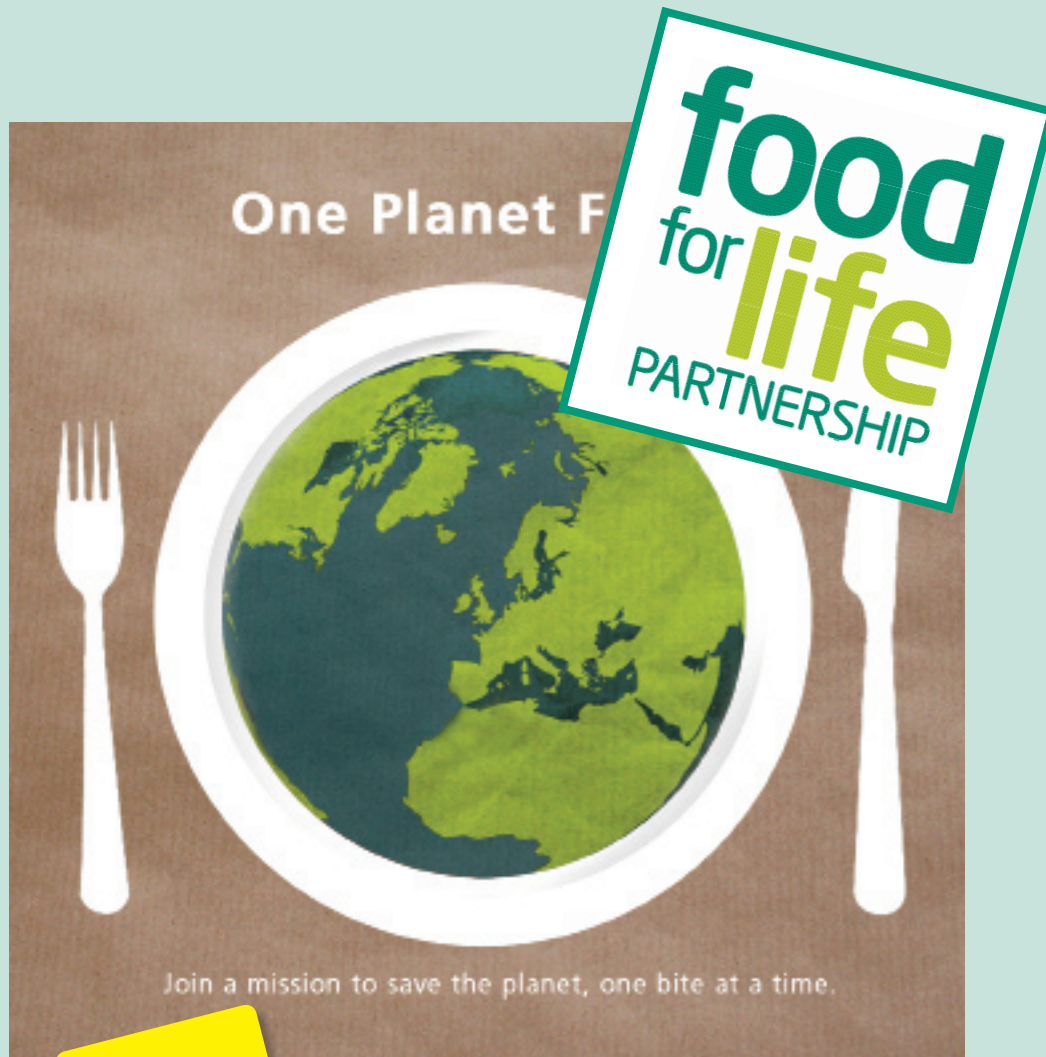


# One Planet Food

Teacher's activity pack



LOTTERY FUNDED



Soil Association



Campaign

HEALTH  
EDUCATION  
TRUST

garden  
organic

## About *One Planet Food*

What is the real cost of cheap food? If everyone in the world ate and lived as we do, we'd need the resources of three planets not one.

In our award-winning film *One Planet Food*, three young secret agents are on a mission to discover the true impact of food and farming on the environment and investigate where food actually comes from.

### Overview

*One Planet Food* is a 20-minute film for 9-13 year olds. The aim of the film is to motivate young people to choose planet friendly food by highlighting a variety of food production systems currently used around the world.

#### The film aims to:

- Demonstrate how food and farming are major contributors to climate change
- Empower young people to engage in important issues that affect our planet
- Encourage consumption of local, seasonal and organic food

The film addresses big issues like animal welfare, food miles, pesticide use and climate change - and uses humour to show the inefficiencies in our current food production system. Fun animations called 'Monster Facts' appear throughout the film to bring key facts and figures to life.

We advise teachers to watch the film in chapters and use our suggested corresponding activities. It also means as a teacher, you can stretch the learning and activities out over several lessons.

