

Resources

Bowden, Rob

Food and Farming: Sustainable World KS2&3

Useful introduction to problems and solutions, local and global, case studies and weblinks.

Wayland (2003), ISBN: 0750246073

Cave, Kathryn

One Child One Seed

South African counting story about a child growing pumpkins.

FRANCES LINCOLN, ISBN: 071121848X

Food and Farming: Local and Global KS2&3

Case studies on strawberry growing in the UK, a Gambian school garden and banana production in the Windward Islands.

TIDE (2004), ISBN: 094883889

Food for Life Curriculum Pack KS1&2

www.soilassociation.org/education

Hollyer, Beatrice

Let's Eat! Children and their food around the world

A book about children and their food, features children from five countries.

Frances Lincoln Children's Books (2003), ISBN: 978-0711221017

Go Bananas KS 2

Explains the journey of bananas from the Caribbean to the UK.

www.oxfam.org.uk/education/resources/go_bananas/
Oxfam 2004

Growing Bananas KS 2 & 3

A simulation exploring the banana trade, and the difference fair trade can make.

RISC 2005

Papapaa KS 2 & 3

Case study of fair trade chocolate production in Ghana includes DVD & photoset. www.papapaa.org
Comic Relief 2005

Primary Topic Poster Pack: Food and Harvesting

KS1 Large poster, photoset and activities exploring how food reaches us.

Oxfam

Readman, Jo

World Came to My Place KS 1 & 2

A story in which a child learns about the origins of foods and other products found in the home.

Eden Project Children's Books (2004), ISBN: 978-1903919026

Robinson, Louise

Bananas and Cocoa Beans

Activities to develop pupils' awareness of their links with the people who produce the food and drink we consume.

www.risc.org.uk/education/Bananas%20&%20beans.pdf

RISC 2003

Websites

Fairtrade: www.fairtrade.org.uk

Fairtrade Foundation raise awareness of Fair Trade and award the Fairtrade Mark.

www.growingschools.org.uk

Encourages practical growing activities and supports the understanding of farming.

www.nfuonline.com

Information on farming in your own area.

ww.face-online.org.uk

Farming and Countryside Education, includes directory of resources.

www.tescopoly.org.uk

Campaign website supporting small businesses, a legally binding code of practice for supermarkets.

Kew Gardens: <http://tinyurl.com/bf9d6u>

Plant Cultures Website by Kew Gardens focussing on Asian food and cultures.

www.oxfam.org.uk/resources/learning/index.html

Oxfam briefing leaflet on the food crisis in Africa.

www.oxfam.org.uk/coolplanet/kidsweb/food.htm

activities for children on global food issues.

www.eatwell.gov.uk/info/games

a set of links to great healthy eating food sites.

www.pbs.org/opb/meaningoffood

an American TV site that explores different aspects of food through simple slide shows.

www.britishfoodfortnight.co.uk

Teachers resources and case studies on how to celebrate.

www.5aday.nhs.uk

Top tips to be healthy.

Greenpeace: www.greenpeace.org.uk/gm

Information about the negative impact of genetically modified foods on agriculture

The Soil Association: www.soilassociation.org

Environmental charity promoting sustainable, organic farming and championing human health.

Friends of the Earth: www.foe.co.uk

Friends of the Earth campaigns for solutions to environmental problems.

Eden Project: www.edenproject.com

Global garden reflecting the diversity of the planet.

For more information contact:

HEC Global Learning Centre

Tower Hamlets PDC
English Street, London E3 4TA
T: 020 7364 6405
F: 020 7364 6422
E: hec@gn.apc.org



www.globalfootprints.org

Global Footprints



promoting global learning in schools

"More than ever it matters that we know and understand about our food, where it comes from, how it grows and who grows it. It matters because not only does it affect everyone on the planet, it affects the planet itself." Michael Morpurgo

Food is one of our most basic needs but it is very unfairly distributed among the world's people. Some countries have too much food resulting in problems of **obesity** and being **overweight**, while other countries have food shortages with people suffering from **hunger, malnutrition** and **famine**.

The huge range of food we have become accustomed to in developed countries like Britain, Western Europe and the USA, is largely dependent on producers in the 'developing world' satisfying our demands for year round variety and choice. This trade in food has led to greater opportunities for a varied and interesting diet in 'developed countries', but in developing countries has often limited choice, reduced access to productive land and led to exploitation of people and environments. The demand for such plentiful food, at a reasonable price, all year round, has resulted in changes by farmers and growers in food production in order to meet the expectations of consumers, supermarkets and governments.

The majority of people in developed countries expect their food to be safe and nutritious and have become used to food, particularly fruit and vegetables, not having any blemishes or other marks. It is all too easy not to think about how farmers produce food or how it gets from the farm to the shops in "perfect" condition.

