



One Planet Local | Motivating



Food bingo



ONE PLANET
CHALLENGE

15
mins

Brownies,
Guides &
Senior section

Aim

To get the girls thinking about their attitudes to food in a 'fun' way.

Equipment

A photocopy of the *Food bingo* resource sheet per person;
pens or pencils.

What to do

1) Give everyone a copy of the *Food bingo* resource sheet and ask them to move around the room finding different people for each statement. They have to write the names against the statements. The first person to fill in all the boxes shouts 'Bingo!'

2) When the first person has filled in all the squares, ask everyone to sit down.

Ask for someone who said they love cooking to explain why.

Ask for someone who said they hate vegetables to explain why.

...and so on, until you have gone through all the statements.

Ask supplementary questions if you think they would help to clarify the girls' explanations e.g. Is it the taste or the texture (the feel in your mouth) that you don't like? Do you like them better raw?



One Planet Local
Food bingo

**Resource
sheet**

**ONE PLANET
CHALLENGE**

**Look at the different statements below.
Find someone who:**

Activity	Name
Loves cooking	
Hates vegetables	
Likes fruit	
Can remember what they had for dinner yesterday	
Sometimes eats organic	
Parents mostly decide what they eat	
Chooses what they eat themselves	
Knows where the fruit they eat comes from	
Has picked food in the countryside or a garden	
Has eaten food from a local farm shop or farmers' market	

- 1) Find a person for each statement
- 2) Write their name in the box
- 3) The first person to fill in all the boxes shouts 'Bingo!'



One Planet Local | Motivating



Taste the difference



20
mins

www.girlguiding.org.uk

Brownies,
Guides &
Senior section

Aim

To allow the girls to compare different types of food - organic/non-organic, local, Fairtrade, intensively produced/processed, etc.

Equipment

A selection of foods that are local, organic, imported, grown using pesticides and fertilisers or Fairtrade - for example honey, cheese, apples, bananas or chocolate. An opportunity to find local and seasonal produce.

What to do

- 1) Take in a collection of produce that is a mixture of local, organic, imported, grown using pesticides and fertilisers. Prepare the foods and place them on different coloured plates around the room. Keep a note of which item is on which plate.
- 2) Ask the girls to go around the room tasting the different foods.
Remember to make sure they do not have any allergies first!
They should record their likes, dislikes and preferences.
- 3) Afterwards, share the experiences as a group. What types of food did they like best and why - was it the taste, texture, colour or shape? Capture the findings of the group.
- 4) Does it matter to them whether the food item comes from the UK or abroad, or whether it's organic or grown 'intensively' using pesticides and fertilisers?
Take a vote.
- 5) Discuss with the girls how we can tell where different foods come from i.e. look at labels, go to farmers markets, ask before you buy, etc.



One Planet Local | Motivating



Down on the farm



10
mins

Rainbows
& Brownies

Aim

To explore different aspects - good and bad - of a farming scene.

Equipment

Copies of the *Down on the farm* resource sheet for groups of four or five.

What to do

Display the *Down on the farm* resource sheet. Split the unit into groups of four or five and ask them to look at their copy of the resource sheet and list all the things they can see in each image.

Invite them to share their observations with the whole group and make one big list. Which aspects do they think are positive, which negative, and why?



One Planet Local



Down on the farm

Resource sheet

ONE PLANET CHALLENGE



Illustration by Nick Beringer



Be wise, take part!



One Planet Local | Making the links



Images of farming



20
mins

Guides &
Senior section

Aim

To gain a greater understanding of sustainable and unsustainable farming.

Equipment

Two big sheets of paper placed at different ends of the room - one with 'sustainable farming' as a heading, one with 'unsustainable farming' as a heading; *Images of farming* resource sheet, lots of felt pens and marker pens.

What to do

- 1) Divide the group into two, one team for sustainable farming and one for unsustainable farming.
- 2) Read out each of the statements about food. After each one, the girls have to decide whether they think the statement relates to sustainable or unsustainable farming. Once they have reached agreement, one member from the relevant team collects the card, then illustrates the statement on their sheet of paper.
- 3) Each girl gets to have a go, collect a card and draw the contents on the team picture. You may wish to give a maximum time for each card to be interpreted or to allow the girls to keep working as the next card is read out.
- 4) At the end, the two groups should have filled their paper with a picture of what sustainable farming and unsustainable farming might look like.
- 5) Ask the girls to think about the differences and how we could support sustainable farming locally.
- 6) Display both the posters, with the cards attached to the outside edge, to explain the pictures.



