

# Food Works

Primary Schools Program

*Feeding Bellies, Not Bins*

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# Introduction

## Background

Food Works for schools is a six week project exploring topics around wellbeing, citizenship and empowerment through working with food. It is designed to be delivered across 6 weekly half day sessions to KS2 pupils. Food Works consists of 3 key components that ideally are used in conjunction:

1. Weekly delivery of surplus food
2. Market stall run by pupils with the delivered food
3. Set of 6 lessons exploring a variety of topics around the market stall

The programme will comprise a mixture of practical and academic lessons, supported by presentation materials and worksheets. Teachers should be able to teach directly from the slides, with a minimum of preparation.

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## Further information

For more information about The Real Junk Food Project Sheffield:

**Website:** <https://realjunkfoodsheffield.com>

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# Overview

## Curriculum coverage

All sessions in the programme are organised around a series of core concepts that will be explored over the course of the 6 week project:

1. Introduction
2. Origins of food
3. Sustainability & the Environment
4. Nutrition & Wellbeing
5. Fairness
6. Enterprise

Each of the sessions will be structured around a half day delivery. Many of the topics covered have direct and strong links to the curriculum, in particular:

- Design & Technology: Cooking & Nutrition
- Science: Plants, Animals
- PSHE: Health & Wellbeing, Being a responsible citizen

To more comprehensively deliver the related curriculum it can be worth extending sessions to cover 1 or several days. The Food Works sessions will only touch relatively lightly on each topic, although many sessions will also include ideas for expansion.

## How to use the resources

The market stall is suitable to be run by a group of 4-8 pupils. One way to use these resources is to deliver them to your market stall group over the course of 6 weeks, rotating the pupils on the group after each 6 week period.

If there is a preference for a more plenary delivery of these materials then we recommend running sessions 1-5 with the whole class, but leaving session 6 as an activity that each market stall group engages with separately after they have run the stall a few times.

Each session pack includes a presentation. Further guidance on using each presentation can be found in the presentation notes with each slide. Where relevant sessions will also include other materials such as worksheets.

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# 1: Introduction

Primarily an introductory/practical lesson. The session is teacher lead, working with pupils in small groups (3-6). The session will benefit from a collaborative layout of the classrooms.

**Key concepts :** The importance of food, and food waste  
Personal empowerment and activism.

**Resources:** Presentation: Food Works 1 - Introduction  
Worksheet 1.1 - What a waste  
Selection of produce, ideally washed to allow for tasting

## Learning Objectives

1. To work as a group identifying and describing food through sensory engagement
2. To identify the causes of food waste
3. To create a strategy to reduce food waste

## Curriculum coverage

### Non-statutory

- (PSHE) That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment

## Further Information

The main aim of this introduction is to empower the project group to taking action. The sensory engagement and exploration is meant to break down any barriers and inhibitions pupils may have in relation to food. The introduction to food waste is outlining a problem that as a group and as individuals pupils might want do something about. The final part supports the group into taking action, to be confident that as individuals and collectively they can make a difference.

These aims benefit from an approach that lets the group find their own solutions. A teacher can facilitate by asking questions and providing facts and information, but to let the group find the answers and solutions to their questions, and plot their own route to making a difference in the way that suits them.

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## 2: Origins of food

This session will explore where our food comes from. It will look at the process of growing food, but also at the scale of the global food systems and the challenges that poses. This session can be done in collaborative groups, but is also suitable for children to work individually with the worksheets.

**Key concepts:** Growing food, food transportation/logistics, food miles, seasonality

**Resources:** Presentation: Food Works 2 - Origins

Worksheet 2.1: Parts of a plant

Worksheet 2.2: Seasonality

World map

Packaged food (can be from the intercept, but it can also be interesting to let the children bring empty and clean packs in from home.

### Learning Objectives

1. To understand how food is grown
2. To understand the concept of seasonality
3. To understand the concept of food miles

### Curriculum coverage

#### Statutory

- **(Science, Y3)** identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
- **(Science)** describe the life process of reproduction in some plants and animals
- **(Cooking & Nutrition KS2):** Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.

#### Non-statutory

- **(Science, Y4):** Pupils should use the local environment throughout the year to raise and answer questions that help them to identify and study plants and animals in their habitat. They should identify how the habitat changes throughout the year.
- **(Science, Y5):** Pupils should study and raise questions about their local environment throughout the year. They should observe life-cycle changes in a

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variety of living things, for example, plants in the vegetable garden or flower border, and animals in the local environment.

## Further ideas

- This session takes vegetable produce as an example to study origins and the journey of food. A similar exercise can be done around animal products.
- The food miles exercise can also be expanded to map all the ingredients from a recipe, for instance a pizza.
- The concept of seasonality can be further explored by groups making a display of a season or seasonal festivity

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# 3: Sustainability & Environment

**Key concepts:** Sustainability, responsibility, community, environment, seasonality, energy, Pollution, water, over-production, over-farming, destruction of natural habitats

**Resources:** Presentation: Food Works 3 - Sustainability & The Environment  
Worksheet 3.1 - The sustainability game (print double sided)

## Learning Objectives

1. To demonstrate understanding of the concept of sustainability
2. To identify the various ways in which the food industry impacts the environment
3. Effectively show various methods for making food production sustainable.

