

Lesson 1: Where food comes from

Children will learn to: classify food which comes from animals and plants; recognize and identify food that is imported from other countries; describe where imported food comes from and how far it travels to get there

Main outcome: Children make a poster showing food imported to their country

Cognitive skills: predicting, classifying, applying knowledge, identifying and describing, researching, labelling

Main language: *I like ... (too) / I don't like ... (either). What's this? Where does / do ... come from? It comes from / They come from ... It's / They're imported from ... It travels a long / short way / 3,000 kilometres.*

Main vocabulary: *plants, animals, butter, oil, yoghurts, bananas, ice cream, eggs, nuts, bread, chicken, potatoes, sausages, carrots, beans, fish, pasta, meat, milk, cheese, apples, rice, names of countries, numbers in thousands, food miles, energy, carbon dioxide*

Materials: Worksheet 1: Food from animals and plants (copy for each child); Worksheet 2: World food map (copy for each child); selection of imported foods and/or labels from imported foods showing the origin (optional)

Introduction and setting objectives

- Explain to the children that they are going to do a project on the 'Amazing world of food'. As part of the project they are going to produce a group e-zine (or magazine).
- Divide the class into 'project groups' of 3-6 children (depending on the size of the class). Explain that the children will work with their project groups to produce material for their e-zines (or magazines) but they will also work with other children during lessons to do activities.
- Play an action game with the whole class using names of familiar food. Say a true sentence about food you like or don't like, e.g. *I like apples! I don't like fish!*, etc. Explain and demonstrate that if the sentence is true for the children they should stand up, wave their arms in the air and say, e.g. *I like apples too! or I don't like fish either!* If the sentence you say isn't true for them, they should fold their arms and stay silent. The aim of the game is for you to try and say sentences to which everyone in the class responds the same way. Keep a score of these on the board.
- Extend the game by inviting individual children round the class to say a similar true sentence about food they like or don't like and the rest of the class listens and responds in the same way. As previously, keep a score of the responses which are the same on the board. At the end of the game re-cap on the foods the scores refer to, e.g. *We all like ... / But we don't like ...*

- Ask *Where does our food come from?* and listen to the children's response. Establish that some of our food comes from animals and some of our food comes from plants.
- Say *In this lesson we're going to identify and classify food which comes from animals and plants. We're also going to identify food we eat that comes from other countries and complete a world food map. We're also going to make a poster for our e-zines (or magazines).*

Suggested lesson procedure

Activity 1

- Give a copy of Worksheet 1 to each child. Read the headings and names of food.
- Divide the class into pairs. Explain that ten of the foods come from plants and ten come from animals. Ask the children to colour code the pictures according to whether the food is from animals (circle in red) or plants (circle in green) and then write the words in the correct pictures.
- Ask different pairs to report back and check the answers, e.g. *Apples come from plants. / Meat comes from animals.*

Key:

Food from animals: meat, fish, chicken, milk, yoghurts, cheese, butter, sausages, ice cream, eggs;
Food from plants: oil, bananas, nuts, bread, potatoes, carrots, beans, pasta, apples, rice.

Lesson 1: Where food comes from

- Establish that the animal group includes meat, fish and chicken, or products made from animals such as sausages. The animal group also includes products from animals such as eggs and milk, and food made from milk such as butter, yoghurt, cheese and ice cream. Establish that the plant group includes food from different parts of plants such as fruit (apple), roots (carrots) or seeds (rice). The plant group also includes food made from plants, such as bread and pasta (made from wheat).
- Ask the children to name other food which comes from animals or plants and listen to their suggestions.

Activity 2

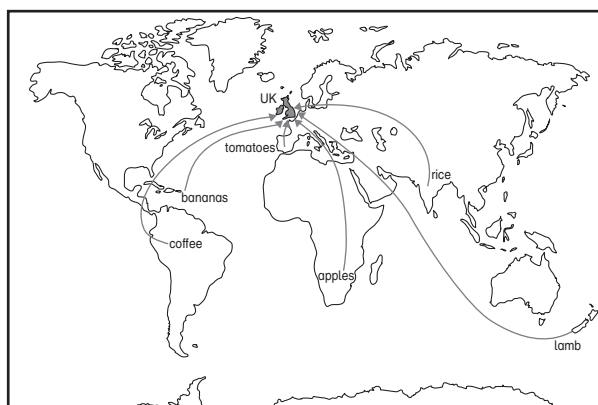
- Ask the children, e.g. *Does all the food you eat, whether from animals or plants, come from your country? Or does some food you eat come from other countries?* Explain that when food comes from other countries we say it is 'imported'. Say sentences giving one or two examples which are true for the children's country, e.g. *Bananas are imported from Ecuador. / Rice is imported from Thailand.*
- Show children a selection of imported foods and/or labels from imported foods showing the origin, if you have these available. Encourage children to look at the foods and labels and say sentences in the same way, e.g. *This pasta is imported from Italy.* Alternatively, ask the children to suggest foods which they think are imported, e.g. *I think coffee is imported from Colombia.* You could also name foods in turn, e.g. *Melons* and children respond, e.g. *I think melons are imported from Spain. or I don't think melons are imported.* Use this to get the children thinking about foods from their own country and food imported from elsewhere. Introduce and/or revise the names of countries as necessary.