One Planet Local



Images of farming

Resource sheet

ONE PLANET CHALLENGE

Unsustainable farming

Large farm units, with giant fields, no hedges or trees, etc

Highly mechanised - lots of machines

No benefit to local rural communities

High capital costs

Monoculture (single crop)

Intensive animal rearing (battery chickens and barn chickens)

Sustainable farming

Small, family-sized farm units with smaller fields and hedgerows, trees, ponds, etc

Labour intensive - lots of people

Benefits to local rural communities with good services, local shops, schools, transport links etc

Low capital costs

Several crops grown in rotation

Humane animal rearing (organic, free range chickens, pigs, cows)

✂ Cut along the dotted lines.



One Planet Local



Images of farming cont.

Resource sheet

ONE PLANET CHALLENGE

Unsustainable farming

Uses artificial fertilisers to increase soil fertility

Soil prone to erosion

Uses artificial chemicals to control weeds and pests

Produce travels long distances for sale

Biodiversity (variety of life) reduced

Sustainable farming

Uses compost and other organic matter to improve soil fertility

Soil less prone to erosion

Uses mulches and weeding to control weeds and natural methods to control pests

Produce sold locally

Biodiversity (variety of life) encouraged

✂ Cut along the dotted lines.



One Planet Local | Making the links



Meet the neighbours



ONE PLANET
CHALLENGE

25
mins

Brownies
& Guides

Aim

To help girls think about how different farmed landscapes might affect wildlife.

Equipment

Copies of the *Meet the neighbours* resource sheet for pairs or groups of three. Also, images of a traditional farm and an intensive farm. You could use the *Down on the farm* image or the girls' own *Images of farming* drawings, if you have done this activity.

What to do

1) Invite pairs or threes to choose an animal from the *Meet the neighbours* resource sheet - these are all creatures you might expect to see in the British countryside. They should colour in and cut out their animal, and record key information about it, for example:

- What sort of habitat does it need?
- Where does it look for its food?
- What does it eat?
- Where does it sleep?
- Where does it hide from predators?

2) Invite them to place their animal on one of the images provided, bearing in mind what their animal needs to survive.

3) The group should find that there is very little wildlife on the intensively managed farm, in comparison to the 'traditional' farming scene. What do they deduce from this? (More intensively farmed landscapes with few trees, hedgerows and ponds offer fewer places for animals to shelter, find food and nest. Intensive farming also uses lots of pesticides and artificial fertilisers which can kill small creatures and poison watercourses.) The briefing sheet will give you some background to help prompt the discussion.



One Planet Local



Meet the neighbours

Resource sheet

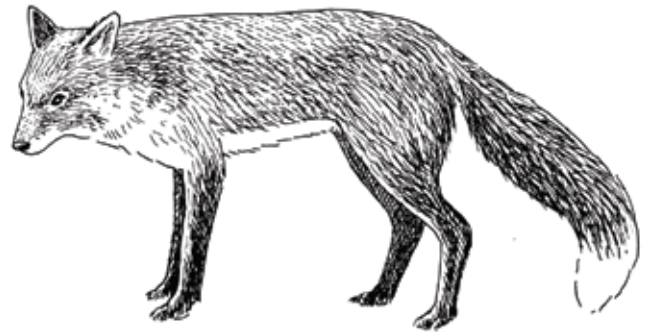
ONE PLANET CHALLENGE



Chalkhill Blue Butterfly



Bumblebee



Fox



Woodmouse



Barn Owl



Wren



Ladybird



Spider



Common Lizard

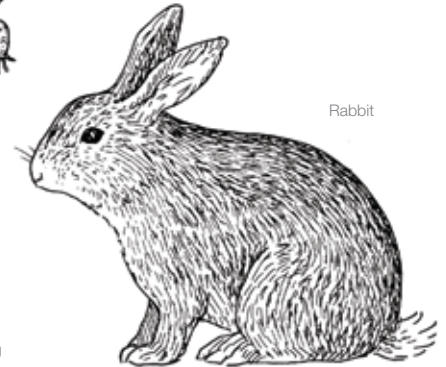


Blackbird

Badger



Hedgehog



Rabbit

Illustration by Nick Beringer



Girlguiding UK: Changing the world

Be wise, take part!