## Curriculum Coverage

### Statutory requirements

- **(Science Y4):** Pupils should be taught to [...] recognise that environments can change and that this can sometimes pose dangers to living things

### Non-statutory guidance

- **(Science Y4):** Pupils should explore examples of human impact (both positive and negative) on environments, for example, the positive effects of nature reserves, ecologically planned parks, or garden ponds, and the negative effects of population and development, litter or deforestation.

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## 4: Health & Nutrition

This session will explore how to stay healthy, and in particular how diet and nutrition relates to health. This session can be delivered in the classroom focussing on the theoretic content. The second section however is also an excellent opportunity to introduce some more practical work by looking at food preparation or cooking, in particular if you are working with a smaller group.

<b>Key concepts:</b>	Nutrition, malnutrition, diet
<b>Equipment:</b>	Recipes or packaged food (ask the class to bring their own)  Presentation  1x worksheet comprising 2 sections

### Learning Objectives

1. To understand the relation between diet, health and wellbeing
2. To be familiar with the eatwell guide and understand the importance of balance in diet
3. To be able to apply the principles of healthy eating to the creation of a meal or recipe

### Curriculum coverage

#### Statutory

- **(Science, Y3)** Identify that animals, including humans, need the right types and amounts of nutrition.
- **(Science, Y6)** Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- **(Cooking & Nutrition KS2)** Understand and apply the principles of a healthy and varied diet
- **(Cooking & Nutrition KS2)** Cook a variety of predominantly savoury dishes using a range of cooking techniques

#### Non-statutory

- **(Science, Y6)** Pupils should learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body.
- **(PSHE)** What is meant by a healthy lifestyle
- **(PSHE)** How to make informed choices about health and wellbeing

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- (PSHE) To identify different influences on health and wellbeing

## Further ideas

Nutrition is a big topic, and there is much more to cover than will fit in a single session. Ideas for complementary activities include:

- The different ingredients in food can be explored further by examining food packaging, and trying to make the different ingredients listed there onto the types of nutrients and ingredients discussed in the session
- Explore different recipes from around the world (make a recipe booklet)
- Prepare and cook a few basic savoury dishes using your delivery
- Keep a diary of what is eaten for a period (i.e. week) and evaluate on how healthy and balanced it has been.

More information about the eatwell guide can be found on

<https://www.gov.uk/government/publications/the-eatwell-guide>

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## 5: Fairness

This lesson explores a variety of issues and views around fairness. It primarily links to the PSHE curriculum.

**Key concepts:** Fairness, respect, poverty, kindness

**Equipment:** Presentation

### Learning Objectives

1. To explore differences in wealth and other circumstances in the world
2. To experience different points of view and use this understanding as a basis for respect
3. To understand Pay As You Feel as a way to respectfully work together regardless of wealth or other circumstances

### Curriculum coverage

#### PSHE (Non-statutory)

- Respect for self and others and the importance of responsible behaviours and actions
- To respect diversity and equality and how to be a productive member of a diverse community
- To reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences
- That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment
- The part that money plays in people's lives

### Further ideas

This session is designed to introduce children to the idea of value: the value of food, people, and the notion of fairness. Children will study how businesses play a big role in how the food industry functions, and discuss how individuals and communities could tackle some of the issues we've dealt with across the 6 weeks. The session will then draw together the children's learning from the programme, with the end result being the production of advertisements for their own business (the Fuel for School stall).

**Key Concepts:** Fairness, fairtrade, labour & wages, value of food, reducing food waste & tackling hunger

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**Equipment:** Slideshow

1x worksheet (gingerbread man-style outline - What "fairness" means to me)

Plain A3 paper and colouring pencils/pens

## Learning Objectives

- To demonstrate understanding of the concepts of fairness and value
- To work in groups to discuss what the
- To create targeted adverts for the Fuel for School stall

## Curriculum Coverage

### Design & Technology:

- Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. **Primary National Curriculum, pp 180**

### Non-statutory

- **(PSHE)** That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment
- **(PSHE)** The part that money plays in people's lives
- **(PSHE)** A basic understanding of enterprise

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## 6: Enterprise

This session focusses on the idea of enterprise. The focus is not so much on just the economics of business, but on the idea of making your own ideas happen, and seeing how they impact the world around you. It is about empowering pupils. Children will study how businesses play a big role in how the food industry functions, and discuss how individuals and communities could tackle some of the issues we've dealt with across the 6 weeks. The session will then draw together the children's learning from the programme, with the end result being the production of advertisements for their own business (the Fuel for School stall).

**Key Concepts:** Enterprise, Impact, Marketing, fairtrade, labour & wages,

**Equipment:**

### Learning Objectives

- To understand the meaning of enterprise
- To understand the idea of impact, and evaluate their own impact
- To create targeted adverts for the Fuel for School stall

### Curriculum Coverage

#### Statutory

- **(Design & Technology):** Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens.

#### Non-statutory

- **(PSHE)** That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment
- **(PSHE)** The part that money plays in people's lives
- **(PSHE)** A basic understanding of enterprise

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