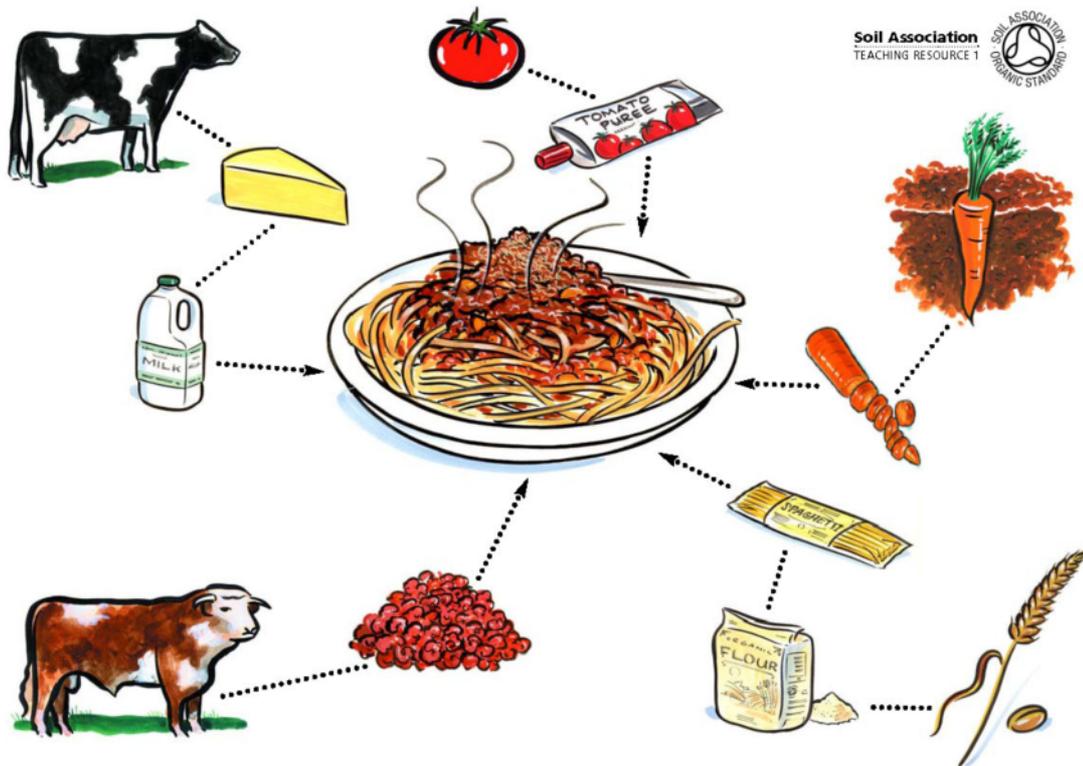
#### *Key stage two*

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.

## Activity 1: What are the ingredients? (cont)

Spaghetti Bolognese Diagram



### 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](http://www.nutrition.org.uk)

## Activity 2: Fruit or root?

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### Curriculum links:

Key stage one- Science Sc2 1b, 3b PSHE 3a, 5d

Key stage two - 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. 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.

For key stage one -

2. Activity sheet 1 *Fruit or Root?*

### 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

### *Key stage one*

Pupils then fill in Activity sheet 1 *Fruit or root?* In each box, they need to choose a fruit or vegetable that we eat that part of and draw it. For example, in the root section, they could draw a carrot. You will probably need to discuss with children the fact that vegetables such as peppers and tomatoes are actually fruits although we call them 'vegetables'!

## Activity 2: Fruit or root? (cont)

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### *Key stage two*

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

### **Further activities:**

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 the Soil Association's Farm Trails website ([www.farmtrails.org.uk](http://www.farmtrails.org.uk)) and click on Meanwood Farm.

### **Teachers' notes:**

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.gardenorganic.org.uk/schools\\_organic\\_network/](http://www.gardenorganic.org.uk/schools_organic_network/)

## Activity 3: Plough to plate - the story of food

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### Curriculum links:

Key stage one- Science Sc2 1b, 1c PSHE 5c  
Key stage two - Science Sc2 1b, 1c Geography 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*. For key stage one, choose two of the food stories and cut up a set of the pictures to use as a demonstration. You also need to photocopy and cut up a set of the second story for each child. For key stage two, one set of each of the six stories needs to be cut up.
2. Examples of the foods.

### What to do:

#### *Key stage one*

Explain that you are going to think about the story of an everyday food. Ask for ideas from children of where some foods come from, for example, eggs, or milk. What about apples or potatoes?

Demonstrate to the class how they can think about the story of a food, from where it is grown/grows to the moment we eat it. Use one of the stories to show this, by reading each section and sticking the cards on the board in the right order.

The children could then carry out a sequencing activity in small groups using the cards for another one of the food stories, and after hearing the teacher read the relevant food story. Children could glue copies of the pictures in order and label them with key words from the board, for example for potatoes: seeds, potato plants, harvest, shop, cooking and composting.

#### *Key stage two*

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 (make sure you muddle them up before handing out!). 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.

## Activity 3: Plough to plate - the story of food (cont)

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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 from an activity pack called *Healthy Food, Healthy World* available at [www.eafl.org.uk/HealthyFood/](http://www.eafl.org.uk/HealthyFood/). There is also information on food production at [www.ukagriculture.com/Field\\_to\\_Fridge/](http://www.ukagriculture.com/Field_to_Fridge/).

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

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### Curriculum links:

Key stage one- Geography 2c, 3e, 5b PSHE 5g

Key stage two - 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.
- For key stage two -
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:

#### *Key stage one*

Ask pupils if they know which country most of the food they eat comes from. Is it British? Have they ever looked at the packets to see? Explain that you have been shopping and need their help to find out where the foods in your shopping bag come from.

Ask for a volunteer to come to the front and take something out of the bag. Help them to find and read the country of origin label. Using the world map, find that country. Write the name of the product on a post-it or sticker and stick it on the map. Alternatively you could put a pin in the country, and have a thread that leads from the pin to the edge of the map. Here you could show a picture of the food or its packaging.

When you have looked at all the foods and located them on the map, discuss the fact that many of the foods have travelled thousands of miles. Can the pupils think of any reasons? See Key stage two notes below.

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

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#### *Key stage two*

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). 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 and 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.

What do 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](http://www.oxfam.org.uk)

## Activity 5: What's fair about trade?

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### Curriculum links:

Key stage two - 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 Go Bananas website:  
[www.oxfam.org.uk/coolplanet/kidsweb/banana/index.htm](http://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 bananas quiz*
3. A banana (not too ripe!) and a sharp knife
4. Teaching resource 4 *Dividing up a 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 country 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.

Cut the banana up showing the following:

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

## Activity 5: What's fair about trade? (cont)

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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.

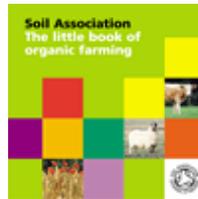
### **Teachers' notes:**

The full Oxfam education pack *Go Bananas* can be downloaded at [www.oxfam.org.uk/education/resources/go\\_bananas/](http://www.oxfam.org.uk/education/resources/go_bananas/). Lots of good photos of banana farming can be downloaded from: [www.bananalink.org.uk/photos/photomain.htm](http://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](http://www.oxfam.org.uk/coolplanet/online/schools/chocbix/notes.htm)

## Topic 2: What do we really know about farming?

A farm visit is the best way to introduce children to many of the issues facing farmers today, and these can be arranged via our network of organic farms. Go to the 'Visit an organic farm' section at [www.soilassociation.org](http://www.soilassociation.org) to find out more.



A useful classroom resource for this topic is the Soil Association's *Little Book of Organic Farming*. It is packed full of information and activities to help children learn about organic farming. Copies are available free from the education department on 0117 914 2440.

The following activities introduce some of the issues linked to farming and are designed to help children consider the differences between organic and conventional methods of farming. Teachers may choose to pick two or three from the list depending on the age and previous knowledge of the pupils. We would recommend beginning with the first activity to introduce children to some important themes in farming.

The Soil Association works to promote the benefits of organic farming, both in terms of human health and impact on the environment. We hope that the activities will highlight some of the problems associated with some forms of conventional farming, in particular factory farming. Teachers working in farming communities need to be sensitive to the fact that many of the children's parents will earn their living using conventional farming methods.

Activity 1: Thinking about farming	KS1+2
Activity 2: Animals have rights too!	KS1+2
Activity 3: Wild about wildlife	KS1+2
Activity 4: Soil matters - give back what you take out	KS2
Activity 5: Exploring food chains	KS2
Activity 6: Farming - harms or protects?	KS2

## Activity 1: Thinking about farming

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### Curriculum links:

Key stage one- Science Sc 5a, 5b, 5c Geography 1c, 2a, 5a, 5b PSHE 2b, 2g

Key stage two - Geography 1d, 3d, 3g, 4a, 4b, 5b, 6e PSHE 1a, 2a

### Objectives:

- To help children see that farming has an impact on our environment and this impact can be harmful.

### Resources:

1. Teaching resource 5 *Farming Pictures*. These need to be attached to A1 sheets of paper.
2. Activity sheet 4 *Things I know about farming*.

### What to do:

#### *Key stage one*

Write 'Farming' on the board and ask the children to give you words that they associate with farming. Would they like to work on a farm? Ask the children to think about the kinds of jobs that need doing around the farm. Can they imagine a typical day on a farm?

Ask the pupils to fill in the first column of activity sheet 4 '*Things I know about farming*'. They could also draw a picture of a typical farm scene and describe it to a partner/the class.

Now show the children the farming pictures one by one and ask them questions about what they can see and what this tells them about farming, writing key words on the board. The pictures bring out different aspects of farming including habitats (some farm land provides excellent habitats for a range of animals, whilst some is effectively a monoculture with just one crop growing), animal welfare and disease and pest control. The pictures may not be the kind of ones they have seen before, and may be surprising to some of them. When you have finished looking at the pictures, the pupils then fill in the rest of activity sheet 4 *Things I know about farming*.

#### *Key stage two*

Discuss with pupils what they know about farming. What words and pictures come to mind? Do they think that being a farmer would be a fun job? Why/why not? Ask them to record these ideas in the first column of activity sheet 4 *Things I know about farming*.

Now split the class into six groups and give each one a farming picture mounted on an A1 sheet. The group must look at their picture and write questions and comments on the sheet. After they have had time to do this, each group passes their picture on, and they then try to answer the questions on the new sheet they have been given.

## Activity 1: Thinking about farming (cont)

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The pupils should enjoy trying to answer each others' questions, and can write more questions of their own on the sheet.

As a whole class, discuss the comments and questions that have been recorded on the six sheets. Have the children found out anything new? What surprised them? Do they think that farming affects the environment? How?

When you discuss the children's findings, ask them if there are any themes that emerge, for example disease and pest control, animal welfare, land use. Pupils then fill in the other half of activity sheet 4 *Things I know about farming*.

## Activity 2: Animals have rights too!

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### Curriculum links:

Key stage one- Science S2 1b, 1c, 2b, 2e, 5a PSHE 2e, 5g

Key stage two - Science S2: 1c, 2b, 5a Geography 1d, 2c, 3g, 4b, 5a PSHE 1a, 2a, 2d

### Objectives:

- To understand the difference between intensive and non-intensive animal farming
- To consider the rights of farm animals by developing an animal welfare charter.

### Resources:

1. The photo cards of animals from teaching resource 5 *Farming pictures*.  
For key stage two -
2. Activity sheet 5 *Animal charter*
3. Teaching resource 6 *How the other half live*

### What to do:

Show the pupils the photo card with the battery hens and the sow in a farrowing crate. Ask them questions about it. For example: Why do they think the animals are kept in cages? Have they ever seen hens or pigs on a farm? Did they live in the same conditions? Compare with the photo card of free range hens and pigs. What do the children think about the animals on this card?

### Key stage one

Ask the pupils what they think would be important to make farm animals happy comfortable. For example, how do they look after their pets? Write a list on the board.

The following points are based on the Soil Association's organic standards and may be a useful reference. Animals should:

- Always have free range access to pasture
- Have natural light and ventilation when housed
- Have enough space to move around
- Be fed a natural diet and clean water
- Be allowed to grow at a natural rate
- Have comfortable bedding
- To be given medicine only when they need it, and not 'routinely'.

Pupils could draw two pictures showing a battery hen and then a free range hen. Underneath they could put key words or a phrase that describes what the conditions are like.

## Activity 2: Animals have rights too! (cont)

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### Key stage two

After looking at the pictures, divide the children into small groups and give them teaching resource 6 *How the other half live*. Ask them to read the information. Explain that they are going to draw up a charter for animals. Discuss the idea of a children's charter by way of introduction. What are their rights: somewhere comfortable to sleep at night, good food, an education? They should choose at least six statements for their charter and write them on activity sheet 6 *Animal charter*. See Soil Association's organic standards above.

Organic farms have strict welfare standards that need to be met in order to sell the produce as 'organic'. Farms are regularly inspected by the Soil Association which awards its organic symbol to farms that meet the standards.

Some other non-organic farms have high animal welfare standards as well, for example, some are inspected by the RSPCA.

Children should present their charters to the other groups. They could then each produce a final version, and the best ones could be chosen for a display in the school hall.

