



Farm to Fork: Extension Activities

Literacy:

- 1) Choose one food item from the last meal you ate and write a news report explaining its journey from the farm to your fork
- 2) Write an Explanatory Leaflet about How to Plant a Seed. Include pictures!
- 3) Write a poem about the Farm and the food that grows there.
- 4) Write a diary entry about your visit to the farm, explaining what you saw there and what you learned about food.

Topic Based Learning:

- 1) Unpacking the Supermarket Bag (see outline below)
- 2) International Fruit Salad (see outline below)
- 3) Lunch challenge! Before lunch, ask the children to try and work out each ingredient that is on their plate. After lunch, collect up all the different ingredients on the board and categorise them as plant or animal. Each child chooses an ingredient and describes the farm that it grew on.
- 4) The Food For Life Partnership Curriculum Pack (attached alongside this document) is full of great exercises and resources to help discuss these issues.

Resources for Further Research and Learning:

Compassion in World Farming. An Animal Welfare charity who lobby and campaign for an end to Factory Farming. Their website contains lots of interesting facts, figures and a number of free educational resources. www.ciwf.org.uk

Food—a Fact of Life: Provides lots of free resources about farming, healthy eating, cooking and growing food. <http://www.foodafactoflife.org.uk/>

Soil Association. Leading charity working on healthy, humane and sustainable food, farming and land use. Lots of interesting news and features about the world of organic farming, food growing and campaigning. Also lots of free educational resources www.soilassociation.org

Food for Life Partnership. This is a network of schools and communities committed to transforming the UK's food culture through reconnecting children and families with their food

through growing and cooking, and improving school meals. Organisations involved include Garden Organic, Soil Association, the Health Education Trust and the Royal Society for Public Health. They run an award system aimed at improving school's attitudes to food - why not enrol yours? They also have lots of great resources. <http://www.foodforlife.org.uk>

Climate Choices, Children's Voices. A site aimed at teachers of Yr 5 and 6 who want to help children understand the complex issues around Climate Change. It looks at how food choices affect climate change and how climate change affects food supply. Has a range of free resources <http://www.climatechoices.org.uk/>

Food Mile Facts:

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- Each tonne of food travelled an average of 123 km in 1998 (the average figure was 82 km in 1978)
- Food in the UK now travels 50% further than it did 15 years ago.
- Five large retail chains account for 80% of food sold in the UK.
- Transportation of food was responsible for 33% of the increase in road freight over the last 15 years.
- In the UK, road transport is the only source of a greenhouse gas (carbon dioxide) that is still increasing.
- In the UK, 24 000 people per year die from the effects of air pollution.
- Air freight is expected to double in the next 20 years. A 2 minute DC10 aircraft take off is equal to the air pollution levels (nitrogen oxides) of driving 21,539 cars one mile at 30 miles an hour.
- Increased amounts of packaging are used to protect produce during transportation. In the UK, 25 million tonnes of waste was produced in 1997, 33% of which was packaging.
- Fewer varieties of fruits and vegetables are available as producers concentrate on those with the longest shelf life and good travelling characteristics.

ACTIVITY WORKSHOP PLANS:

International Fruit Salad

Aims:

To demonstrate the idea of Food Miles and inspire children to think about how far their food has travelled

Resources Needed:

- Bowl of fruit grown in the UK (eg apples, pears, strawberries, raspberries, plums (seasonally dependent!))
- Bowl of fruit grown abroad (eg papayas, bananas, melons, oranges, kiwi)
- List of where each fruit came from and how many miles away from your school that is

- Calculator

Actions:

Pick up the first fruit item and give it to a child to hold - ask them if they can guess where it comes from. After a few guesses give them the right answer and tell them how many miles away this is. Choose one child to be in charge of the calculator- their job is to add up all the miles the fruit has travelled. Go through each item in this way and write the total miles on the board.

Go through the same exercise with the UK fruit salad.

Ask the children how the fruit travelled to the shop where it was bought, and write up the different transport modes on the board - lorry, ship, plane. Explain to the children that all of these ways of travelling use energy, and make pollution. Ask which bowl of salad is better for the environment.

Eat the fruit!

Here are some of the environmental and social costs from Food Miles:

- Air pollution from lorries and planes contribute to climatic change and health problems such as asthma.
- Roads become congested.
- Food needs more processing to preserve it over the long distances.
- Small scale shops and farmers are replaced by larger organisations.
- Land becomes restricted to the production of single cash crops, increasing the risks of recession when prices fall.

ICT Alternative - use the website www.foodmiles.com which has a food miles calculator. You write in the food item and where it is from and it will tell you how many miles it has travelled and also how much kilos of carbon has been used in the journey.

Unpacking the Supermarket Bag:

Aims:

To demonstrate the global diversity of the origins of the food on our supermarket shelves.

To encourage awareness that many of the poorer countries of the world are contributing

towards feeding us.

Resources Needed:

- Card, paper, string, scissors, drawing pins, pens.
- A large piece of material or tablecloth for each group.
- Photocopies of the worksheet: The world in a supermarket bag (below)- enough for one for each group
- An enlarged photocopy of a world map
- Worksheet
- Supermarket carrier bags for each group, containing four to seven items of food including:
 - pulses/grains;
 - tinned fish/fruit;
 - coffee/tea;
 - a packaged/processed foodstuff;
 - a bar of chocolate.

Actions

Divide the class into groups of four. Give each group a photocopied worksheet, pens, and small blank cards to label the food for display. Ask each group to unpack their bag, record on their worksheet the name of each food in the bag, how it is packaged, the country it comes from, the brand name, and its price.

They should then write out labels to show the country of origin of each item and display their items on the cloth. Each group should then present their foods to the rest of the class.

Finally, help each group to find the countries from which their foodstuffs originated on the world map. Countries should be marked with a drawing pin and linked by string to the

children's labels of their foodstuffs. Bring the whole class together for reflection on the session and to look at the range of countries from which the food in their bags has come.

Discussion points:

- How many of the countries are in the South?
- Why are many of our foodstuffs grown or produced in the South? (One reason is that climate allows production of fruit and vegetables for most of the year.)
- Which continents are in the South? (Africa, Asia, Latin America.) Which foodstuffs in the supermarket bags come from which continents? (You may have rice from India, tinned fish from Indonesia, and fruit from Malaysia. Does the class know that these countries are all in Asia?)
- When talking about the countries of the South try to convey the idea that they tend to be poorer than the countries of the North but that there are poor and rich people in both North and South.

Fair Trade:

There is also now a growing demand by consumers for fairly-traded products, including food products. More and more people want to know that the tea or coffee or honey or sugar which they buy has been produced without exploitation, and that the farmers who grew or processed the product in the South received a fair price for their work.

'Why do I sell my cocoa to fair trade organisations? Because they are honest and fair and do not try to cheat us. They give me a good price and pay me straight away. They also share what they make with us and every year the farmers earn a bonus. So now we are better off and can afford to spend a little more on the children's school fees and other basic things.'

Akasuwa, a Ghanaian cocoa farmer