Activity 3

- Give a copy of Worksheet 2 to each child. Ask the children to draw in the outline (approximately), colour and write the name of their country on the map. Demonstrate this on the board.
- When the children are ready, get them to hold up and show you and each other their maps to check that they have done this correctly.
- Divide the class into pairs. Ask the children to work with their partner and draw and label six foods which are imported to their country from other countries. Explain that children should draw the foods on the map to show (approximately) the countries they come

from. They should then draw arrows on the map to show that the food travels from these countries to their country. Explain that when they have done this, they should then complete the table with information about each food.

- Demonstrate what you mean either by enlarging and showing children the completed example map for the UK as below or by using the outline of the children's country you have drawn on the board and eliciting and working through one or two examples (e.g. based on the foods children talked about in activity 2) with the whole class.
- Explain that when children complete the table, 'a short way' means the food travels from a close or neighbouring country, and 'a long way' means the food travels from another continent or a country that doesn't share a border with their own.
- Children work with their partners and complete the map and table (with a maximum of six foods). Be ready to help with the names of foods and the names and locations of countries where the foods are imported from, as necessary.
- Once the children are ready, ask different pairs to take turns to show their completed maps to the class and talk about the imported foods they have identified, e.g. *Tomatoes are imported from Spain. They travel a long way.*
- Ask the children, e.g. *Are you surprised that some food travels such a long way to get to your country?* and listen to their response. If appropriate, explain the concept of 'food miles' to the children. When food is imported, the cost of refrigeration and travel in aeroplanes, ships or lorries usually makes imported food more expensive than food that is produced in the country. The transport of food also uses energy which produces carbon dioxide and therefore contributes to global warming.



Lesson 1: Where food comes from

Name of food	Country it is imported from	How far it travels (a long/short way)
tomatoes	Spain	a long way
bananas	West Indies	a long way
coffee	South America	a long way
rice	India	a long way
apples	South Africa	a long way
meat (lamb)	New Zealand	a long way

Activity 4

- Divide the class into their project groups. Explain that you want children to use the information on their completed world food maps to produce a poster showing foods imported to their country for their e-zines (or magazines). They can *either* draw an outline map of their country *or* use a map of their country downloaded from the internet. Around the map they should either draw pictures of imported food or use photos from the internet and draw or add arrows showing that these foods are imported to their country.
- As an optional extra, if appropriate, you may also like to ask children to use atlases or Google Earth to calculate the distances that food travels to get to their country. They then write sentences on their poster by the pictures of each food, e.g. *Bananas are imported from Ecuador. They travel 3,000 kilometres.*
- *Either* give out A4 paper, coloured pens and glue (if children are going to use hard copies of downloaded photos) *or* children work at their computers and prepare their posters to go in their e-zines (or magazines). These can be completed either as homework or in a follow-up lesson as necessary.

Learning review

- Briefly review learning by asking the children *What have we done today? What have you learnt? How did you classify food from animals and plants? What have you learnt about imported food? What did you enjoy most / find most interesting / difficult?*

Optional extra

Children play a memory game based on the food from animals and plants in Worksheet 1. Divide the class into groups. Give the children one minute to look at and remember the twenty foods on the worksheet. Remove the worksheet. Children work with their group and write a list of the foods as fast as they can. The group that finishes first and remembers and spells all the words correctly is the winner.

Lesson 1: Where food comes from

Circle the food which comes from animals in red. Circle the food from plants in green. Write the words in the correct pictures.

Food from animals
butter

Food from plants
oil

butter
oil
eggs
yoghurts
bananas
ice cream
bread
chicken
sausages
pasta
nuts
beans
carrots
potatoes
meat
milk
fish
cheese
apples
rice

Lesson 1: Where food comes from

Draw and label food imported to your country. Complete the table.



Name of food	Country it is imported from	How far it travels (a long/short way)