### **Further activities:**

You could give the children an understanding of what confinement might feel like. Make a 2m<sup>2</sup> pen using ropes and posts or chairs. Fit in as many children as possible and then ask them to pretend to be battery farm chickens (you could explain that many battery farm hens only have as much floor space as a piece of A4 paper). How would they feel about spending all day like that? What would the problems be? This activity could be done during a PE lesson, as you could then let the pupils run around as organic chickens!

Children can find out more about how their charter compares to the organic standards by looking at the livestock section in the *Little book of organic farming* or by following the Sheepdrove farm trail on the Soil Association's Farm Trails website ([www.farmtrails.org.uk](http://www.farmtrails.org.uk)).

Show the children a selection of egg boxes: farm fresh eggs - laid by battery hens; barn eggs - from birds crowded together indoors in percheries; free range eggs - these birds have more space and access to the outdoors through holes in their huts; organic eggs - these birds have the most space, small flock sizes and free access to the outdoors. Do they think any of the terms are misleading?

## Activity 2: Animals have rights too! (cont)

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### Teachers' notes:

The Compassion in World Farming (CIWF) Trust has resources available, many free of charge. Visit [www.ciwf.org.uk](http://www.ciwf.org.uk) to see what is available. Other useful resources can be found in the *Farm Animals* edition of the RSPCA's *Animal Focus* magazine. Go to [www.rspca.org.uk](http://www.rspca.org.uk) and choose 'Education Services', 'Primary'.

Talking about animal welfare can be a very emotive subject, and it is important to remember that some children may be very sensitive about the issue. It may be worth sending a note home to let parents know you have discussed this issue.

## Activity 3: Wild about wildlife

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### Curriculum links:

Key stage one- Science 5a, 5b, 5c Geography 1c, 5a, 5b PSHE 2g

Key stage two - Science Sc2: 1b, 1c, 5a, 5b, 5d, 5e Geography 3a, 3d, 4a, 4b, 5b, 6e

### Objectives:

- To realise that hedgerows support a wide range of animals
- To understand the importance of conserving biodiversity on farms.

### Resources:

1. Photos/illustrations of hedgerows from school library books
2. Teaching resource 7 *Wild about wildlife*

### What to do:

Show pupils the hedgerow pictures. In pairs, ask them to brainstorm a list of animals that they think might live in hedges on farmland. For example: shrew, snail, fox, caterpillar, butterfly, shield bug, rabbit, hedgehog, badger, mouse, lizard, bank vole, blackbird, dunnoek, robin, wren, magpie, ladybird, bumble bee. Write their ideas on the board. Are they surprised at how many animals there are?

Explain that hedges are often called "wildlife corridors". Why do they think this is? You could point out that animals use hedgerows for shelter, food and as a place to breed. What threats do these animals face? You can explain that the intensification of farming led to the physical destruction of hedgerows. In the past 50 years 40% of hedgerows have been lost. In addition, the use of chemicals such as pesticides and herbicides can kill animals and plants that live in the hedgerow, either directly or indirectly by affecting the food chain. Why might it be important that these animals are protected? Many farms are now planting and restoring hedgerows under various countryside grant schemes. For more information on hedgerow management go on the Soil Association's Farm Trails website ([www.farmtrails.org.uk](http://www.farmtrails.org.uk)) and click on 'Elm Farm'.

### *Key stage one*

Children could then find out more about the animals that live in and around hedges on farmland. Teaching resource 7 provides facts about a range of hedgerow inhabitants that you could share with the pupils. They could then choose an animal, draw it and write a few words/sentences about it. You could use the children's drawings to make a book or a hedgerow display with animals 'hidden' in the foliage.

### *Key stage two*

Put the children in six groups and give each one of the six sections from teaching resource 7 to each group. They could then prepare a presentation on their animal or plant for the rest of the class. You could ask them to imagine they were presenting to an audience of farmers and their objective was to convince the farmers of the value of hedgerows as havens for wildlife and therefore of the importance of maintaining them on farms. This persuasive work could alternatively take the form of a letter written by each child, and containing facts from teaching resource 7.

## Activity 4: Soil matters - give back what you take out

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### Curriculum links:

Key stage two - Science Sc2: 1a, 1b, 1c, 3c, 5a, 5f. Sc3: 1d Geography 4b, 5a, 5b, 6e

### Objectives:

- To understand how organic farming differs from traditional farming
- To appreciate how important maintaining good soil quality is to organic farming.

### Resources:

1. Bag of soil
2. A packet of garden fertiliser
3. Teaching resource 8 *Crop rotation pictures*

### What to do:

Show the children the bag of soil. Ask some volunteers to come and feel it and describe what it is like. Ask the children what they know about soil. Where does it come from? What is it made of? Write ideas on the board. (If children have completed the Year 3 QCA Unit 'Rocks and soils' they should have a good understanding already).

Ask the children to explain why plants need soil to grow. Their first idea may well be to do with needing somewhere for the roots to grow so that the plants are held up. Make sure that they also understand that plants need to get goodness from the soil in the form of nutrients.

Ask if any of the children know what a fertiliser is. Show them the packet of garden fertiliser and ask one of the children to come up and read the description. Tell the children that they are going to find out how organic farmers build up soil fertility without adding chemicals to the soil. Explain that some plants build up soil goodness and some take it away. If you plant a range of different crops over a period of years you can keep the soil in balance. This is called a crop rotation. You may want to discuss the meaning of the word 'rotation'.

Ask for six volunteers to come to the front. Give each of them a crop rotation picture and accompanying text and ask them to read it out. Make sure that the steps of the rotation are not in the right order.

On the board draw a set of arrows making a cycle, and in the gap between each arrow, write year 1, year 2, year 3, year 4, year 5 and year 6. Ask the children for suggestions of how they would order the crops if they were a farmer.

## Activity 4: Soil matters - give back what you take out (cont)

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Assemble the crop rotation on the board. The correct order is shown below with accompanying teachers' notes on each crop and its role in the rotation:

### *Year 1: Clover ley – adds soil nutrients*

Clover works as a 'natural' fertiliser. It belongs to the family of plants known as 'legumes'. As it grows in the soil, it draws nitrogen from the atmosphere and makes it available to plants growing in the soil, or following crops.

### *Year 2: Clover ley – adds soil nutrients*

As above.

*Year 3: Wheat – withdraws soil nutrients*

Wheat is a demanding crop which takes up lots of nutrients from the soil. This is why it is important to have a good fertility building crop like clover before it.

*Year 4: Beans – keep soil nutrients in balance*

Beans are an excellent break crop. This means they give the soil a chance to recover after the nutrient demanding wheat planted the year before, and 'break' potential pest and disease cycles. Beans take up soil nutrients as they grow but this is balanced by the fact that, as a legume, they add some nitrogen to the soil through the action of the bacteria in their root nodules.

*Year 5: Oats - withdraws soil nutrients*

Oats take up nutrients from the soil, but are not as demanding as wheat. They are a useful crop for low nutrient situations as their roots scavenge deeply looking for nutrients, and are therefore ideal towards the end of the crop rotation. They are also a good form of weed control as their leaf structure shades out light and prevents smaller weeds getting established.

*Year 6: Turnips – withdraws soil nutrients*

Turnips act as a break crop after the oats grown the year before. While they do not add nutrients to the soil, they do not take as many nutrients out as the wheat and oats. Also, turnips will often be eaten by sheep and other animals which add manure to the soil as they are feeding.

The children could then draw their own version of a crop rotation.

**Further activities:**

If any of the teachers or parents has a compost heap in their garden, ask them to bring in a sample of compost. Collect together some organic matter in a bucket, and ask them to compare. Can they believe that the vegetable peeling, fruit skins and so on can turn into rich brown compost? Ask them what is good about composting, for example, putting the nutrients back into the soil.

## Activity 5: Exploring food chains

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### Curriculum links:

Key stage two - Science Sc2: 1b, 1c, 5a, 5b, 5d, 5e Geography 3a, 3d, 4a, 4b, 5b, 6e

### Objectives:

- To understand that food chains are encouraged on organic farms and that this is important with regard to conserving biodiversity.

### Resources:

1. Teaching resource 9 *Food chain cards*
2. Internet access - the Soil Association's Farm Trails website ([www.farmtrails.org.uk](http://www.farmtrails.org.uk)). - go to Church Farm.
3. Activity sheet 6 *On the Trail..*

### What to do:

Children begin by playing the food chain game. Five children are given a card with a picture on it: barley, aphid, ladybird, skylark and hawk. They have to arrange themselves to form a food chain that can be found on a farm.

The teacher then explains that the aphid has been sprayed with pesticide and so the child with that card has to leave the chain. This in turn affects the ladybird which has nothing to eat. It leaves the chain as do the skylark, and then the hawk, leaving only the barley. This shows how using pesticides can affect food chains all the way to the top predator.

Rather than spraying pests, ask children how could farmers use naturally occurring food chains to control pests such as aphids and slugs? For example, ladybirds eat aphids, and birds eat slugs. By encouraging these animals on farms, farmers are working with nature and are not allowing any one species to dominate.

To learn more about food chains on farms pupils could go to the Church Farm trail on the Soil Association website. The trail shows a variety of habitats and food chains that can be found on a farm, and introduces terms such as 'producer' and 'consumer'. Children can complete activity sheet 7 *On the trail* as they follow the trail. Discuss what they have found out. Are they surprised at how many different habitats they saw on the trail?

## Activity 6: Farming – harms or protects?

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### Curriculum links:

Key stage two - Geography 1d, 3g, 4a, 4b, 5b, 6e PSHE 1a, 2a, 2h

### Objectives:

- To develop pupils' understanding of the impact that farming can have on the environment
- To understand that environmental groups may want to persuade them of a particular point of view.

### Resources:

1. Copies of the leaflet *Mad about Food* which can be downloaded from the Friends of the website at [www.foe.co.uk/resource/factsheets/food\\_mad\\_about.pdf](http://www.foe.co.uk/resource/factsheets/food_mad_about.pdf)
2. Activity sheet 7 *Farming: harms or protects?*

### What to do:

This activity will be most suitable for pupils in upper Key stage two. In pairs, pupils should read the *Mad about food* leaflet written by Friends of the Earth. As the children read it, they need to decide whether each piece of information relates to things that protect or harm the environment. Pupils should then record what they have found out on the activity sheet 7 *Farming: harms or protects?*

The poster refers to genetic modification, and you will need to discuss children's understanding of this term. You could ask one of them to read out the definition for GM given on the back of the poster. You might ask them what they have heard about GM on the news.

Finally, ask them if they have seen who prepared the poster (Friends of the Earth). Do they know anything about this organisation and what they are trying to do? Are they putting forward a particular point of view? Can they think of other similar organisations?

### Further activities:

More information on organic farming is available at the Yeo Valley site where you can take a virtual tour around an organic farm. Go to [www.yeovalleyorganic.co.uk/educational.php](http://www.yeovalleyorganic.co.uk/educational.php)

## Topic 3: What do we eat and how could we make our diet healthier?

This topic provides an opportunity for children to record what they currently eat and how their diet compares with government recommendations. They will think about healthy eating and how it affects our long term health. Helping the children understand how to eat well and make positive choices will be an ongoing process; hopefully these activities will get them started.

Activity 1: What do we eat at the moment? Keeping a food diary KS1+2

Activity 2: Do we have a balanced diet? Analysing a food diary KS1+2

Activity 3: What are the benefits of a healthy diet? KS1+2

Activity 4: How could we adapt our diet? KS1+2

Activity 5: Spread the word! Promoting healthy eating in our school KS1+2

## Activity 1: What do we eat at the moment?

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### Curriculum links:

Key stage one- Science Sc2 2b, 2c PSHE 3a  
Key stage two - Science Sc2 2b, 2c PSHE 3a, 5d

### Objectives:

- To give pupils the opportunity to evaluate their own diet, comparing it with other children's and the government's recommendations on healthy eating
- To take part in a national survey (on the Channel 4 website) of children's diets.

### Resources:

1. Activity sheet 8 *Balance of good health plate*
2. Activity sheet 9 *What I ate today* for key stage one only.
3. Activity sheet 10 *Food diary* for key stage two only
4. Examples of food from each of the five groups
5. Large colour posters and smaller leaflets showing the 'Balance of good health' are available free from the Food Standards Agency at [www.foodstandards.gov.uk](http://www.foodstandards.gov.uk).

### What to do:

#### *Key stage one*

Make a huge 'Balance of good health plate' with coloured paper for each of the sections. You will need a range of fresh and processed foods for each of the five food groups. Children should sit around the plate in a circle and volunteers can come up and place foods in the correct section. Don't make too much of the different sizes of the sections at this point (although this may of course come up in discussions).

It is useful to introduce the idea that each food group is represented by a colour. Children could use these as a guide for colouring in activity sheet 8.

<b>Red:</b>	Meat, fish and alternatives
<b>Green:</b>	Fruit and vegetables
<b>Blue:</b>	Dairy products
<b>Orange:</b>	Breads, cereals and potatoes
<b>Yellow:</b>	Foods containing fat and sugar.