#### The DVD chapters are as follows:

- Secret agent brief
- Agents on a Mission
- Reporting back
- Monster Facts

### About the Food for Life Partnership

The Soil Association led Food for Life Partnership helps schools and communities to transform their food culture, by serving fresh, local and organic meals and using practical food education like cooking, growing and farm visits to make young people understand where food comes from.

The views expressed in the *One Planet Food* film reflect those of the Soil Association, the UK's leading environmental charity promoting sustainable organic farming and championing human health. The film is not trying to explain all the principles of organic farming, but simply to introduce ideas that will help young people to understand it and challenge their own existing ideas. Major changes to our current methods of food production are incredibly important and the Food for Life Partnership provides a way to start addressing these issues within the community.

[Visit the Food for Life website](#) ↗





## About *One Planet Food* (continued)

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### Key learning outcomes:

- **To clearly highlight the fact that food and farming are major contributors to climate change**

Many schools teach young people about climate change, for example, by encouraging energy saving, recycling or sustainable forms of transport. However, the connection between food and the environment is less frequently used as a focus for activity. Many people don't realise that 31% of our personal impact on the climate is due to food and farming. The simple concept of the One Planet vs Three Planet living provides a clear framework for your students.
- **To empower young people to engage in important issues affecting the future of the planet**

We know that pupils reaching the end of primary school and moving into secondary education often care passionately about the state of the planet, but sometimes feel overwhelmed by the scale of the problem. They can't make many of the major decisions facing their parents, e.g. whether to fly or take the train, installing solar panels or double glazing, but they are of course independent consumers of food, making choices many times a day. The film provides a platform for research and debate. Your students will have an opportunity to challenge their own ideas about how they live and how their choices affect the planet.
- **To encourage consumption of local, seasonal and organic food**

The film supports the work of the Food for Life Partnership, which aims to improve access to local, seasonal and organic food in schools and communities. By motivating young people to choose planet friendly food as a result of watching the film, we are also helping them to have a healthy diet without needing to actually articulate well rehearsed healthy eating messages in this film.



**“ A refreshingly structured approach, delivering an **authentic voice**. Connecting well with the target audience, the film raised **big issues**, greeting young people with the intelligence they deserve. ”**

– Judges comment from the Clarion Awards where One Planet Food won ‘Best Video’ in 2008.

Our film also won the ‘Best Green Audiovisual (Under 50K)’ at the Green Awards in 2008.

# One Planet Food

## Classroom activity guide



### Creating a debate about Food and Farming

ACTIVITY 1

This is an interactive way of challenging the messages contained in One Planet Food in your classroom.

Use images of modern farming to discuss and compare ideas.

### Using Monster Facts

ACTIVITY 2

This simple activity makes dry facts and figures from the film more memorable and you can encourage your students to be creative and design some of their own displays.



Watch the *One Planet Food* film, then choose an activity. . .

### Planning you own missions

ACTIVITY 3

You may wish to tie in your own home grown missions with activities going on in your school and community.

Use our suggestions to link the film to activities your students can do in the classroom, canteen and at home.

## One Planet Food: classroom activity

### Creating a debate on modern farming



#### Activity summary

**Setup time:** 15 mins

**Materials:** Pictures, paper, markers

**Activity time:** 1 hour

**DVD chapter:** All

**Outcomes:** To clearly highlight the fact that food and farming are major contributors to climate change

**Curriculum links:** Science, Geography, PSHE



#### Setup notes:

Download and print out 6 farming pictures in colour on A4 paper from the FACE website's resources section on '[Why Farming Matters](#)'. Then attach each photo onto a blank A1 sheet of paper, leaving room for your students to write on.

#### Activity directions:

Ask your pupils to close their eyes and imagine being on a farm. What words and pictures come to mind? Discuss with pupils what they know about farming. Do they think that being a farmer would be a fun and interesting job? Write some of their ideas up on a board.

Then split the class into 6 groups and give each one of the farming pictures you printed out. The group must look at their picture and write questions and comments on the sheet. After they have had time to do this, ask each group to pass their picture on, and then try to answer the questions on the new sheet they have been given. Pupils should enjoy answering each others' questions and writing questions of their own.

As a whole class, discuss the comments and questions that have been recorded on the six sheets. Have they found out anything new? What surprised them? Do they think that farming affects the environment? How?

#### Useful links for further investigation:

- [Soil Association](#)
- [Compassion in World Farming](#)
- [Farming And Countryside Education](#)
- [RSPCA - Farm animals](#)
- [RSPCA - Freedom Food](#)
- [Think Food and Farming](#)

## One Planet Food: classroom activity

### Using Monster Facts



#### Activity summary

**Setup time:** 15 mins

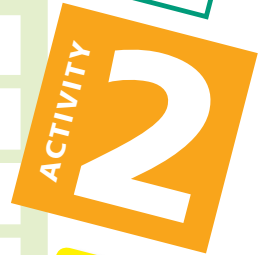
**Cost:** FREE

**Activity time:** 1 hour

**DVD chapter:** Monster Facts

**Outcomes:** To empower young people to engage in important issues affecting the future of the planet

**Curriculum links:** Design & Technology, Media Studies, IT



#### Setup notes:

Insert the DVD and select from the Monster Facts bonus from the chapters menu. Watch the Monster Facts and familiarise yourself with them. They are short animations that make dry facts and figures from the film more memorable.

