

Big Reducer '09

Reduce Your Food Miles

An Action Based Internet Project by Students of
the Environmental Neighbourhood Cluster

Introduction Lesson - Yrs 5 to 7

Aim: To introduce the students to the cluster workshop content and to ensure students from each school are at the same level of understanding on the issue of consumerism and packaging.

Lesson Duration: 1 pd or 1 ½ hrs as time permits

Preparation and materials/resources required:

Read lesson, attached fact sheets (can't email will give you)

Lesson Activities:

5 mins Welcome and Introduction to Big Reducer '09

- Permission notes, logistics of the days, time, location etc
- The Cluster of schools and aim of cluster
- Expectations – working in teams, mixed schools and yr levels, willingness to learn, involve yourself, problem solve, meet new people

10 mins Activity 1 – Class discussion

Food Miles - The distance food travels from the time of its production until it reaches the consumer. It is one dimension used in assessing the environmental impact of food.

What did you have for breakfast today? Did you have a choice? Why did you make this choice? List different foods on the board – brainstorm where they *may* have come from.

How would they have traveled here? Air, rail, truck, plane, boat

Why would consumers want to buy food from other countries?

20 mins Activity 2 – Where do your bananas (oranges) come from?

Source: <http://www.climatechoices.org.uk/pages/food1.htm>

- Hand out worksheets and cards, explain activity and can work in pairs to assist with cutting etc.
- Discussion questions;
 1. What area is energy being used? Production, Processing, Transport, Packaging, Retail shops, Disposal, Wealth creation and who benefits from the banana production and sale.

Points to raise –

- Banana plantations require land.
- Plantations, harvesting and processing employ people. Major source of income for the **West Indies** economy.
- Energy is required to harvest the bananas.
- The products are then packaged for transport.
- **Approximately 4,000 miles from WI to UK by boat.**
- More energy is then used in transporting bananas (by road) to their point of sale.
- We may drive to the supermarket to buy the bananas.
- We create waste (from empty packaging and labels) which has to be collected from our homes for disposal.

15 mins Activity 3 – What's in your shopping cart?

Items are placed on tables (a selection of local and imported goods). Students travel around the room to complete their chart and mark on the map which country they are from.

Discussion questions:

Which foods travelled the furthest? Which foods were local? Why might this be? What do you think transporting foods a long way does to the price of foods? What other effects might there be? Why might one form of transport be chosen over others?

20 – 30 mins Activity 4 - Problem solving – What's your choice?

Source: http://www.climatechoices.org.uk/docs/food_choices.pdf

Students read over the cards of each food choice, passed around the room, students work individually. (Cards can be read out depending on time and ability.)

Each student fills in the worksheet making their own choice and why.

Students then form groups with others who made the same choice and prepare a short presentation on their choice.

Conduct a secret ballot of class choice.

5 mins Individual Research

- Visit your local pantry and conduct a survey of where good your food comes from.
- Provide more worksheets to take home.

Your Mission:

- Who can find the item with the most food miles? (Remember you can add up ingredients of one processed item to get a HUGE amount.)

Reminders what to bring:

1. Permission notes
2. Location
3. Full uniform
4. Lunch and snack
5. Start 9am FINISH 3:30PM
6. Completed Homework
7. Smile