In order to assess what they are currently eating, pupils can keep fill in activity sheet 9 *What I ate today*. They will need to keep a record of everything they have eaten during the day. For this reason, it would be best to do this activity first thing in the morning, so that they can record what they had for breakfast. They will need to understand which food goes in which group. It would be good to model filling in a couple of meals, choosing what group to put things in.

The children will need to make a note of what they eat that evening - it would be good to send a note home, and ask their parents to write it down so that the children can come in the next day and complete their food diary.

## Activity 1: What do we eat at the moment? (cont)

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#### *Key stage two*

In order to assess what they are currently eating, pupils can carry out a food diary (activity sheet 10) for a week. They will need to keep a tally of everything they eat during those seven days.

Before they complete the diary, the children should have time to familiarise themselves with activity sheet 8 *Balance of good health plate*. They will need to understand which food goes in which group, as they will have to make decisions about how to record the food they eat at home as well as at school. It would be good to model filling in a couple of meals, choosing what group to put things in.

You can show them a large poster (see resources) and bring it to life with real examples of foods from each group. Don't make too much of the different sizes of the sections at this point (although this may of course come up in discussions). It is useful to introduce the idea that each food group is represented by a colour. See list in key stage one section.

### **Further activities:**

To help children get to grips with which food goes in which group, they could complete the activity described in the 'Developing understanding' section of the excellent Sustain Grab 5 curriculum pack. The activity is called 'The balance of good health plate', and includes a list of foods and the groups they go in (see p.13). The activity sheet to use is number 3. The Grab 5 pack is full of ideas for getting children to eat the recommended five portions of fruit and vegetables a day. All this is available free at [www.sustainweb.org/g5cp/index.htm](http://www.sustainweb.org/g5cp/index.htm)

### **Teachers' notes:**

Before the results from the food diaries can be entered onto the Channel 4 website, schools need to register.

Go to <http://www.channel4.com/apps/ict/ourbodies/health>

You need to click on 'Enter Data' and then 'Register'.

Also, it would be good to check out the way the data is presented by going back to the page above and choosing 'Show Results'. This will show two pie charts, one showing the average for children who have already entered their data, and one with the government's guidelines. You may be shocked at the difference between them! When your pupils come to enter their own data, they will see three pie charts showing the results of their own personal diary as well as the other two pie charts.

## Activity 2: Do we have a balanced diet?

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### Curriculum links:

Key stage one- Science Sc2 2b, 2c PSHE 3a  
Key stage two - Science Sc2 2b PSHE 3a, 5d

### Objectives:

- To give pupils a chance to evaluate their own diet, comparing it with other children's and the government's recommendations
- To understand that they need a balance of food from each food group in order to have a healthy diet.

### Resources:

1. Completed copies of activity sheet 9 *What I ate today* for key stage one only  
Key stage two -
2. Completed copies of activity sheet 10 *Food diary*

### What to do:

Pupils should total their scores for each of the groups and then find out which group they have eaten most of and least of. This can then be recorded on Activity sheet 9 *What I ate today*. Children could now write sentences such as 'I should eat more...', 'I should eat less...' on the bottom of Activity sheet 9.

The teacher can then discuss that the recommended diet includes a large amount of fruit and vegetables, as well as starchy foods such as potatoes and rice. Show them how these food groups have very large sections on the 'balance of good health plate and this should be reflected in how much they eat of these foods: lots! You could explain the target of eating five fruit and vegetables a day. Explain that in comparison they should eat only a very small amount of foods containing fats and sugars. How does the plate compare with what they found?

### Teachers' notes:

The Food Standards Agency has a free CD ROM called 'Dish it up', available at [www.food.gov.uk/healthiereating/nutritionschools/teachingtools/dishitup](http://www.food.gov.uk/healthiereating/nutritionschools/teachingtools/dishitup).

### Further activities:

Children should be shown the importance of eating a variety of food within the groups. It is not OK to just eat sausages for the meat food group! Emphasise that a balance is needed. Children could design a whole day's meals, making sure they get their five portions of fruit and vegetables and a range of foods within the other groups.

## Activity 3: What are the benefits of a healthy diet?

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### Curriculum links:

Key stage one- Science Sc2 2c PSHE 3a,  
Key stage two - Science Sc2 2b PSHE 3a, 5d

### Objectives:

- To consider the health benefits of each food group
- To appreciate the need for a balance within the food groups
- To help pupils understand that they have to take responsibility for the food they eat, and that this has long term implications for their health.

### Resources:

1. Teaching resource 10 *Healthy kids*
2. Activity sheet 12 *Become a nutrition expert* for key stage two only

### What to do:

#### *Key stage one*

Ask children if they know *why* they should have a healthy diet. Ask pupils if they know why certain foods are good for them. Write the ideas on the board. Can the pupils describe what someone who has a healthy diet might look like? For example, shiny hair, clear skin, good teeth. Explain that some foods like potatoes and pasta give them energy, and that others such as milk and cheese are good for their teeth.

Show the pictures of the Healthy Kids and discuss how the pupils might tell that the Kids have a healthy diet. Children could then draw a picture of a child who has a healthy diet and label it with descriptions such as 'strong bones', 'lots of energy' and so on.

#### *Key stage two*

Ask pupils if they know why certain foods are good for them. Write the ideas on the board. Use the 'healthy kids' to introduce the fact that there are a range of nutrients that have an important role in keeping us healthy. Children read activity sheet 12 to find out more about nutrients. They can underline the key facts in colour. The pupils then have to summarize the key facts in the table.

Another way to do this would be to split the children into groups, and give them the information on only one food group from Activity sheet 12. They would then present the benefits of their food group to the rest of the class, perhaps in the form of a simple poster with bullet points highlighting the nutrients and what they do.

### Further activities:

Try to find ways to link the need for a balanced diet to the need for exercise, for example: take pulse rate after exercise, or talking about how activities such as skipping and jogging help maintain a healthy heart. The British Heart Foundation has lots of excellent resources. Go to [www.bhf.org.uk](http://www.bhf.org.uk)

## Activity 4: How could we adapt our diet?

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### Curriculum links:

Key stage one- Science Sc2 2c PSHE 3a

Key stage two - Science Sc2 2b PSHE 3a, 5d

### Objectives:

- To discuss the reasons why children don't eat enough fruit and vegetables
- To help pupils see how they could make big improvements to their diet without a great deal of effort.

### What to do:

When evaluating their diets, most of the children will have found that they have too many foods in the fats and sugars section and not enough in the fruit and vegetables section. Begin with a discussion about why people don't eat enough fruit and vegetables. On the board write a list. For example:

Why we don't eat enough fruit and veg	Recommendations
We don't like them	The more you try, the more you'll like. Try a new fruit or vegetable each day.
We can't get hold of them	Ask the school to sell them at break time.
They don't fill us up	Eat fruit and vegetables combined with other foods as well: an apple with cheese, banana on toast.
The vegetables at school are soggy and bland	Ask the cooks not to overcook the vegetables, and to serve more salads and raw vegetables such as carrot sticks.

After this, add in the recommendations for getting round these problems. Pupils could then work in groups to think of three or four changes they could make to improve their diet. For example, they could have a carrot and a piece of cheese instead of a packet of crisps; a piece of fruit instead of sweets; a banana milkshake to keep them going till dinner when they get home from school. Children could write an action plan with three ideas for introducing fruit and vegetables into their diet.

## Activity 4: How could we adapt our diet? (cont)

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### Further activities:

Learn to like challenge (from Sustain Grab 5 curriculum pack). Ask the children to choose a fruit or vegetable they don't like or haven't tried. The challenge is to learn to like it. Brainstorm ideas for how this might be achieved. For example: eat a small amount of it each day; include the vegetable in a sandwich or on a pizza; include the fruit in a fruit salad or as a garnish for another pudding.

### Teachers' notes:

The three main obstacles to eating enough fruit and vegetables are:

*Acceptability:* Many of the highly branded, high fat and sugar foods are seen as the cooler option.

*Accessibility:* Healthy foods are not always available when choosing a meal or snack. Convenience stores often have a poor selection of fruit and vegetables.

*Affordability:* Fresh produce is sometimes thought of as expensive.

The chart and the information from this activity comes from the Sustain Grab 5 curriculum pack, available *free* at [www.sustainweb.org/g5cp/index.htm](http://www.sustainweb.org/g5cp/index.htm)

## Activity 5: Spread the word!

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### Curriculum links:

Key stage one- Science Sc2, 2c PSHE 2h, 3a  
Key stage two - Science Sc2, 2b PSHE 3a, 5d

### Objectives:

- To consolidate pupils' learning about the importance of a healthy diet
- To consider how people might be persuaded to change their diets.

### Resources:

Teaching resource 11 *Seven tips for healthy eating* for key stage two only

### What to do:

Pupils design leaflets or posters to be put up around the school to show the benefits of a balanced diet and what this means. Start with a discussion about what things make them want to change their diet. Is being strong and full of energy for sport something that motivates them? What about having shiny hair and healthy skin? Would it influence them if they saw a poster of a famous person telling them to eat more fruit and vegetables?

The posters could simply show the 'balance of good health plate', or could explain the benefits of a number of nutrients. The seven government recommendations for healthy eating would be an excellent starting point for discussion with key stage two pupils (teaching resource 11), and their posters/leaflets could adapt these seven recommendations.

### Teachers' Notes:

This activity links very well with non-fiction persuasive writing in literacy, and could therefore be developed into a whole week of literacy lessons looking at information leaflets on a range of health and safety issues. A good place to pick up this type of leaflets is your GP's surgery or a chemist.

## Topic 4: Can we learn how to cook and enjoy a wider range of food?

The key point here is to get pupils really excited about food. The range of possible activities will depend on the facilities available in school, and the willingness of parents, local chefs to come and volunteer their time.

A detailed plan is given below for the competition to create a special school menu. The following pages contain ideas for other activities. We haven't split this section by Key Stage, as we think that children of all ages could try these activities and challenges. If this is a whole school project, why not get older children to work with younger ones on some of the activities?

Activity 1: Can we create a special school menu?

Activity 2: Does good food taste better?

Activity 3: Design and make bread.

Activity 4: A cookery demonstration.

Activity 5: A tasting session.

Activity 6: A teachers' Ready Steady Cook.

## Activity 1: Can we create a special school menu?

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### Curriculum links:

Key stage one - D&T 5c PSHE 2h, 3a

Key stage two - D&T 5c PSHE 3a

### Objectives:

- To challenge children to design meals that are both healthy and tasty
- To encourage whole school participation in decisions about food provision.

### Resources:

1. Recipe books with photos that the children can browse through.
2. Examples of unusual ingredients that children could include in their menus.

### What to do:

Announce to the children that they are invited to participate in a school menu competition. This could be in assembly or perhaps with posters around the school. Try to create excitement about the event with the pupils given a week to submit their entries.

The menu should be designed for the school canteen. Pupils could design a main course and pudding that represent a balanced meal (containing all the food groups). Give them plenty of opportunities to look at recipe books, discuss their ideas with you and each other, and perhaps investigate some less common ingredients that they could use for their menu, for example okra, sweet potatoes or tofu.

Key stage one pupils could draw their menu and think of names for the dishes. Key stage two pupils should list all the ingredients, give details of the recipe, draw a picture of the food and think of imaginative names for each of the dishes.

Remind the children that the cooking method is as important as the ingredient. Plain boiled vegetables are pretty dull. But a tray of vegetables such as carrots, cherry tomatoes, mushrooms, new potatoes and squash roasted in olive oil is delicious! Meals like moussaka, lasagne, stews and curries are packed full of vegetables and are very tasty.

It would be great to have a judging panel with a local chef, and perhaps a well known local celebrity. Winners could then be announced in assembly and if at all possible the winning menus (one from each key stage) could be made in the school canteen for all the children to try.

## Activity 1: Can we create a special school menu? (cont)

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### Teachers' notes:

The Focus on Food campaign encourages practical food education in primary and secondary schools. Joining the Focus on Food campaign entitles teachers to the *Cook School* magazine. This is an excellent resource with recipes, featured foods and ideas for school events. Go to <http://www.focusonfood.org/home.html>

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## Activity 2: Does good food taste better?

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Carry out taste tests comparing processed foods and more natural ones. Examples would be: cheap supermarket burgers and ones made from just beef, eggs, flour and natural seasoning; processed yoghurts compared with natural yoghurt with fresh fruit added; fresh, local organic carrots and tinned carrots. Ask the children to draw up a scoring method, and to describe what they can taste, using descriptive vocabulary.

## Activity 3: Design and make bread

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Bring in a range of speciality breads for the children to try. Challenge them to design their own. An excellent resource for this would be the following two posters available from the British Nutrition Foundation: 'Design and make bread' and 'How is bread made?' Go to [www.nutrition.org.uk](http://www.nutrition.org.uk). The first poster is particularly useful as it provides children with a step by step guide for extra ingredients they can add to make their own personalised bread. You will obviously have to set some parameters for ingredients that can be included! The pupils should write a full recipe, and could then make their own bread. More ideas are available from the Food Forum. Go to [www.foodforum.org.uk](http://www.foodforum.org.uk) and then click on 'curriculum matters' and 'bringing baking to life'.