One Planet Local | Going deeper



Where does our food come from?

Run around true or false



20
mins

www.girlguiding.org.uk

Brownies,
Guides &
Senior section

Aim

To encourage thinking about food issues.

Equipment

Two big labels, one saying 'True', the other 'False', placed at different ends of the room; counters or beads - enough for each person to have a counter each time they guess correctly. A copy of the *Where does our food come from?* resource sheet.

What to do

- 1) Read out each of the statements about food from the *Where does our food come from?* resource sheet. After each one, the girls have to decide whether they think the statement is true or false and run to the appropriate end of the room.
- 2) For each statement, you can ask for a volunteer from the 'false' end to explain their choice.
- 3) Reveal whether the statement is true or false - you can read out the additional information provided with the answers if needed. Hand out a bead or counter to the girls who have guessed correctly.
- 4) At the end of the questions, find out who has the most answers correct and collected the greatest number of beads or counters.
- 5) Drawing on work you have already done in this session (e.g. the effect that intensively farmed/plantation land has on wildlife) or others (e.g. the energy used to process and transport food), make a list of what you think are some of the important considerations when choosing food.



One Planet Local



Where does our food come from?

Run around true or false

Resource sheet

ONE PLANET CHALLENGE

Statements

Strawberries grow on trees.

True or False?

False, they grow on small plants.

All our food starts with a green plant.

True, e.g. meat: animal eats grass or grains; sweets: from sugar cane or sugar beet. Challenge the girls to think of one that doesn't - they won't be able to!

The average distance food has travelled from field to plate (food miles) has doubled in the past 20 years.

True.

Half the money spent on food in the UK is spent in supermarkets.

False, it's 80% – i.e. £8 out of every £10.

Lorries from the main UK supermarket chains travel the equivalent of nearly four return trips to the moon every day.

True, according to a Friends of the Earth survey.

Half the fruit we eat in the UK is imported.

False, we import 95%, i.e. 19 out of 20 pieces of fruit.

Tropical fruit imported by plane uses 10 times more energy per kilo than home-grown apples.

False, it uses over 30 times.

In the last 30 years 60% of our apple orchards have been destroyed.

True.

Apples shipped from New Zealand travel approximately 10,000 kilometres.

False, it's 20,000.

Supermarkets reject some apples because they are too red.

True, also because they are not red enough, are too big or small, or have marks on the skin. This fruit is thrown away.

Fruit that has travelled a long way usually has wax and pesticides sprayed on the skin to stop it from wrinkling and make it look good for longer.

True, the Department of Health recommends peeling fruit to avoid eating pesticides and wax. The only other way to avoid them is by buying organic.



One Planet Local



Where does our food come from? Run around true or false

Resource sheet

ONE PLANET CHALLENGE

Statements

Locally grown, seasonal strawberries are responsible for one-three-hundredth of the amount of carbon dioxide of those flown in from North Africa.

For every £1 spent on food in supermarkets, the farmer gets 50p.

2001 research by the UK government showed that 0.7% of the food that is eaten contains pesticide residues above the maximum permitted level.

Between 1984 and 1990, 50,000km of UK hedgerows were lost.

Hedgerows are homes to birds, animals and insects that eat the pests that eat the crops. More hedgerows means less need for chemical pesticides.

Bottled water costs 1,000 times as much as tap water.

Most UK-reared hens are fed on soya which has travelled 8,000km from the USA or Brazil.

Half of all chickens for eating are reared indoors in a space equivalent to a piece of A4 paper.

The UK food chain could account for more than one-fifth of total UK greenhouse gas emissions.

Most insecticides can kill beneficial insects and arthropods as well as pest species. Some cause high mortality of invertebrates and fish if they enter watercourses.

True or False?

True, ask why this matters - you may need to explain that carbon dioxide is released when we burn fossil fuels (coal, gas or oil) and that this is the main greenhouse gases that contributes to climate change.

False, the farmer gets 10p on average.

True, some chemical pesticides stay in the human body for ever and can be passed from mother to child.

False, 121,000km were lost.

True.

