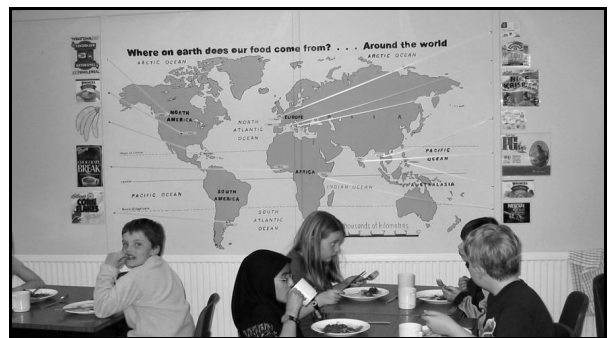


A Guide to Pupil Activities

1. 'Healthy food - healthy world' display

This activity is based on a wall display designed to show the sources of foods in a typical day's menu and to demonstrate the different stages that food must go through on its route from the field to our plates. The CD-ROM includes a photograph of a display which may be used as an example to help teachers create their own classroom wall display. The 25 photographs used on the display are available on the CD-ROM for teachers to print.

Illustrations like these of locally produced foods will help pupils relate the food on their plate to its source.



Pupils might also think about how far food travels to reach us and the associated environmental costs in terms of 'food miles'. A wall display like this one may be used to show globally sourced products.

Key Stage 1 - Using a discussion about where our food comes from, teachers may begin by finding out how much pupils know about the sources of common foods such as potatoes and milk. Pupils may help to create their own version of the 'Healthy food - healthy world' wall display showing the origins of foods.

Key Stage 2 - Pupils may use a photograph of the display or create their own, to complete the 'Healthy food - healthy world' worksheet. The words at the bottom of the worksheet must be substituted into the correct boxes on the sheet, together with suitable illustrations. Topics covered include: local fruits and vegetables; other foods grown locally; foods from around the world; and the food cycle.

2. Down on the farm

This activity offers material suitable for use during the literacy hour at Key Stage 2. The three comprehension exercises introduce case studies of farmers and the farms where they work. Comparisons between the farm locations, sizes and types of crops that the farmers grow can easily be drawn. The farm stories are based upon:

- Waterland Organics, Lode, Cambridgeshire
- Abbey Farm Organics, Abbey Farm, Fritcham, Norfolk
- Punchards Farm, Rattlesden, Suffolk

3. Food life cycles

This activity is designed to provide pupils with information about the story of food production from the field to the plate. Food life cycle cards trace the processes involved from planting, growing and harvest through processing, transporting and marketing to cooking, eating and composting waste. Seven photographs and a title card are provided for each type of food, and descriptive text is given on the reverse. Teachers will need to cut each A4 page into 4 cards to make up sets. Laminating the cards prior to use will improve their durability. Each set of crop or animal photographs is colour coded for ease of sorting. All photographs may also be printed out from the CD-ROM together with the accompanying text. The following life cycles are available for use: Apples (red); Carrots (orange); Peas (dark green); Lettuce (light green); Potatoes (dark brown); Wheat (yellow); Milk (grey); Chicken (light brown). For each of the foods, 'Fascinating food facts' are provided for teachers' background information.

Key Stage 1 - The food life cycle cards offer opportunities for sequencing activities. Using the seven cards in any food series, pupils may be asked to arrange the photo cards into the correct order. The relevant stories may be described to pupils by the teacher. The sequencing exercise may be differentiated for different abilities by removing or adding cards to a particular life cycle story to make the ordering procedure more or less difficult. Real examples of each of the foods used in the life cycles would make useful visual aids.

Key Stage 2 - Pupils may study one set of photographs for one of the life cycle stories. They should arrange the sequence of cards in the correct order, and read and discuss the text on the back of each photo card. Worksheets that accompany each life cycle may be used to record the key words and images in the food cycle.

4. Food on the move

In the past most farmers took their produce to market in the local town, selling it directly to the people of the area. Nowadays it is usual for farmers to sell in large quantities directly to a wholesaler or supermarket. The opening up of global markets has led to competition on price and has forced farmers to sell more cheaply, sometimes at lower prices than the cost of production. Farmers have recently started to look again at direct marketing as an alternative to selling wholesale. By selling direct to the public they can receive a higher price for their produce. Farmers have also realised the importance of communicating the value of their produce, making clear to the consumers the benefits of buying locally or organically.