## Activity 4: A cookery demonstration

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Invite a local chef into school to make something really tasty from healthy, local produce. Children could then be given the recipe and try to make it themselves at home. You can contact the Academy for Culinary Arts and get involved in their *Adopt a School* scheme. Go to [www.academyofculinaryarts.org.uk/chefs-adopt-a-school.html](http://www.academyofculinaryarts.org.uk/chefs-adopt-a-school.html)

## Activity 5: A tasting session

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Children could try a range of local and exotic fruit, a regional dish or a selection of ethnic food and record their likes/ dislikes. Parents may be able to bring in dishes to try, and local grocers or supermarkets might give some samples of fruit for free.

## Activity 6: A teachers' *Ready Steady Cook*

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Two teachers are presented with ingredients in assembly and have to prepare a meal for the next day/after lunch which a couple of children could try and judge. The pupils could then vote! The ingredients could be the contents of an organic vegetable box.

## Topic 5: How do we make choices about the food we eat?

In this section we have included activities that will enable children to consider how they might make more active choices about what they eat. These activities can be carried out by individual classes or could form part of a whole school initiative linked to the citizenship curriculum. Discussions could be fed back to a school council, and taken on board by the staff and governors.

We hope that schools can find opportunities for pupils to have an input into the decisions being made about food in their school, for example, establishing rules for appropriate break time snacks, behaviour codes in the dining room, or incentive schemes to encourage healthy eating. The government has recognised the importance of pupil input; the consultation of children about school food policies is a requirement of the National Healthy School Standard (DfES 1999).

### Activities

Activity 1: The influence of others... KS1+2

Activity 2: Taking a closer look at food advertising KS1+2

Activity 3: Developing a point of view KS1+2

Activity 4: Making decisions about the food we buy KS2

## Activity 1: The influence of others...

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### Curriculum links:

Key stage one- Science Sc2 2c PSHE 2c, 3a 5d

Key stage two - Science Sc2 1a, 2b PSHE 1a, 2a, 2d, 2k, 3a, 5c, 5d

### Objectives:

- To enable children to understand that there are a range of people who might influence what they eat
- To help them understand that they should take some responsibility in choosing what they eat.

### Resources:

Activity sheet 13 *What would they say?* for key stage two only

### What to do:

Brainstorm with the children a list of people who might influence their food choices: themselves, parents, peers, teachers, lunchtime supervisors, GPs, nutritionists, food companies. Who do they think has the biggest influence? Why?

#### *Key stage one*

Ask the children to give you suggestions for what these people might say to try and influence what they eat. Write the ideas in speech bubbles on the board. Now ask children to work in pairs and imagine a conversation about food choices that might occur between one of the people and a child of their age. Ask a few pairs to act out their conversations in front of the others and discuss. Does this affect who they think has the most influence?

#### *Key stage two*

In groups ask the children to consider one of these sets of people. Using activity sheet 13, they should write down the typical kind of things they might say to try and influence their food choices. For example, what would their parents say to them? Or a classmate who was eating the latest lunch-time snack product while they ate a brown bread sandwich? Ask them to write up their quotes in the speech bubbles. They then present their ideas to the rest of the class. Ask them to reconsider who has the most influence.

Finally, split the children into two groups. One group will pretend they are a famous sports person, and the other the managing director of a well known food company that sells snack foods to children. They must think of at least two things the person would say to them to try and influence what they eat. The two halves of the class line up opposite each other and a volunteer walks down a 'conscience alley' between them. As the child walks, both groups say things to try and persuade the child of their point of view. Try again with a few more children. Discuss how this experience made them feel.

## Activity 2: Taking a closer look at food advertising

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### Curriculum links:

Key stage one- Science Sc2 2c PSHE 2a, 2b, 3a, 5c, 5d, 5g

Key stage two - Science Sc2 1a, 2b PSHE 1a, 2a, 2d, 2k, 3a, 3f, 5c, 5d

### Objectives:

- To make children more aware of the impact that advertising has on them
- To encourage children to evaluate advertising objectively.

### Resources:

Examples of magazine adverts for foods promoted to children.

Food packaging with promotions and collectables, for example, crisp packets, cereals.

Key stage two - activity sheet 14 *Food Adverts on TV*.

### What to do:

#### *Key stage one*

Show the children the magazine adverts and packaging. Ask them kind of foods they are for, and whether they have tried them. Explain that the people who make them hope that the adverts, packaging and special offers will make children and their parents want to buy the foods. Do they think that the foods that are being advertised are healthy foods?

Ask the pupils to draw an advert for their favourite fruit. Explain that it normally has a picture of the product and its name on it. Can they think of words that describe the fruit that would make other people want to try it, for example bananas give you energy, or strawberries are soft and juicy? Afterwards discuss the adverts. Which ones make the children want to try the fruit?

#### *Key stage two*

The day before this activity ask the pupils to watch some children's television after school and to fill in Activity sheet 14. In class, show the children the packaging and the magazine adverts and ask for their comments. Ask them what they thought of the adverts they had seen on TV the night before. What kinds of foods were being advertised? What is their opinion of advertising these kinds of foods to children? How do they feel about things such as book vouchers, or sports equipment being part of the promotion for crisps and chocolate? Do they think their school should take part in these kinds of schemes?

Pupils could design adverts for natural and healthy foods using some of the strategies that food companies use, e.g. collectables and clubs.

### Teachers' notes:

A detailed summary of the main arguments about advertising to children can be found in Sustain's Grab 5 curriculum pack: Section 11 in 'Improving children's diets.' Go to [www.sustainweb.org/g5cp/index.htm](http://www.sustainweb.org/g5cp/index.htm)

## Activity 3: Developing a point of view

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### Curriculum links:

Key stage one- PSHE 1b, 2a, 2b, 2h, 3a, 5c, 5d

Key stage two - PSHE 1a, 2a, 2d, 2f, 3a, 5c, 5d

### Objectives:

- To express their point of view on a topical issue
- To consider alternative points of view before making a decision.

### What to do:

Begin the lesson by placing a statement on the board. For example:

'Crisps should be banned in this school'

'All the pupils in this school should have school dinners'

'Breakfast should be offered in the dining hall every morning'

'The school should have a tuck shop selling fruit only'

Without any discussion, ask all the children to vote on whether they agree/disagree with the statement. This could be done with eyes closed or on paper as a secret ballot. Reveal the result, and then ask a few children to give a reason for their view.

### *Key stage one*

Work with the children to make a list of pros and cons. For an example, see below. Ask them to express their views on the list. What do they agree with and why? Ask them to vote again and if the score has changed, discuss why that might be so.

### *Key stage two*

Explain that you are going to have a debate on this issue to explore it further. In pairs ask the children to make a list of the pros and cons. For example:

### Activity 3: Developing a point of view (cont)

---

All the pupils in this school should have school dinners	
Pros	Cons
<p>Everyone eats together and this is good socially - for example, children who have school lunches won't feel excluded</p> <p>Parents will know that their child is getting a hot meal every day</p> <p>The catering staff could improve the choice of food available</p> <p>There would be less rubbish around the school if no-one had lunch boxes</p>	<p>Lots of people don't like the food that is served up at lunch time</p> <p>Packed lunch type food is more fun to eat than a hot meal</p> <p>Some people have special diets and need to bring food from home</p> <p>Parents like to know exactly what their children are eating at lunch time</p>

After the children have prepared these arguments in pairs, you can ask them to feed back and then summarize on the board. Ask them to think very carefully about what you have all discussed. Repeat the voting process and then discuss with them whether considering the pros and cons helped them to formulate a view. Even if it didn't change their vote, did it make them think more carefully about their view?

## Activity 4: Making decisions about the food we buy

---

### Curriculum links:

Key stage two - Geography 3g, 4b, 5a, 5b Science Sc2: 2b, 5a PSHE 1a, 2a, 2j, 3a, 4b

### Objectives:

- To explore the choices we make about the food we eat and to consider ways of producing and supplying food in a more sustainable way.

### Resources:

Each group will need teaching resource 13 *Decisions, decisions*. These need to be cut into individual pictures.

### What to do:

This activity is intended to bring together the themes of earlier activities including healthy diet, the environmental impact of farming, and fair trade.

Explain that pupils have to decide how they would choose what food to buy if they were responsible for buying the food for the school canteen. They have to agree an order of importance for the cards. They can arrange the cards in a diamond pattern with the top card showing the most important and the bottom the least important. They can then choose the two second most important and so on as follows:

1  
2 2  
3 3 3  
4 4  
5

Discuss with the whole class the factors that are considered when buying food, such as cost, quality, taste, overall value for money. To record this activity, children could draw their own personal diamond with simple pictures.

### Teachers' notes:

This activity has been adapted from WWF's pack *Focus on Farms*.

Name..... Date.....



# FRUIT OR ROOT?



We eat all the parts of plants. Can you think of one to go in each box and draw it?

<b>FRUIT</b>	<b>SEED</b>
<b>ROOT</b>	<b>LEAF</b>
<b>STEM</b>	<b>FLOWER</b>



Soil Association  
ACTIVITY SHEET 2

Name..... Date.....

# WHERE IN THE WORLD?



Name..... Date.....

**Soil Association**  
ACTIVITY SHEET 3



# BONKERS ABOUT BANANAS QUIZ

**Read the text by each of the photos and then tick the correct choice or write in your answer below the question.**

- 1 Why are the bananas wrapped in blue plastic?
2. How many months is it before bananas are ready to be harvested?
3. What are bunches of bananas called?
4. Why are the bananas put in boxes?
5. What happens to the bruised bananas?
6. How long does it take for the bananas to get to England by ship?
7. What happens if you buy fair trade bananas?
8. How many kilograms of bananas do we eat on average each year?

Name..... Date.....

Soil Association  
ACTIVITY SHEET 4



# THINGS I KNOW ABOUT FARMING

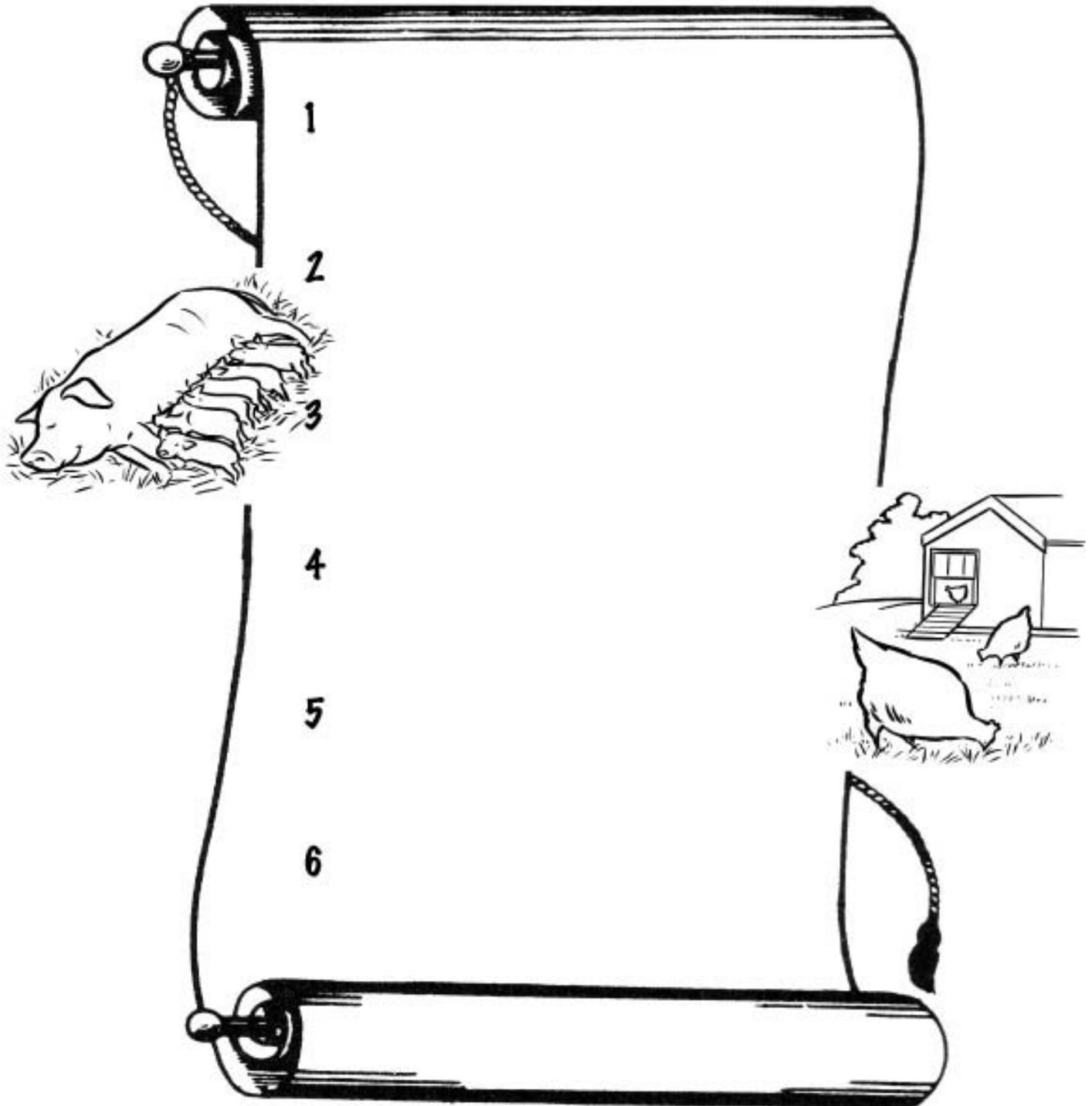
THINGS I ALREADY KNEW	THINGS I HAVE LEARNED TODAY

Name..... Date.....