True, and it comes by lorry rather than through pipes, using more energy and producing much more carbon dioxide, as well as more waste.

True.

False, it's 94%. Free range only accounts for 6%, but this is rising due to customers' concern for animal welfare.

True.

True.



One Planet Local | Going deeper



Healthy planet, Healthy me



ONE PLANET
CHALLENGE

20
mins

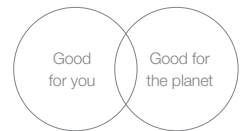
Brownies,
Guides &
Senior section

Aim

To understand how the food we eat can affect both our health and the health of the planet.

Equipment

A Venn diagram made from two labelled overlapping circles (you could use hoola hoops, string, chalk, pen and paper); the *Trump cards* resource sheet; items or pictures of food.



What to do

- 1) Place different items, descriptions or pictures of food around your meeting place.
- 2) The girls take turns to collect an item of food and place it in what they feel is the correct position on the overlapping circles - good for you, good for the planet or double good (good for you and the planet). The *Trump cards* resource sheet will offer you guidance, in case the girls ask for help.
- 3) Give each girl an acting task linked to the food item - this should be considered when they place the food in the circles:

Trump card categories:

- ✈️ **Food miles:** Show that you're flying that lettuce/carrot/bean from Australia/Africa OR show that it's an apple/cabbage/potato grown in your garden.
- 🌳 **Rainforest/wilderness clearance:** Clear the forest before you grow those bananas/grapes.
- ☢️ **Toxic pollution:** Make sure you spray lots of/don't use any chemicals on those fruits/vegetables.
- 🐟 **Bycatch:** Throw three out of every 10 fish back dead - they're either the wrong sort or too small.
- 💧 **Water waste:** Growing food in regions that are normally dry or desert, and using lots of water and energy that is diverted from local habitats.

Talking points

- What makes this food healthy/unhealthy for you/the planet?
- What can we do about this? Make a healthy diet/healthy planet shopping basket. Tell people what makes these foods so good.



One Planet Local



Trump cards

Resource sheet

ONE PLANET CHALLENGE

Lettuce



✈️ Food miles from Australia:	High
🌳 Rainforest/wilderness clearance:	None
☢️ Toxic pollution:	Medium
🗑️ Bycatch:	NA
💧 Water waste:	High

French beans



✈️ Food miles from Africa:	High
🌳 Rainforest/wilderness clearance:	Low
☢️ Toxic pollution:	Medium
🗑️ Bycatch:	None
💧 Water waste:	High

Apple (Local)



✈️ Food miles from garden:	None
🌳 Rainforest/wilderness clearance:	None
☢️ Toxic pollution:	NA
🗑️ Bycatch:	NA
💧 Water waste:	None

Apple (Imported)



✈️ Food miles from New Zealand:	High
🌳 Rainforest/wilderness clearance:	None
☢️ Toxic pollution:	High
🗑️ Bycatch:	None
💧 Water waste:	None

Potato



✈️ Food miles from Farmers' market:	Low
🌳 Rainforest/wilderness clearance:	None
☢️ Toxic pollution:	None
🗑️ Bycatch:	None
💧 Water waste:	Low

Fairtrade bananas



*Bonus points for ethical & environmental farming

✈️ Food miles:	High
🌳 Rainforest/wilderness clearance:	Low
☢️ Toxic pollution:	Low
🗑️ Bycatch:	None
💧 Water waste:	None

Carrots



✈️ Food miles from Africa:	High
🌳 Rainforest/wilderness clearance:	High
☢️ Toxic pollution:	High
🗑️ Bycatch:	None
💧 Water waste:	High

Grapes



✈️ Food miles from Africa:	High
🌳 Rainforest/wilderness clearance:	High
☢️ Toxic pollution:	High
🗑️ Bycatch:	None
💧 Water waste:	High

✂️ Cut around each card



Be wise, take part!



One Planet Local



Trump cards
cont.