The 'Marketing choices' sheet summarises the variety of options available to farmers today.

Key Stage 2 - The game of 'Climb the beanstalk' has been devised to show pupils that their food comes from a variety of countries and some of it has travelled thousands of kilometres. The game emphasises the environmental benefits of buying locally produced foods. 'Farm or factory' is a role-play activity designed for pupils at the end of KS2. Pupils are asked to imagine that there has been a proposal for a factory to be built on an organic farm. Pupils working in groups take on the role of a specific character and discuss their case for retaining the organic farm. Representatives of each character then put their case to the planning department, a role which may be played by the teacher or another adult. Follow up work could include writing a letter, in the role of their character, to the planning department or to the local newspaper, making the case for the organic farm.

5. Healthy lunches

The section is designed to encourage pupils working at both Key Stages 1 and 2 to make informed choices about the food they eat.

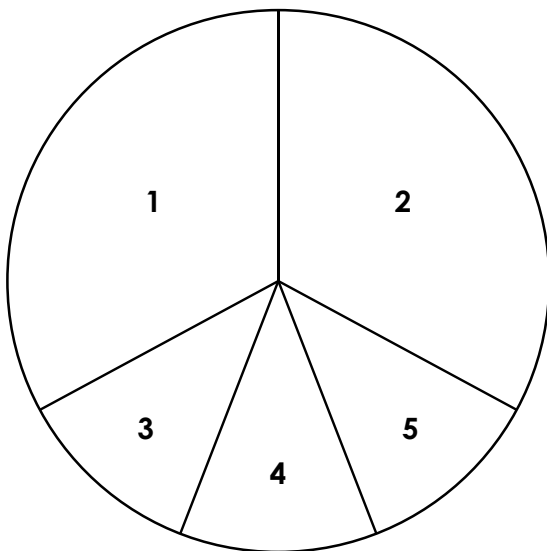
Key Stage 1 - The pupils should be encouraged to discuss foods that are healthy and not so healthy before attempting these activities.

A worksheet, 'My healthy lunchbox', shows a lunch box and an accompanying sheet of food items to go inside it may be photocopied. Pupils may be asked to discuss the foods on the sheet and think about those that are particularly good for them. The food sheet may then be coloured in and the items cut out. Pupils may be asked to choose five items that they feel would make a healthy packed lunch and explain why they have chosen them. The chosen foods could be stuck into the lunch box.

A real lunch box and plastic fruit and food packaging could be used as an alternative.

Key Stage 2 - An illustration of a 'Healthyometer' is supplied for this section. Teachers may use it to create a large classroom wall version for recording the five food groups, using a different colour for each section:

1. Fruit and vegetables
2. Energy giving foods
3. Foods for growth
4. Fatty and sugary foods
5. Foods made with milk



The information cards which are supplied for each food group may be incorporated into the Healthyometer display.

The page of illustrations showing a variety of types of foods may be copied for pupils to colour and cut out. They may then be sorted into the five food groups. Once the foods have been sorted correctly they can be backed onto coloured paper to match the their food group. The typed sheet of food names is designed to stick directly to the back of the sheet for ease of identification. Pupils may also add foods of their own.

Pupil activities using the Healthyometer might include:

- Make a list of your ten favourite foods. Sort these foods onto your chart. Which groups do they belong to? Do you have a good balance of foods in each of the five food groups? If some sections on your Healthyometer are empty, are there any foods that you really like that could fill them?
- Make a food diary of everything that you have eaten over the last few days. See how these foods fit into the food groups by using your Healthyometer. Are there any foods that you could eat more or less of?
- It is important that you try to eat five portions of fruit and vegetables every day to stay healthy. Look at your food diary. Do you eat five portions a day? If not what could you do to try to eat more?

6. Healthy food, healthy soil

Key Stage 2 - The section covers investigations into soil and compost. It is important to discuss with the pupils the need for healthy and fertile soil Particularly with organic farming.

The section consists of three worksheets: 'Making compost' will help pupils to think about which items can be composted, which can be recycled and which items remain to be put into a dustbin. 'Rotters and recyclers' introduces the processes involved in decomposition. 'Investigating soils' includes investigative activities relating to the characteristics of soils.