# ANIMAL CHARTER

Now that you have found out more about how animals are reared on many farms today, can you write an Animal's Charter? You must make a list of at least six animals' rights.



Name..... Date.....



# ON THE TRAIL

Log on to [www.soilassociation.org/farmtrails](http://www.soilassociation.org/farmtrails) Go to Church Farm. Answer the questions below by following the farm trail. Don't forget to look in the bottom left hand corner of the page to find some of your answers.

## FARM HABITATS

How many habitats can you see in this picture of Church Farm?

### 1. Church Farm Meadow

List three examples of consumers shown in the meadow.

.....  
.....  
.....

Why are humans called omnivores?

.....

### 2. Barley Meadow

Are mice prey or predators?

.....

### 3. Willow Meadow

What does a food chain show us?

.....

### 4. The Hedge

Which animal is at the top of the food chain in the hedge?

.....

Why are hedges called "wildlife corridors"?

.....

### 5. The River Thames

Name three animals that pike eat.

.....

### 6. The Pond

What problem is there in many farm ponds?

.....

Name..... Date.....

Soil Association  
ACTIVITY SHEET 7



# FARMING: HARMS OR PROTECTS?

Read the poster "Mad about food". Think about ways in which farming can either protect or harm the environment, wildlife and farm animals. List the things you have found under the headings below.

HARMS	PROTECTS

Who wrote the 'Mad about Food' poster?

What do you think the poster's message is?

Name..... Date.....



Soil Association  
ACTIVITY SHEET 8

# BALANCE OF GOOD HEALTH PLATE



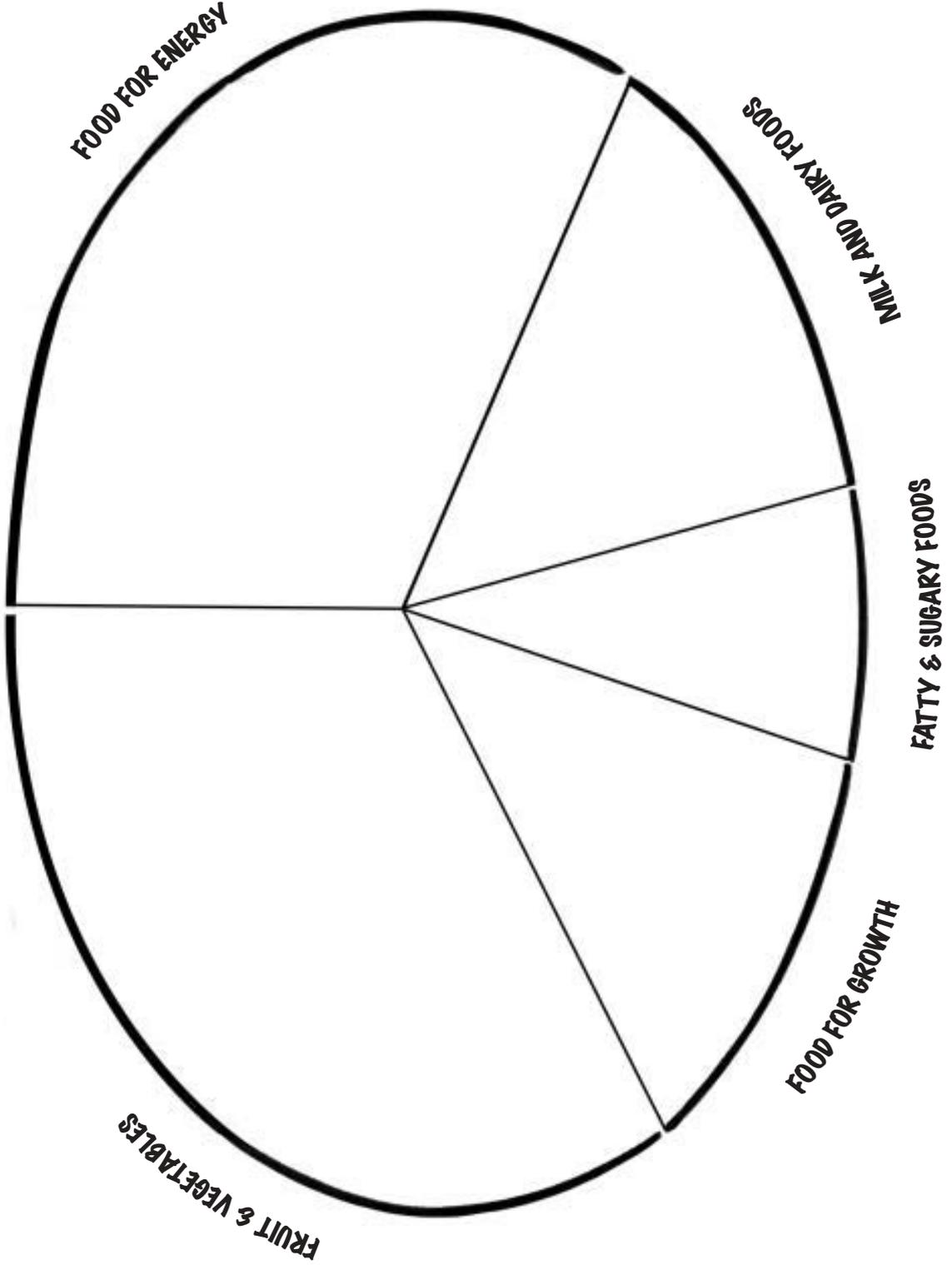
6 6

Name..... Date.....

# WHAT I ATE TODAY



Soil Association  
ACTIVITY SHEET 9



Name..... Date.....



# FOOD DIARY

Keep a record of everything you eat this week!

FOOD TYPE	EXAMPLES	TALLY CHART (PORTIONS)	TOTALS
<b>GROUP A</b> Food for energy	potatoes		
	rice		
	pasta		
	bread		
	cereals		
<b>GROUP B</b> Fruit and vegetables	fruit		
	vegetables		
<b>GROUP C</b> Food for growth	meat		
	fish		
	eggs		
	beans		
	meat alternatives		
<b>GROUP D</b> Milk and Dairy foods	milk		
	cheese		
	ice cream		
	yoghurt		
<b>GROUP E</b> High energy foods – fatty and sugary foods	sweets		
	chocolate		
	butter or margarine		
	fizzy drinks		

Name..... Date.....



# BECOME A ..... NUTRITION EXPERT .....

Read through the information. Use a coloured pencil to underline important words or phrases. Look for things that tell you why the food group is good for you... You are going to find out about nutrition!

## **FRUIT AND VEGETABLES**

These foods contain vitamins A and C, and fibre. They have lots of water in them, and natural sugars. They taste good and do us good!

Fruit and vegetables can prevent heart disease. The vitamin C in them is important for helping cuts to heal quickly. Fruit and vegetables also keep our skin, hair and gums healthy. The fibre is good because it helps us digest our food.

We should try and eat 5 portions per day – yes five! Give me five dude...

## **BREAD, CEREALS AND POTATOES**

These foods provide energy and fibre. Brown bread is particularly good. They give us energy for activities such as sport. The iron (who would have thought?!) in bread and cereals helps us keep our blood healthy. If we don't get enough iron we can end up feeling tired and find it hard to concentrate... so chuck some brown bread in the toaster!

These foods are not fattening unless we add things to them, for example if we cook them in oil. A portion of chips has 170 times more fat than a baked potato – that's a lot of fat.

## **MEAT, FISH AND ALTERNATIVES**

These foods contain protein, fats, iron (remember what we learnt about iron), and B vitamins. Protein makes us grow, builds strength and helps the body to repair itself. If you want to have strong muscles, you better munch on food from this group...

There is one problem though. Some of the foods in this group can be high in fat, e.g. fatty meat and sausages. Sausages should also really be in the fat and sugars food group! Try to choose lean meats and take the skin off chicken. Vegetarian alternatives to meat, such as beans and tofu, are very low in fat. Baked beans are example of a vegetarian food in this group.

## **MILK AND DAIRY FOODS**

These foods contain things like protein and some of the vitamins already mentioned in the other groups. But one thing that is really important in dairy foods is calcium. This is essential for strong bones and teeth. Remember to try to choose low fat dairy products because they contain as much calcium as full fat versions. Moooh!



# BECOME A ..... NUTRITION EXPERT .....

## FATTY AND SUGARY FOODS

Hmmmm, guess what? Foods from this group should be eaten only in small amounts. We all need a little amount of fat in our diet, but should try and reduce these foods, and keep them for special treats.

Foods which contain sugar can cause tooth decay if they are eaten frequently as snacks. Sugary foods give you a short burst of energy, but then leave you feeling tired, so try to get lots of foods from the "Breads, cereals and potatoes" group instead. Especially if you are planning on running the marathon!

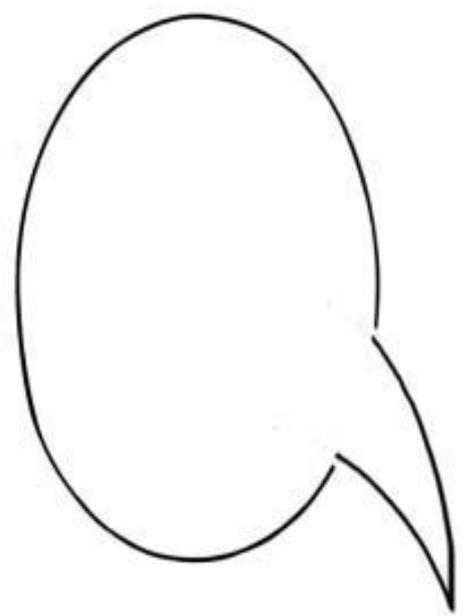
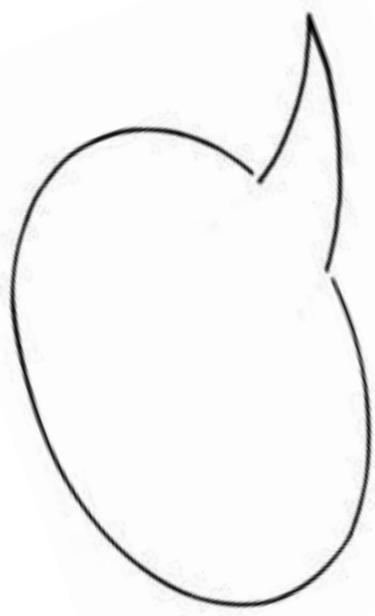
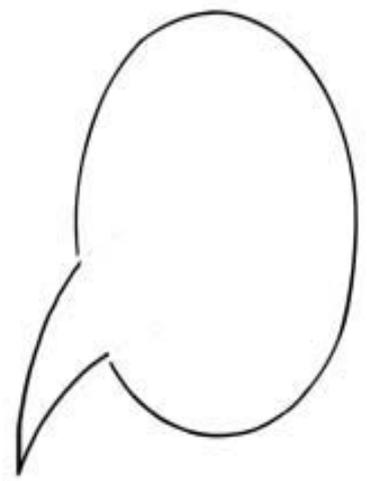
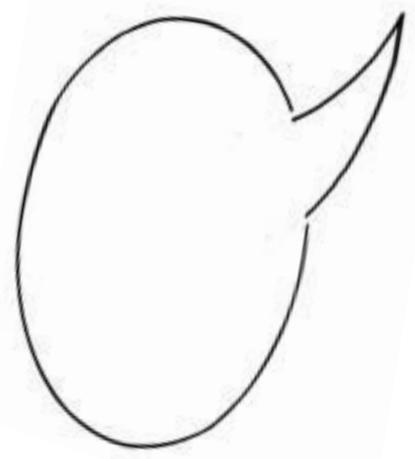
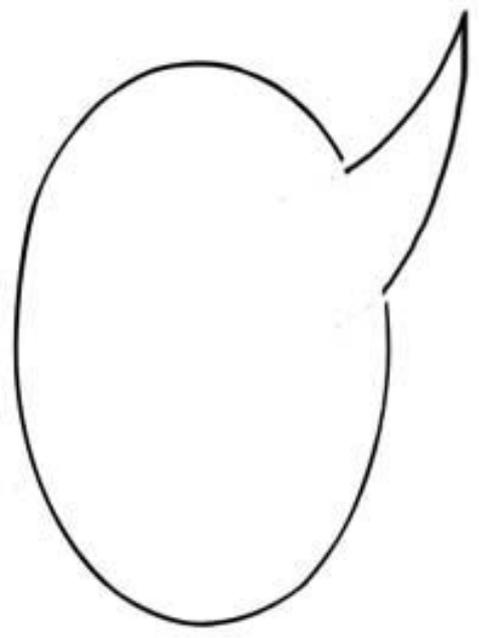
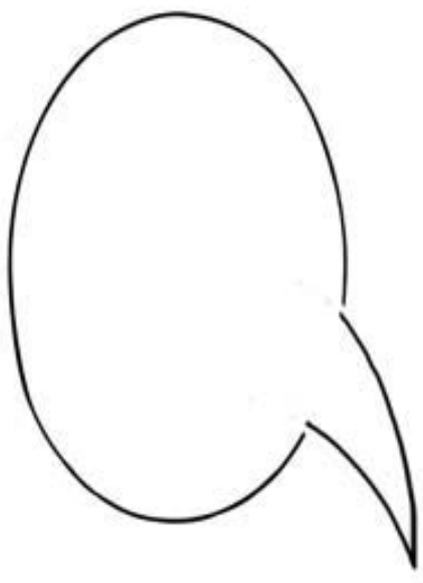
Now you are an expert on nutrition...Can you fill in the table below?