However the pressure to produce more food and increase yields has resulted in wider use of pesticides and the controversial introduction of genetically modified (GM) foods in which genomes are altered through genetic engineering. Pesticides may protect crops from pests and weeds, but they can also harm people, wildlife and the environment.

Events

March first two weeks Fair Trade Fortnight

March 11-17 Obesity Awareness Week

April 7 World Health Day

June 12 Day against child labour (agriculture)

September 22-7 British Food Fortnight

October 15-19 Healthy Breakfast Week

October 16 World Food Day

October 17 International Day for the eradication of poverty

November 1 World Vegan Day

November 8 European Day of Healthy Food

Global Leaflet 3: Food

Being aware of these issues around food is one way of being an active global citizen. This is because we can work to persuade councils, governments and international organisations to ensure our food is ethically traded, transparently labelled, environmentally sustainable, and not abusive of either people or animals.

So what is your Food Footprint?

This is not just the amount of food you eat (and waste!). It is the land, space, water and energy involved in growing, producing and supplying the food from the field to your plate.

- Some 24,000 people die every day from hunger or hunger related causes; three-quarters of the deaths are children under the age of five.
- Around 826 million people go each day without the food their bodies need for healthy development.
- In the UK, 40% of the food we eat is imported from abroad; 95% of fruit and half of all vegetables eaten in the UK are imported.
- Around one third of food in the UK ends up in the bin.
- Nearly a third of all goods transported on our roads are related to food and farming.
- The average UK adult travels about 135 miles per year by car to shop for food, usually to large supermarkets.

Global Context

People do not go hungry because of a global shortage of food. There is enough produced in the world to feed everyone; so much food in fact that in richer countries a lot of food ends up in the bin! Hunger and malnutrition are a result of a lack of land to grow food or a shortage of money to buy it.

Food is a key area to explore in global citizenship bringing issues of social justice and sustainability sharply into focus and providing opportunities to take action for positive change. Investigating what we eat, who produces and supplies our food develops our understanding of interdependence and enables us to see that our decisions as our consumer decisions have an impact on other people's lives, where ever they are in the world.

Food for All

Provision of nutritious food is a basic human right. Article 24 of the United Nations Convention on the Rights of the Child states that; *'You have the right to good quality health care and to clean water, nutritious food and a clean environment so that you can stay healthy. Rich countries should help poorer countries achieve this.'*

Millennium Development Goals

Goal One – to eradicate extreme poverty and hunger.

Target 1 Between 1990 and 2015, halve the proportion of people whose income is less than \$1 a day.

Target 2 Between 1990 and 2015, halve the proportion of people who suffer from hunger.

Case Study: Supermarkets

The last 50 years have seen major changes in the way that people buy their food. 50 years ago most people bought their food from local markets or specialist high street shops.

Today, £76 billion is spent on groceries, and more than 80% goes to supermarkets – these are huge corporations: Asda Walmart is now the world's largest company by turnover, while Tesco takes £1 in every £3 spent on food in the UK. This change in food retailing makes the apparent increase in choice problematic as to how it impacts on producers, consumers and the local and global environment.

To read more about the impact that supermarkets are having on farmers in Kenya visit:

<http://tinyurl.com/cj9por>

Case Study: Famine and Hunger

- an overview of the food crisis in Africa

"For people to be hungry in Africa in the 21st century is neither inevitable nor morally acceptable. The world's emergency response requires an overhaul so that it delivers prompt, equitable, and effective assistance to people suffering from lack of food.

"More fundamentally, governments need to tackle the root causes of hunger, which include poverty, agricultural mismanagement, conflict, unfair trade rules, and the unprecedented problems of HIV/AIDS and climate change.

"The promised joint effort of African governments and donors to eradicate poverty must deliver pro-poor rural policies that prioritise the needs of marginalised rural groups such as small-holders, pastoralists, and women."

Source: <http://tinyurl.com/aluwda>

Case Study: Obesity

What is obesity and why is it a problem?

Obesity is a heavy accumulation of fat in the body's fat cells to such a serious degree that it rapidly increases the risk of obesity-associated diseases and mortality. The number of overweight and obese children in the UK has risen steadily over the past 20 years. Schools are seen as being in the front line in the battle against what has been called "the biggest public health threat of the 21st century".

Obesity is becoming a serious problem in many western countries. In the UK the number of people who are obese has tripled over the last 20 years, and is still rising say experts.

To read more about obesity in the UK visit:

www.globalfootprints.org/issues/local/food/obesity.htm

Case Study: Food miles

What are food miles?

Food miles are the measure of the distance a food travels from field to plate. Agriculture and food now account for nearly 30 per cent of goods transported on our roads.