#### Activity directions:

Show the **Monster Facts** in your classroom. Ask your pupils to expand each fact by producing their own monster visuals to accompany additional stand alone facts. These could be used for display or discussion. Encourage your students to be creative.

#### Here are the Monster Facts:

- Nearly 1/3 of our personal impact on the climate comes from the way our food is grown, processed and transported.
- For every 10 peices of fruit we eat, 9 have been grown in other countries and been brought in by road, ship or plane.
- If you add together the distance travelled by all the ingredients in Josephine's supermarket pizza, it comes to 24,598 food miles. That's once around the world!
- Josephine bought the ingredients for her pizza from 50 miles from her home. All the vegetables came from one nearby farm and when all the other ingredients were added together, the total was only 322 food miles.
- By keeping small number of pigs outdoors and moving them from field to field, organic farmers use the animal's poo to improve the soil and help grow crops. When pigs are kept in sheds on intensive farms, their poo ends up stored as slurry in huge tanks. When this is spread on the land, this uses loads of fuel.
- On averagae, organic farms have twice as many insects, birds and flowers as non-organic farms. Many of the insects on organic farms help to control pests that eat farmers crops, meaning organic farmers use less chemicals like pesticides.

## One Planet Food: classroom activity

### Planning your own missions



#### Activity summary

**Setup time:** 15 - 30 mins

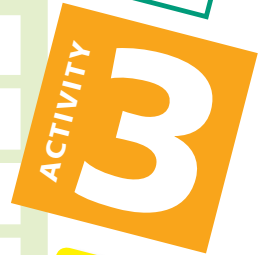
**Cost:** Varies

**Activity time:** Varies

**DVD chapter:** All

**Outcomes:** To encourage consumption of local, seasonal and organic food and help your students think about key issues.

**Curriculum links:** All



#### Setup notes:

Read through this activity sheet for ideas on how your pupils can plan their own missions after watching the One Planet Food film.

#### Activity directions:

Select one or more of the following ideas and plan some lessons around them.

#### Ideas for activities to do at school...

- Investigate a school meal: Undertake food mapping in class and use the activity to help increase your school meal uptake.
- Make a food miles checkpoint: Investigate where the food in your students lunchboxes comes from and calculate the food miles.
- Monitor packaging & recycling in the canteen: Collect wasted packaging from lunchboxes brought into school and weigh it. Then check the weight of the cardboard and foil recycled in the school canteen.
- Grow a pizza: Use garden space outside or pots to grow oregano, tomato, parsley, basil. If growing outside, dig a circular plot - like a pizza!
- Then & now: Investigate current farming practices and look at how they were in the past. Great opportunity to invite senior citizens into the classroom.
- Design and technology: Design and make environmentally sound, bio degradable low impact food packaging.
- Recipe of the month: Ask each student to select one fruit or vegetable that is in season and then look up a recipe online that uses it.
- Take a look at production: See how an item is made and sold, then explore whether or not farmers get a fair return for their efforts.



## Planning your own missions (continued)

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- Review your school menu: Could the food used in your school meals be grown in the school garden?
- Research farmers markets in the area: Where and when are they? What is being sold?
- Test your tastebuds: Grow different varieties of tomato and taste test for your class favourite.
- Audit own fridge/kitchen cupboards: Trace origins of food - divide class into food groups to make this manageable.
- Smell something fishy?: Learn about which 'Fish to eat' and which 'fish to avoid' - go to [www.fishonline.com](http://www.fishonline.com). Visit a supermarket or fishmonger and ask questions such as 'Is the fish line caught?'

### Ideas for at home...

- Local lunchbox: Create a lunchbox with local food.
- Help Mum unpack the shopping: Write notes about where each food item comes from. Are the food items from where you expected? How much is actually produced in the UK?
- Field Challenge for rural schools: Find out what is grown in the fields on your route home or around your home.
- Shop Challenge for city schools: Find out what food outlets are on your route home or nearby.
- Community audit: What local and organic food is available in your community? What is growing in local gardens and allotments?

### For other activities from like-minded organisations...

- [WWF - One Planet Living](#)
- [Fair-trade Foundation](#)
- [Oxfam](#)
- [Centre for Alternative Technology](#)
- [Sustain](#)
- [Slow Food Movement](#)
- [Send a Cow](#)
- [RSPCA](#)
- [Sustainable Food - ESD Yorkshire](#)