	MAIN NUTRIENTS	WHY THESE ARE IMPORTANT
Fruit and Vegetables		
Bread, Cereals and Potatoes		
Milk and Dairy foods		
Meat, fish and alternatives		
Fatty and sugary foods		



Name..... Date.....

# WHAT WOULD THEY SAY?





Name..... Date.....

# FOOD ADVERTS ON TV

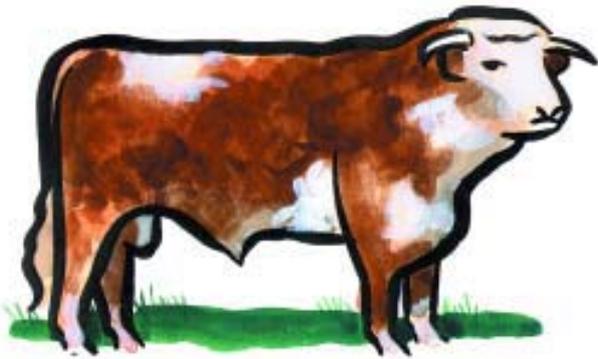
For once we are going to ask you to watch TV (but only for about half an hour)! So... switch on the telly, relax and... watch a channel that has adverts such as ITV. You need to watch during Children's TV which is usually between 3.30 – 5.00 p.m. As you watch, choose three food adverts that you enjoy watching and fill in the chart below.

	ADVERT 1	ADVERT 2	ADVERT 3
What food brand is the advert for?			
What happens in the advert?			
Does it make you want to try the food?			
Why/why not?			
Do you think it is a healthy food?			

# WHAT ARE

# THE INGREDIENTS?

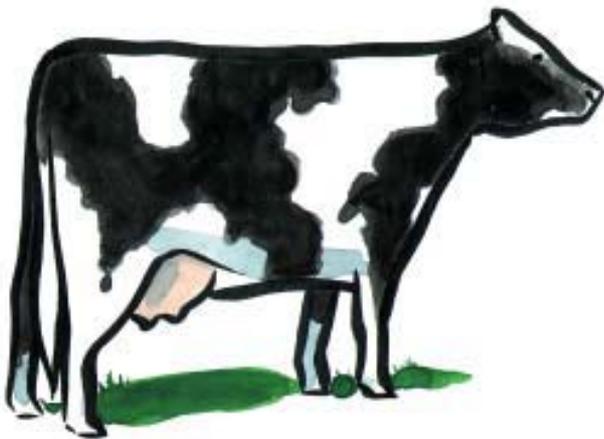
Soil Association  
TEACHING RESOURCE 1



**BEEF COW**

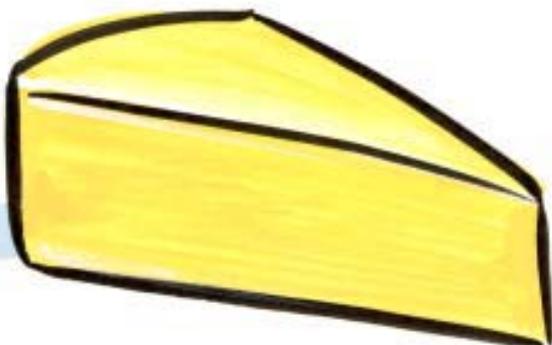


**MINCE**

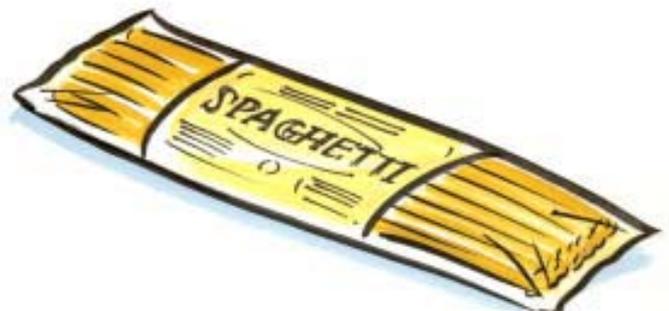


**DAIRY COW**

**BOTTLE  
OF  
MILK**



**CHEESE**



**PACK OF SPAGHETTI**

# WHAT ARE

# THE INGREDIENTS?

Soil Association  
TEACHING RESOURCE 1



WHEAT



FLOUR



TOMATO



TOMATO PUREE



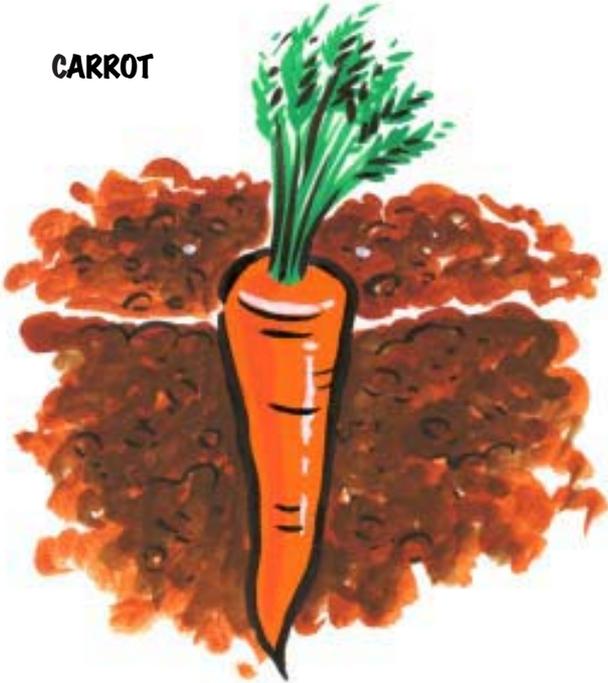
# WHAT ARE

# THE INGREDIENTS?

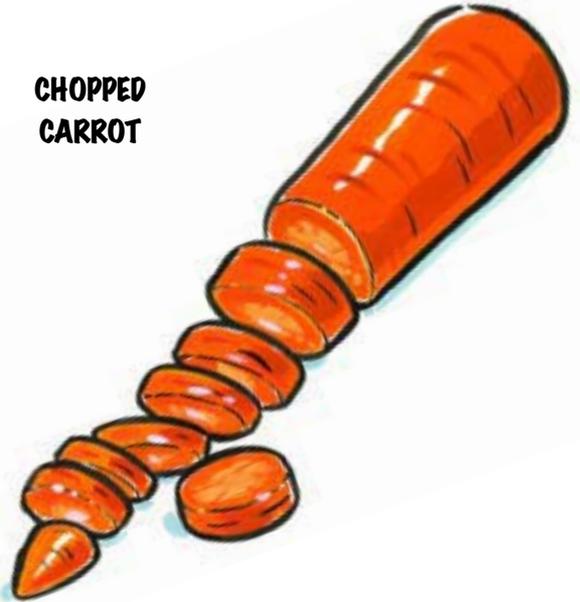
Soil Association  
TEACHING RESOURCE 1



**CARROT**



**CHOPPED  
CARROT**



**BOWL OF  
SPAGHETTI  
BOLOGNESE**

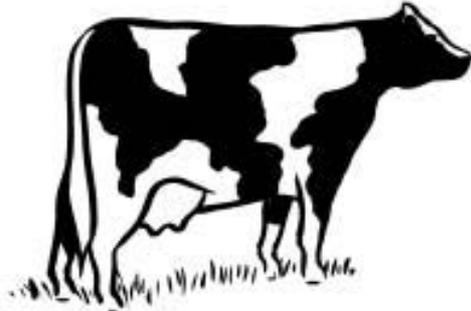


# YOGHURT

Soil Association  
TEACHING RESOURCE 2

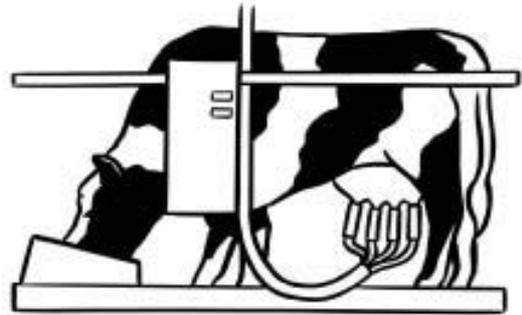


## Food Stories.....



### DAIRY COW

When cows are fully grown at around three years old they are ready to have a calf and produce milk. Cows have four stomachs. Some of the grass they eat and water they drink is turned into milk.



### MILKING TIME

Twice a day cows are milked. They are given food whilst a machine is put on their udders. The machine squeezes out their milk which is collected and flows into a refrigerated tank. The actual milking process takes less than ten minutes.



### TRANSPORT

The milk is collected from the farm and taken to the dairy in special insulated milk tankers to keep it cool and fresh. At the dairy it is heated to kill off bacteria. This is called pasteurisation.

### BOTTLE OF MILK

Milk has many uses. It is drunk cold and added to hot drinks such as tea and coffee. It is an ingredient for many recipes, and is used to make cheese and ice-cream. In this food story the milk will be used to make the yoghurt.



### DAIRY

In order to turn the milk into yoghurt, friendly bacteria are pumped into the milk. The bacteria react with the milk and the yoghurt is formed. Some yoghurt is left plain, and some has fruit added. Strawberry is a popular flavour.



### FINISHED POT OF YOGHURT

Yoghurt is a good source of calcium and protein, and makes a healthy and tasty snack at any time of the day.

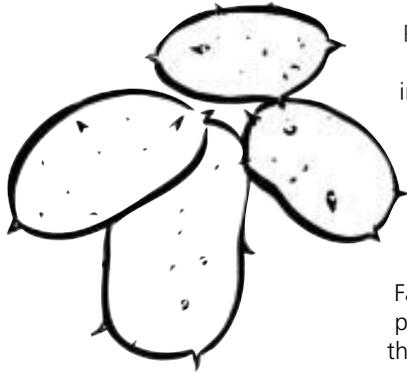
# POTATOES

Soil Association  
TEACHING RESOURCE 2



## Food Stories

### TUBERS



Potatoes are tubers (not the musical instrument! That's a tuba). A tuber is a store of energy (starch) that helps the plant get through the winter when its leaves die. Farmers grow potato plants from tubers in the spring. The farmer puts the tubers in the light until they grow white shoots and then plants them.

### POTATO PLANTS

The stems and leaves grow and the farmer covers the lower stems with piles of soil to prevent the potato crop being damaged by sunlight.



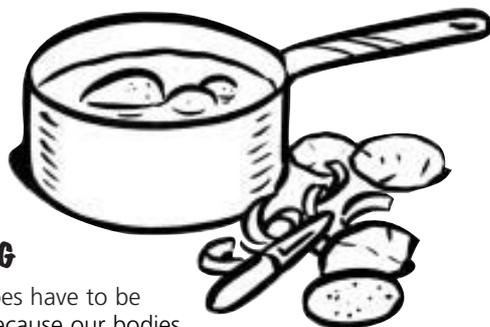
### HARVEST

Small, sweet new potatoes are harvested in the summer, and in the autumn the main crop of potatoes are dug up. You can store potatoes for the whole winter if you keep them in a cool, dark and dry place to stop them sprouting.



### SHOP

The potatoes are taken to be sold at shops including supermarkets. Some farmers have a farm shop where they sell potatoes. This saves the cost of transporting them.



### COOKING

Potatoes have to be cooked because our bodies cannot digest them if we eat them raw. The healthiest way to eat them is with their skin still on, as it contains lots of goodness. Potatoes contain lots of Vitamin C. Healthy ways of cooking them are boiling and baking.



### COMPOSTING

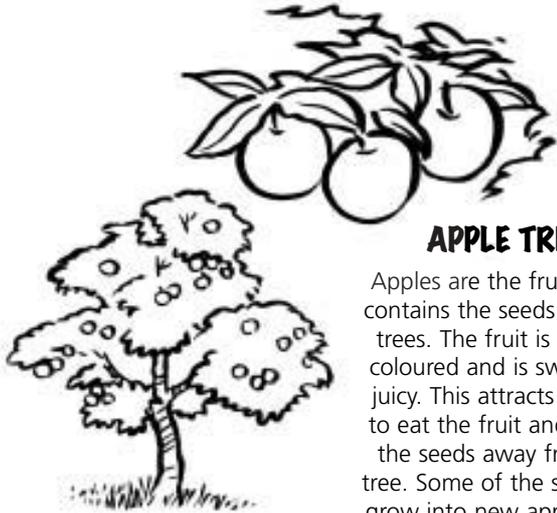
If you put your potato peelings in a composting bin, they will break down and make rich compost that you can use on your garden, to help the plants grow well.