This travel adds substantially to the carbon dioxide emissions that are contributing to climate change - which is why food miles matter. A report by the Department for the Environment, Food and Rural Affairs says that food miles rose by 15 per cent between 1992 and 2002.

Why does our food travel so far?

Food travels further these days partly because the centralised systems of supermarkets have taken over from local and regional markets. A pint of milk or a crop of potatoes can be transported many miles to be packaged at a central depot and then sent many miles back to be sold near where they were produced in the first place.

Then there's imported produce. Ninety-five per cent of the fruit and half of the vegetables in the UK are imported. The amount of food being flown into the UK doubled in the 1990s and is predicted to rise further each year. To take one example, strawberries are flown in from warmer climates to satisfy our desire for permanent dietary summertime, and air freight has a far bigger impact on the environment than sea or road travel has.

Another reason for mounting food miles is comparative labour costs. For example, some British fish is now sent to China (where labour costs are much lower) for processing, then sent back to the UK to be sold.

Consumers are also directly responsible for increased food miles. We now travel further for our shopping and use the car more often to do it. Each year, the average UK adult travels about 135 miles by car to shop for food, more often than not making trips to large, out of town supermarkets.

Food miles and animal welfare.

The transport of live animals is an important animal welfare issue. The numbers of animals being hauled around the country have grown with the trend for large, centralised abattoirs and meat-processing plants. Animals are also exported and imported to and from other countries. For consumers, there is also the question of quality. Freshly picked fruit and vegetables are better nutritionally, as well as having more taste.

Source: <http://tinyurl.com/dz39av>

Ideas For Action

Starting points/questions to think about

- Do you know which country your food was grown in?
- Do you know if the person who grew or made your food was paid a fair price?
- Do you know how the food you buy gets to the shops?
- Do you know what your food contains?
- Do you know how many miles your food travelled from where it was grown to the shop where you brought it?
- Do you know how the animals were treated?

Food can be explored with any age group by focusing on **food miles...local... organic food... seasonal foods...free range production... Fairtrade...healthy eating** and by discussing how we can all be effective agents of change – both through the choices we make when buying our food and through campaigning.

Here are some suggestions:

Join a local campaign group

There are many organisations which support changes in food policy such as, The Food Commission, Friends of the Earth and The Soil Association. See overleaf for a list of websites.

Buy food that is locally grown

Try and source food locally by buying food that is not grown abroad and then flown over to the United Kingdom. You can find out more about sourcing food locally if you visit: www.gozero.org.uk/junior

Grow your own food

Your school or a local city farm or allotments might have pieces of land, advice and support to help you grow your own fruit and vegetables.

Eat seasonally

Eating foods that are in season in Britain is an excellent way of ensuring that you are eating both healthily and ethically, this is because eating food that is grown in this country means that it hasn't travelled by plane to get to this country. You can find out more about eating seasonally at:

www.eattheseasons.co.uk/whyeattheseasons.htm

Shop Ethically

You can find you about how to buy foods that are ethically grown and traded at:

www.ethicalfoods.co.uk

Buy Organic Food

The Soil Association believe that organic farming cuts down on the fossil fuels used to manufacture and transport the chemicals used in mainstream agriculture. By visiting the Soil Association website, www.soilassociation.org you can find out more about organic food.

World Food Day assembly

You can download an assembly all about World Food Day 16th October every year from the following website:

<http://tinyurl.com/bedmcc>

As well as assemblies students can vote on policies about food in their school council, create exhibitions in classrooms, do surveys, look at food labels, interview shop owners and food producers, and visit local farms.

If you want to learn about plants from around the world Kew Gardens in S.W. London is a great place to visit and they have a brilliant website:

www.kew.org/education/schools/index.htm

Assembly Idea - Pizza food miles.

Learning Outcome: To appreciate the scale of global food production and the concept of 'food miles'.

You can download an assembly all about the number of food miles involved in the production of a pizza at:

www.assemblies.org.uk/standing/s_pizza.html

Recommended Resource:

Classroom science activity for KS2 and 3:

'On the Trail of a Cereal Killer' is a rural science resource for primary schools produced by FACE (Farming and Countryside Education). It looks at the requirements for healthy plant growth and provides 'hands-on' science investigation ideas, which can be carried out in the classroom. These investigations have a direct relevance to modern agriculture.

The resource can be downloaded and printed out from: <http://tinyurl.com/cmbhmw>

This resource consists of:-

- Science national curriculum links
- Background information
- Practical activities

Ideally these resources should be used as part of a project making a direct link with the farming and food industry e.g. working with a local farm or food factory.

The resource looks at the following issues:

- What do plants need to grow?
- What effects the growth and health of cereal crops?
- What are nutrients and why they are important?
- The pests that affect cereal crops
- Food chains and webs
- Soil health and the affects of flood and drought