



## Curriculum Outdoors

Curricular Area: HWB Food - Food and the Consumer



<p><u>Experience and Outcomes</u></p> <p>When preparing and cooking a variety of foods, I am becoming aware of the journeys which foods make from source to consumer, their seasonality, their local availability and their sustainability. HWB 1-35a / HWB 2-35a</p> <p><u>Learning Outcome</u></p> <p>Learners will become aware that food we buy may have travelled some distance before making its way into our local shops.</p>	<p><u>Resources</u></p> <p>A bag of food shopping or pictures of food showing the country of origin. An atlas or iPad or similar that can access map software such as Google Maps.</p> <p>See also RHS  <a href="https://schoolgardening.rhs.org.uk/resources/activity/food-from-home-or-away">https://schoolgardening.rhs.org.uk/resources/activity/food-from-home-or-away</a></p> <p><u>Extension</u> – Look at food seasonality and how shopping for food that is in season can reduce our food miles.  <a href="https://www.greenerScotland.org/eating-greener/in-season-food-calendar">https://www.greenerScotland.org/eating-greener/in-season-food-calendar</a></p>
<p><u>Activity</u>                      <b>Find out what food labels can tell us about where our food comes from</b></p> <ol style="list-style-type: none"> <li>1. Gather together a collection of items from the supermarket or from the kitchen cupboards.</li> <li>2. Find the labels that tell us where the food comes from (these are most easily found on fruit and vegetable packaging (often as 'Country of Origin'). On some food labels it will be possible to learn where the food was packaged – why should this be?</li> <li>3. Make a note of the foods (e.g. apples) and where they have come from (e.g. New Zealand) so that you have 2 columns – a) food b) country.</li> <li>4. Look at your list and work out which food came from furthest away, which came from nearby? Use Google maps to locate countries.</li> <li>5. We call the distance food has had to travel to get to our tables 'food miles.'</li> <li>6. Why does some food travel so far?</li> <li>7. Discuss the impact of Food Miles and why and how we could reduce Food Miles.</li> </ol>	<p><u>Assessment</u></p> <p>Can learners identify which familiar foods travel long distances before arriving in our homes and why this might not be good for the environment?</p> <p>Can learners make suggestions for how to reduce the environmental impact of our food choices?</p>