# APPLES

Soil Association  
TEACHING RESOURCE 2

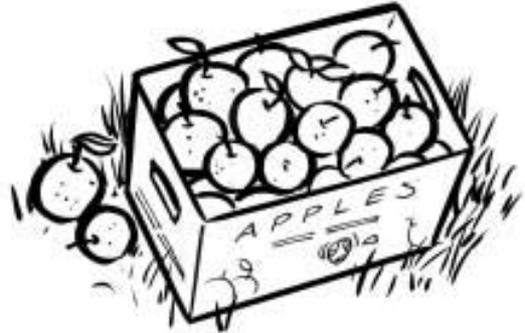


## Food Stories



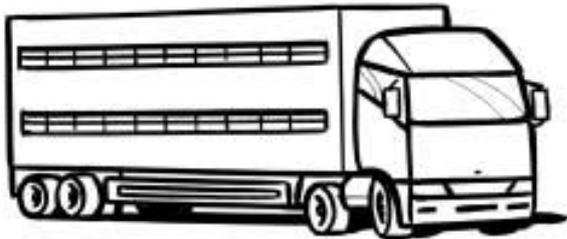
### APPLE TREE

Apples are the fruit which contains the seeds of apple trees. The fruit is brightly coloured and is sweet and juicy. This attracts animals to eat the fruit and spread the seeds away from the tree. Some of the seeds will grow into new apple trees.



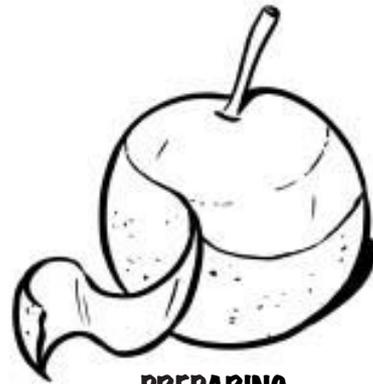
### HARVESTING

In the autumn farmers pick the ripe apples and place them carefully in boxes. The apples are stored in a cool, dry shed. They are placed on trays which stop the apples from touching each other, this prevents rot from spreading.



### TRANSPORT

The apples are transported by road to shops where they can be sold. Sometimes apples are transported long distances which uses fuel and causes pollution.



### PREPARING

An apple makes a great, healthy snack and is a very good source of vitamins. An apple counts as one of the five portions of fruit and vegetables a day that are part of a healthy diet.



### COOKING

Apples are used in lots of cooked dishes and are delicious in an apple pie or apple crumble. These dishes are either prepared at home or in factories that supply "ready made" dishes to the supermarkets.



### COMPOSTING

Left over, uncooked parts of the apples make good compost. When we put them in a compost heap they are eaten by worms or digested by fungus and bacteria. The fruit leftovers turn into compost which is used to help more crops to grow by giving nutrients to the soil.

# BREAD

Soil Association  
TEACHING RESOURCE 2

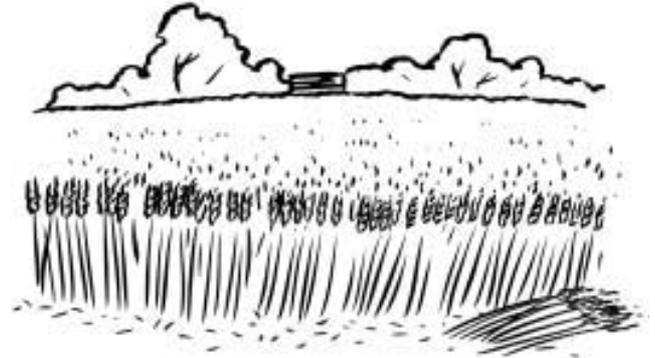


## Food Stories



### SEEDS

The farmer prepares the ground for the seed by ploughing it to break up lumps of soil. In the UK, most wheat seed is planted in the autumn. The seed germinates and the growing shoot develops green leaves.



### WHEAT FIELD

Wheat is a type of grass and is green until it ripens. In the warm summer months, the grain ripens at the top of the stem producing a colourful golden crop.



### HARVESTING

The wheat is usually harvested in August or September using a combine harvester.



### MILL

The wheat that is going to be used to make bread must be taken to the mill to be ground into flour. Wholemeal flour is made from the whole grain. For white flour, the outer layers are removed.

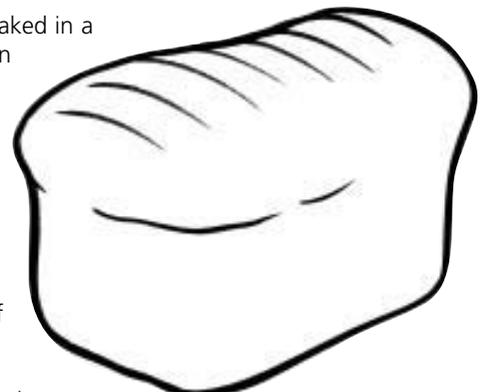


### DOUGH

At the bakers, bread dough is made from flour, yeast, water, salt and a little fat. The dough is kneaded and left to rise. It is the yeast that causes it the dough to rise.

### BAKED BREAD

The bread is baked in a very hot oven which kills the yeast and sets the dough. Bread is a very great source of energy, and brown bread contains lots of fibre which is good for healthy digestion.

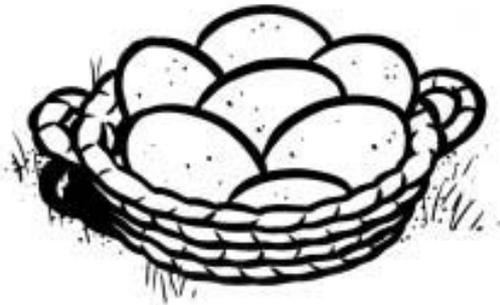


# CHICKEN

Soil Association  
TEACHING RESOURCE 2

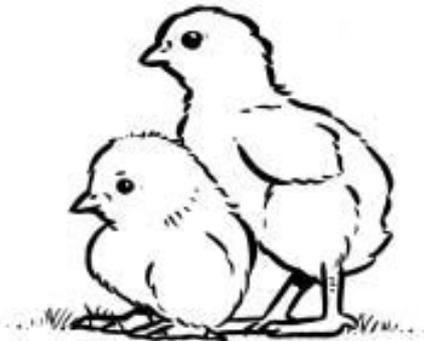


## Food Stories .....



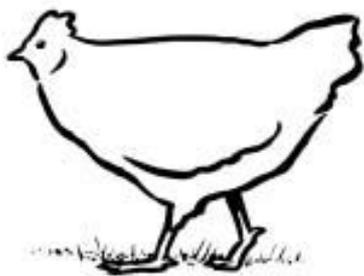
### EGGS

Chickens are kept to lay eggs some eggs are eaten by humans, and other eggs are kept warm by the mother hen (or an incubator) for three weeks until they hatch.



### CHICKS

Farmers buy the chicks at one day old. The chicks can run around and feed themselves as soon as they hatch. They eat tiny pieces of cereal crops such as wheat or barley.



### CHICKENS

On large factory farms chickens are reared in cramped sheds where they often have little space. Organic free range chickens walk around out of doors pecking for seeds, insects and worms.



### TRANSPORT

When they are fully grown, the chickens are transported to an abattoir where they are killed.

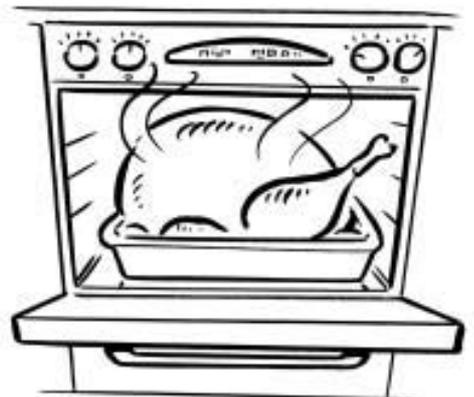


### BUTCHER

At the butcher, the chickens are processed into oven ready meat. The meat needs to be kept in a fridge or freezer to prevent bacteria from growing and turning the meat bad.

### ROAST CHICKEN

Chicken meat is a healthy, low fat source of protein. Protein makes us grow, builds strength and helps the body to repair itself.

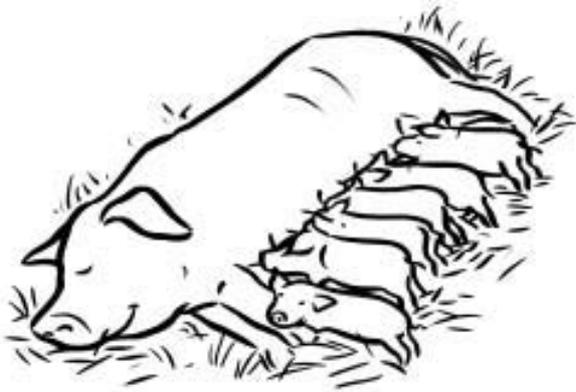


# SAUSAGES

Soil Association  
TEACHING RESOURCE 2



## Food Stories



### SOW AND PIGLETS

The sow (female pig) gives birth to a litter of around 12 piglets, and they have two litters a year.



### PIG

Pigs are given food that is mainly made from cereal and vegetables. They like to be free range, rooting around and wallowing in the mud.



### TRANSPORT

Pigs are transported to an abattoir where they are killed. The meat is chilled and stored.

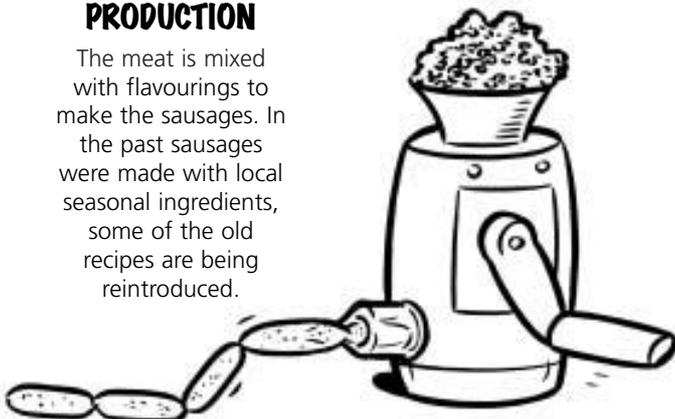


### FACTORY

Pig meat that will be made into foods such as pies, pasties, pates, or sausages is transported to a factory to be processed.

### SAUSAGE PRODUCTION

The meat is mixed with flavourings to make the sausages. In the past sausages were made with local seasonal ingredients, some of the old recipes are being reintroduced.



### PACKET OF SAUSAGES

Sausages are a popular choice with children and adults. They are a source of protein, but cheap ones are often quite high in fat, go for better quality and keep them for a special treat!