Resource
sheet

ONE PLANET
CHALLENGE

Strawberries (Local)



✈️ Food miles from UK:	Low
🌳 Rainforest/wilderness clearance:	None
☢️ Toxic pollution:	Low
🗑️ Bycatch:	None
💧 Water waste:	Medium

Strawberries (Imported)



✈️ Food miles from Spain:	High
🌳 Rainforest/wilderness clearance:	Low
☢️ Toxic pollution:	Low
🗑️ Bycatch:	None
💧 Water waste:	High

Apricots



✈️ Food miles from New Zealand:	High
🌳 Rainforest/wilderness clearance:	Low
☢️ Toxic pollution:	High
🗑️ Bycatch:	None
💧 Water waste:	High

Cherries



✈️ Food miles from Chile:	High
🌳 Rainforest/wilderness clearance:	High
☢️ Toxic pollution:	High
🗑️ Bycatch:	None
💧 Water waste:	High

Cod



✈️ Food miles:	High
🌳 Rainforest/wilderness clearance:	None
☢️ Toxic pollution:	Low
🗑️ Bycatch:	High
💧 Water waste:	None

Pears



✈️ Food miles from Australia:	High
🌳 Rainforest/wilderness clearance:	None
☢️ Toxic pollution:	High
🗑️ Bycatch:	None
💧 Water waste:	Low

Lettuce



✈️ Food miles from Africa:	High
🌳 Rainforest/wilderness clearance:	Low
☢️ Toxic pollution:	High
🗑️ Bycatch:	None
💧 Water waste:	High

Farmed Salmon



✈️ Food miles:	Medium
🌳 Rainforest/wilderness clearance:	None
☢️ Toxic pollution:	Medium
🗑️ Bycatch:	Low
💧 Water waste:	None

✂️ Cut around each card



One Planet Local | Taking action



One Planet Challenges



30+ mins

Rainbows, Brownies, Guides & Seniors

In this part of the session, girls choose a number of practical activities they can do, either to share what they have learned with others, or to take practical action to address issues connected with our shopping choices.

Personal Pledge

Eat only UK grown fruit for a week.

Presents from plants

Sow cress seeds in the shape of your friend's name and give it to them. Plant herb seeds and decorate the pots. Give them as gifts to friends and family.

Seasonal foods calendar

Make and display a seasonal foods poster or calendar for your 'chef' at home.

Vege investigations

Find out how many varieties of apples and pears are for sale in your local shops. There are 2,300 apple varieties and 550 pear varieties in the UK National Fruit Collection in Kent. Ask the shopkeepers why they don't stock a greater variety. Investigate and present your findings at your meeting.

Visit the local farmers' market. Investigate what is for sale and find out how far it has travelled. Take photographs. Tell your friends and show your photos at your meeting.

Find out about any local food producers and perhaps visit any local farm shops. Design leaflets to encourage people to buy more local food. Decide what to say to persuade them.

Interview members of the Trefoil Guild or your grandparents about how food has changed since they were your age. What do they think about these changes? Learn a skill from them that you haven't tried before - for example: patchwork, making jam, pickling, reusing household items.



One Planet Local | Taking action



One Planet Challenges cont.



30+ mins

Rainbows, Brownies, Guides & Seniors

Luscious lunches

Plan a low-food-miles lunch. Find out what you can buy that has been produced locally and what is in season and then make up a delicious menu that uses mainly those foods. Prepare it for your family or friends.

Unit pledge

Wherever possible buy only local and seasonal products for your meetings, pack holidays or camps - add this to your Unit Charter. More information on Unit charters can be found in your G File.
Grow your own food (e.g. salad, tomatoes, pumpkins, strawberries) at your meeting place or at home. Have a competition to grow the biggest pumpkin, then make pumpkin pies and lanterns in October. Send your photos and success stories to the WWF *One Planet Challenge* website.

Cooking Competition

Hold a *Masterchef* competition, cooking local, organic and seasonal foods either on the campfire or your meeting place kitchen. Send your best original recipe to WWF *One Planet Challenge* website and enter the *One Planet Challenge* recipe competition.

Seasonal/ regional recipe books

Share your ideas on the WWF *One Planet Challenge* website or take part in our *Seasonal Recipe* competition - details also on the website.
Download *Seasonal Recipe competition* here ►

Celebrate!

Plan a Celebration for Apple Day on 21 October (find out more from www.commonground.org.uk/appleday). Invite family, friends or another Guiding group to join you.

Celebrate success!

Don't forget to celebrate success! There are downloadable certificates from the *One Planet Challenge* website to help you recognise effort and achievement. But why not design British wildlife stickers that can be given to girls who do something to raise awareness or take action in relation to buying local/organic/seasonal foods?