



WORKING  
TOGETHER TO  
INSPIRE AND  
EMPOWER  
PEOPLE



**TASTER RESOURCE**

# HEALTHY FOOD FOR A HEALTHY PLANET

A resource for primary  
schools to explore food that is  
healthy for people and healthy  
for the planet

**FOCUS ON CLIMATE CHANGE**

To access the full resource, visit [wwf.org.uk/plant2plate](http://wwf.org.uk/plant2plate)



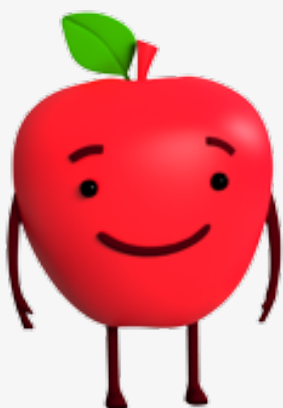


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# OVERVIEW

Children are constantly bombarded with information about the negative impact of human activity on the Earth, and particularly how we're affecting the climate. The topic of food provides a unique opportunity to introduce the issue of climate change in an accessible and engaging way, exploring actions we can all take to make a positive difference.

Today 60% of the Earth's land surface is used in agriculture and food production.



What we choose to eat and the way we grow, produce and process our food have a huge impact not only on our health but also on the health of the planet. Today 60% of the Earth's land surface is used in agriculture and food production. Food production is also responsible for about 30% of the greenhouse gases contributing to climate change. These gases are released when we use energy from fossil fuels for farm machinery, food processing, transport, storage, cooking or waste disposal. And our meat and dairy heavy Western diets also contribute to greenhouse gases through the methane

released by livestock and uses more of the world's natural resources (eg land directly grazed or used to grow feed for livestock, and water).

But it doesn't end there. When we cut down forests to create farmland, the carbon stored in trees and in the soil around them is released into the atmosphere.

The aim of this resource is to encourage 7 to 11 year olds to find out more about where our food comes from and the impact of food production on the environment, with a particular focus on climate change.

It will also help them to form and articulate their own ideas and opinions through a set of fun, creative activities and to reflect on how their own food choices can have a positive impact on the environment.

This resource has been produced as part of WWF's Green Ambassadors 'Plant2Plate' campaign, which offers a host of resources and activities to develop pupils' knowledge and skills around the topic of food and to develop an interest in cooking and growing their own food.



Check out the 'Shaping our Future - The Climate Challenge' pack for more resources on climate change. Visit [www.wwf.org.uk/shapingourfuture](http://www.wwf.org.uk/shapingourfuture)

## CURRICULUM LINKS

### England KS2

**Design and Technology** Cooking and nutrition, design, make and evaluate; **Science** Plants, animals including humans, living things and their habitats; **Geography** Locational knowledge, human and physical geography; **English** Language, comprehension and composition; **Music** Compose for a range of purposes, play and perform

### Northern Ireland KS2

**Curriculum objectives** Personal health, citizenship, education for sustainable development; **The World Around Us** Interdependence, place, change over time, movement and energy; **Personal and Mutual Understanding; Language and Literacy; The Arts** Work creatively with sound and perform with simple instruments

### Scotland Curriculum for Excellence P4-P7

**Sciences** Planet Earth - Biodiversity and interdependence, energy sources and sustainability; **Social Studies** People, place and environment; **Health and Wellbeing** Food and health; **Technologies** Food; **Languages** Literacy and English; **Expressive Arts** Music

### Wales KS2

**Geography** Locating places, environments and patterns, understanding places, environments and processes; **Design and Technology** Designing and making; **Science** Interdependence, the sustainable Earth; **Personal and Social Education** Active citizenship, health and emotional wellbeing, sustainable development and global citizenship; **English** Language and literacy; **Music** Composing and performing

ACTIVITY  
1

**The strawberry story:** A fun game to explore the different steps in the production of strawberries, from plant to plate.

ACTIVITY  
2

**Food rap:** Inspired by the WWF 'One planet Future' film, a creative writing and music activity focusing on food, climate change and the positive actions pupils can take at home and at school.