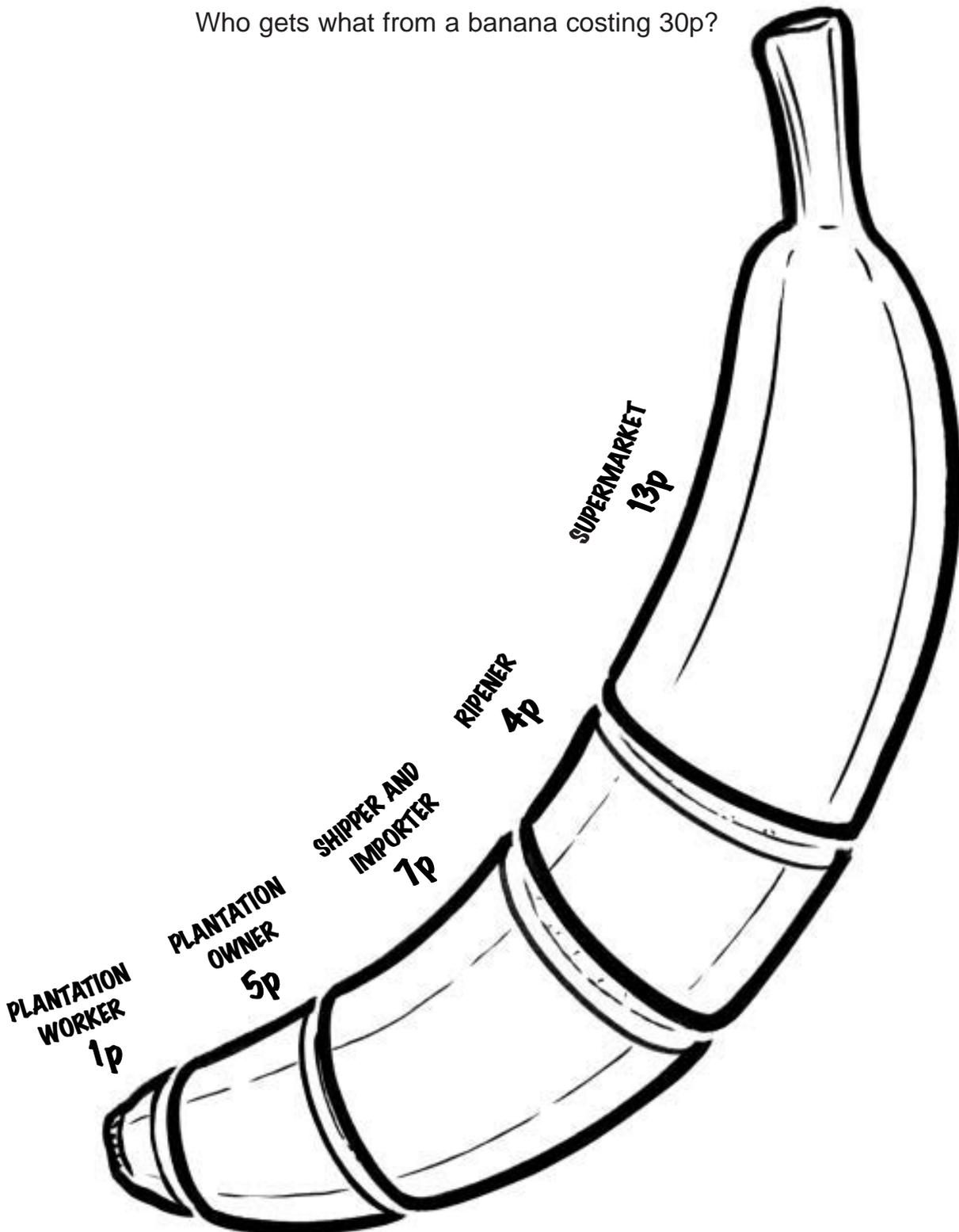


# HOW FAR HAS YOUR FOOD TRAVELLED?

<b>Cyprus</b> 3218 km	<b>Morocco</b> 2011 km	<b>Argentina</b> 11082 km	<b>Australia</b> 16984 km
<b>France</b> 343 km	<b>Egypt</b> 3520 km	<b>Brazil</b> 9186 km	<b>New Zealand</b> 18331 km
<b>Germany</b> 929 km	<b>Tunisia</b> 1821 km	<b>Chile</b> 11649 km	<b>Russia</b> 2508 km
<b>Greece</b> 2391 km	<b>Kenya</b> 6804 km	<b>Costa Rica</b> 8732 km	<b>Thailand</b> 9534 km
<b>Ireland</b> 469 km	<b>South Africa</b> 9027 km	<b>Ecuador</b> 9215 km	<b>Jamaica</b> 7541 km
<b>Italy</b> 1444 km	<b>Tanzania</b> 7473 km	<b>Mexico</b> 8941 km	<b>India</b> 6701 km
<b>Spain</b> 1261 km	<b>Zambia</b> 7906 km	<b>Peru</b> 10158 km	<b>Canada</b> 5376 km
<b>Turkey</b> 2835 km	<b>Zimbabwe</b> 8258 km	<b>Venezuela</b> 7503 km	<b>U.S.A</b> 5913 km

# DIVIDING UP THE BANANA

Who gets what from a banana costing 30p?



# FARMING PICTURES

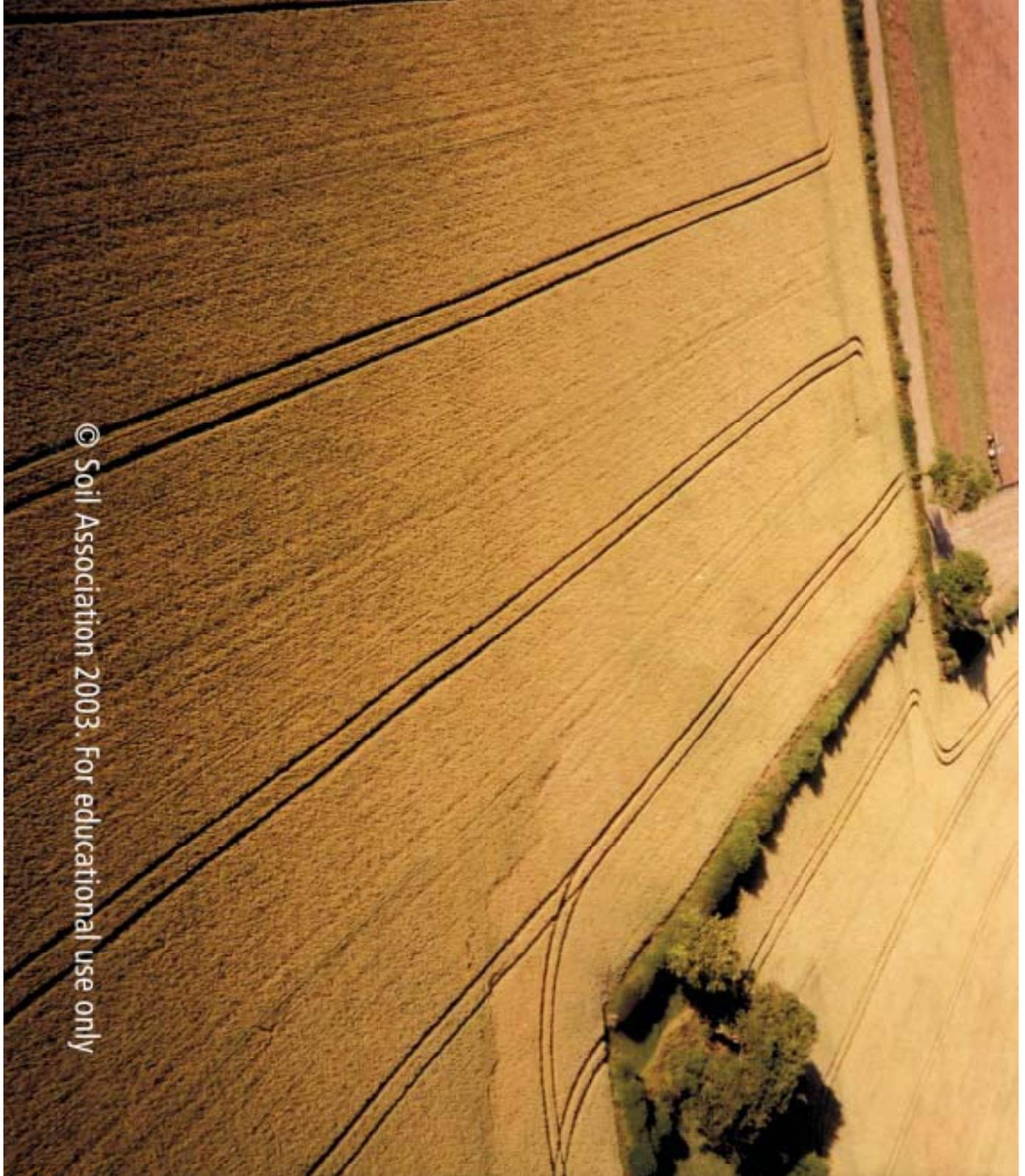
Soil Association  
TEACHING RESOURCE 5



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# FARMING PICTURES

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# HOW THE OTHER HALF LIVE

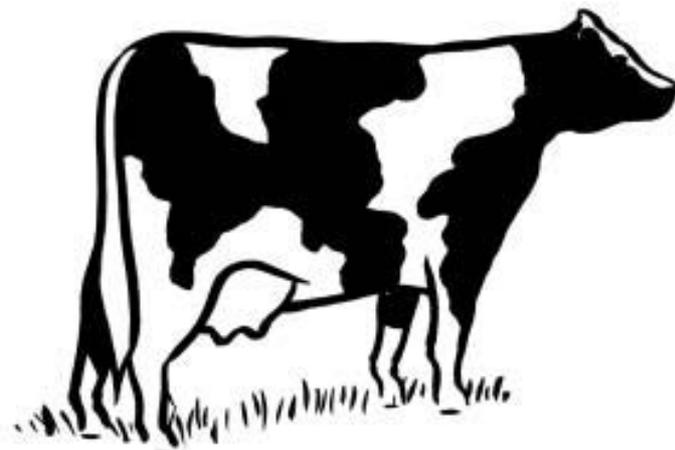
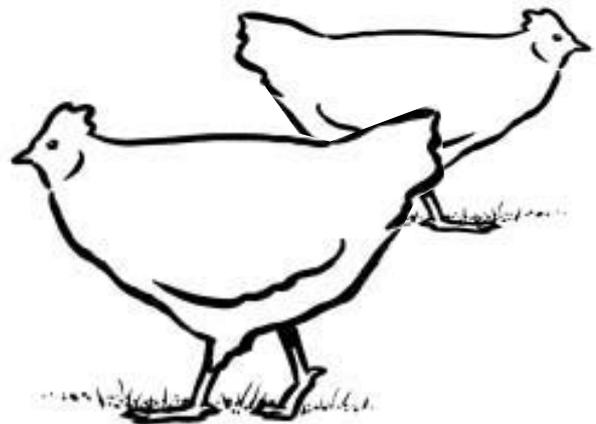


## PIGS

Many pigs spend their whole lives indoors in dim light, and never get to go outside in the fresh air. Conditions are often overcrowded for pigs kept indoors. Many are kept on hard floors without any straw.

## HENS

In the United Kingdom, nearly 90% of egg-laying chickens are kept in battery cages. Each hen-house has row upon row of wire cages, with 10,000 to 75,000 hens. The hen-houses are fed and cleaned out automatically. The birds are caged at 18 weeks old. Lights are left on for 17 hours a day to encourage them to lay more eggs.



## DAIRY COWS

Dairy cows are given a special feed to make them produce more milk. It can make their stomachs very acidic and can also make them lame. A third of all dairy cows have sore udders from producing so much milk, and many cannot walk properly as their udders are so large.



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# WILD ABOUT WILDLIFE



Source: Focus on Farms, Christiane Dorion and Patricia Kendall, © WWF-UK, 1998. Reproduced by permission of WWF-UK.

# CROP ROTATION

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**GRASS AND CLOVER**



**GRASS AND CLOVER**



**WHEAT**



# CROP ROTATION

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BEANS



OATS



TURNIPS



# FOOD CHAIN

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TEACHING RESOURCE 9



WHEAT CROP



LADYBIRD



SKYLARK



HAWK



APHID





## CALCIUM

Calcium is a mineral which is needed for the growth and maintenance of strong bones and teeth.

## PROTEIN

Protein is needed for the growth and repair of the body.





## CARBOHYDRATES

Carbohydrate provides a source of energy \_\_\_\_\_ for the body.

## VITAMINS

Help to keep our skin, hair and gums healthy.



# SEVEN TIPS FOR

Soil Association  
TEACHING RESOURCE 11



## HEALTHY EATING



### 1 ENJOY YOUR FOOD!

Food should be enjoyable: there is no nourishment in food that is uneaten

### 2 EAT A VARIETY OF DIFFERENT FOODS

Choosing a wide variety of foods and including more vegetables, fruit, bread, breakfast cereals, potatoes, rice and pasta will ensure that the body gets all the nutrients it needs. The Balance of Good Health Plate shows the types and proportions of foods needed for a well-balanced and healthy diet.

### 3 EAT THE RIGHT AMOUNT TO BE A HEALTHY WEIGHT

Each person needs a different amount of energy therefore each individual differs in the amount of food they should eat. However much people need, the proportions of food from the five groups remain the same.

### 4 EAT PLENTY OF FOODS RICH IN STARCH AND FIBRE.

Most people do not eat enough of the starchy, fibre-rich foods like bread, potatoes, rice and pasta. Wholegrain cereal foods are particularly rich in fibre.

### 5 EAT PLENTY OF FRUIT AND VEGETABLES

There is growing evidence that diets rich in fruit and vegetables reduce the likelihood of diseases in later life. A balanced diet contains at least five portions of fruit and vegetables a day.

### 6 DON'T EAT TOO MANY FOODS THAT CONTAIN A LOT OF FAT

Some fat is needed in the diet. However, many people eat far more fat than they need, and a diet high in fat can increase the risk of heart disease. There is a lot of fat which cannot be seen in pastries, pies, cakes, biscuits, chocolate, and meat products like sausages, sausage rolls, pastries, meat pies and burgers, as well as the vegetarian equivalents of these foods.

### 7 DON'T HAVE SUGARY FOODS AND DRINKS TOO OFTEN

Tooth decay is a major problem in this country. How often a child consumes sugar has more influence on tooth decay than how much they eat in total. Frequent consumption of acidic drinks – such as fruit squashes, fruit juices, fizzy drinks and colas – may cause the surface of the teeth to dissolve gradually. Acidic drinks are best kept to mealtimes.



# DECISIONS, DECISIONS...

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TEACHING RESOURCE 12



What do you think is most important when choosing which food to buy?



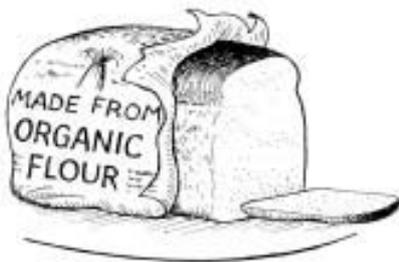
**IT LOOKS GOOD**



**IT'S CHEAP**



**IT'S FRESH**



**IT'S GROWN WITHOUT CHEMICALS**



**GROWING IT DIDN'T DAMAGE THE ENVIRONMENT**



**IT'S HEALTHY**



**IT'S NOT HEAVILY PACKAGED**



**THE PEOPLE PRODUCING IT WERE TREATED FAIRLY**



**IT'S GROWN LOCALLY**