ACTIVITY  
3

**Earth friendly master chefs:** A design and technology activity to create a food recipe that is good for people and good for the planet.

ACTIVITY  
4

**Label detectives:** A creative activity for pupils to design their own label for their favourite Earth friendly food.

ACTIVITY  
5

**For the love of food:** Linking to The Climate Coalition campaign 'For the Love of', an activity to find out more about the different foods that come from plants and the impact of climate change on growing food.





# THE STRAWBERRY STORY

## OVERVIEW

Through a fun game with picture cards, pupils explore the different steps in the production of strawberries, from plant to plate. They also reflect on how different food choices can help reduce the impact of food production on the environment.

## OBJECTIVES

- Develop understanding of how food is grown and produced
- Explore actions we can take through our food choices to reduce energy use and waste

## WHAT YOU NEED

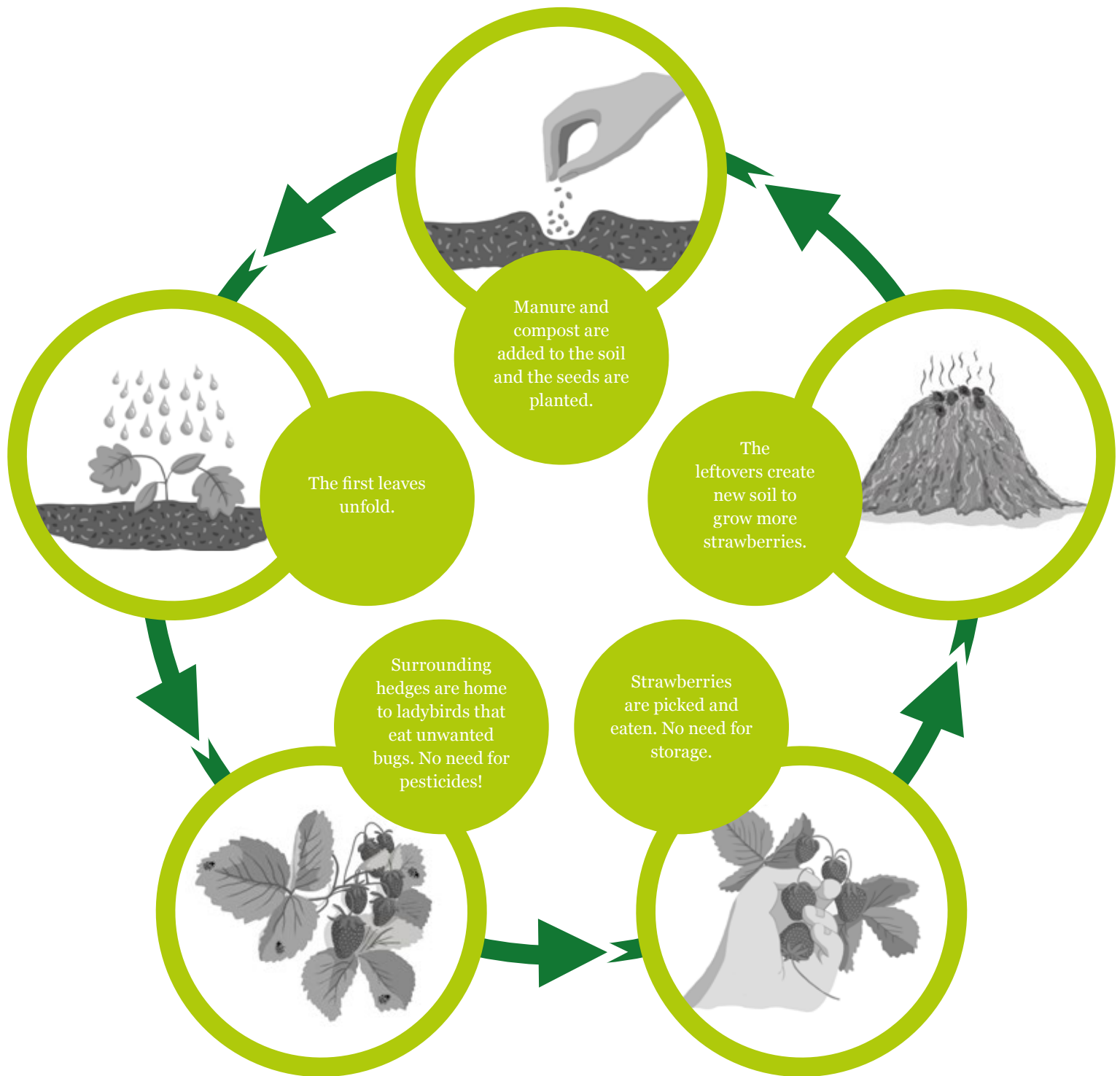
- One set of 'WWF food cards' per team
- One 'Energy' resource sheet per team
- Paper
- Scissors
- Coloured pens

## GET GOING

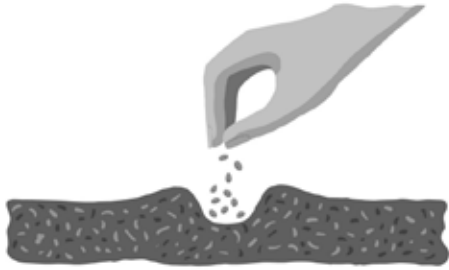
Discuss what pupils already know about where strawberries come from. In small groups, ask them to place the 'WWF food cards' showing the production of strawberries in the right order. Then give out the energy cards and ask them to highlight where they think energy is used in the process (e.g. preparing the soil, packaging, storing, transport, waste disposal). As a group, discuss what we can all do to help reduce energy use through the choices we make about food (e.g. eating food produced locally to reduce transport, eating food in season, eating less processed food, growing our own food, using reusable packaging). Each

team could then produce an alternative set of cards for strawberries grown locally in the summer and compare both processes. They could also grow their own strawberries or visit a local pick-your-own farm, followed by a strawberry feast. Look for ideas at [alpro.com/uk/recipe-inspiration](http://alpro.com/uk/recipe-inspiration).

# GROWING YOUR OWN STRAWBERRIES



# RESOURCE SHEET: FOOD CARDS



The soil is prepared and the seeds are planted.



With plenty of sunshine and plenty of water, the first leaves unfold.



The plants are sprayed with chemicals to get rid of unwanted bugs and fungi.



The strawberries are harvested by hand.



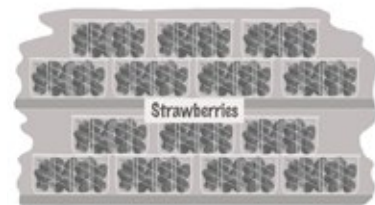
The strawberries are cleaned, sorted, packed and placed in cold storage.



The packed strawberries are taken to the airport to be flown from Spain to the UK.



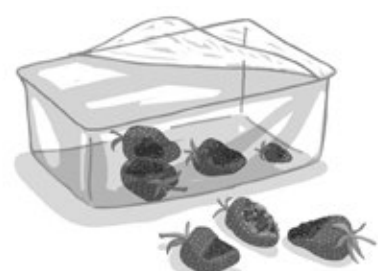
The strawberries are transported from the airport to the warehouse and from the warehouse to our local shops.



We buy strawberries from the shop and take them home.



We store our strawberries in the fridge until we are ready to eat them. Yum!



We throw away the leftovers and packaging.



## WHAT DOES WWF DO?

In December 2015 a new global climate agreement was reached and signed by 195 countries around the world, acting together to keep global temperature rise well below 2°C above pre-industrial levels. Governments have promised to help tackle global warming by limiting greenhouse gas emissions. WWF works actively with governments, businesses and policy makers across the world to make sure that tackling climate change remains a priority and to push for stronger action to reduce use of fossil fuels, move to renewable energy and protect forests.



For a future where people and nature thrive | [wwf.org.uk](http://wwf.org.uk)

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