

Fruit salad extravaganza

Time:

20 minutes

Who it's for:

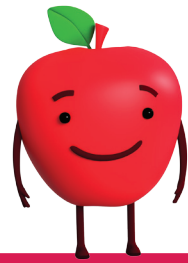
5 to 10 year olds

You'll need:

- A mix of fruits from different countries (try to include some from the UK as well as some from further afield)
- To make a note in advance of the countries that the different fruits came from

What to do:

1. Be sure to find out about any allergies in your group before carrying out this activity.
2. Lay out the different fruit which you have prepared in separate bowls on a table. Make sure to make a note of where all products were grown and create a list showing the distance from the UK which you can display at your meeting place.
3. Ask each member to create an amazing fruit salad extravaganza. They should try the different ingredients and think about a combination which they think would work especially well.
4. Ask each member to write down the ingredients for their fruit salad extravaganza.
5. Members can try each other's dishes, you could even vote on a favourite.
6. Explain that not all of the ingredients come from the UK. Give members access to a list showing where the ingredients come from. Members should calculate the food miles for their combination. Whose combination has the lowest food miles?
7. Discuss how you can avoid food miles – by eating food which is currently in season in the UK whenever possible.



Get informed

Get involved

Get sharing

The fisherman's net game

Time:

15 minutes

Who it's for:

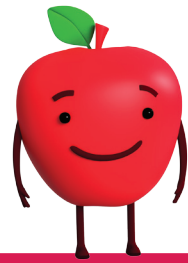
5 to 10 year olds

You'll need:

N/A

What to do:

1. Ask all of the members to line up on one side of the meeting hall.
2. Choose one or two members to be fishermen.
3. All the other members are fish who have to try and run across the hall without being caught (members are caught when they are tagged with both hands on the shoulders.)
4. Once a fish is caught they become fishermen too. Play until all the fish are caught.
5. Explain that for many species of fish this reflects reality, too many are being caught and eventually many species will become extinct if we don't eat more sustainably.
6. This game may work better outdoors depending on the size of your meeting space.
7. For older members, you might want to have a go at the 'What's the rating?' activity (see the 'Older' section) which looks at how sustainable it is to catch and eat different types of fish.

**Get informed****Get involved****Get sharing**

What season

Time:

15 minutes

Who it's for:

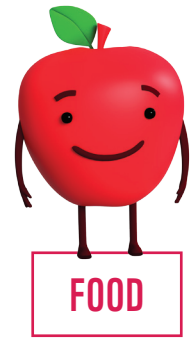
5 to 10 year olds

You'll need:

- 'Fruit and vegetable flashcards' / real fruit and vegetables
- To check out a seasonal food cookbook or online calendar such as <http://www.bbcgoodfood.com/seasonal-calendar>

What to do:

1. Show the 'Fruit and vegetable flashcards' or hold up the fruit and vegetables one at a time.
2. Ask members to identify when it is in season in the UK.
3. Discuss why it is possible to find most foods year round even if they are not in season. What effect does this have on the environment (energy expended on transporting food, heating greenhouses etc.)?
4. Using a seasonal food cookbook or online calendar, choose some seasonal foods to cook suitable for the time of year you're running the activity – plan to cook something seasonal at your next meeting.



Fruit and vegetable flashcards

Brussel sprouts



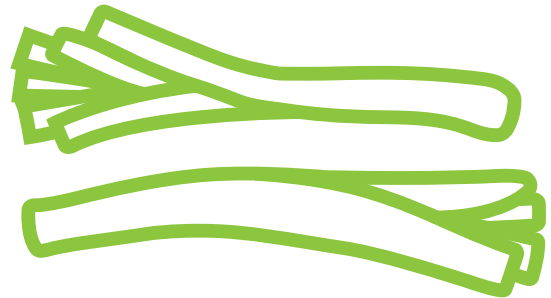
Cauliflower



Turnips



Leeks



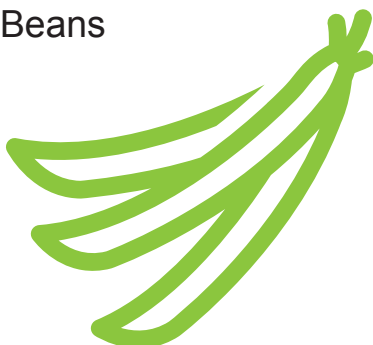
Spinach



Peas

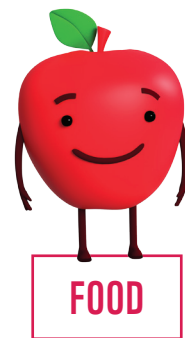


French Beans



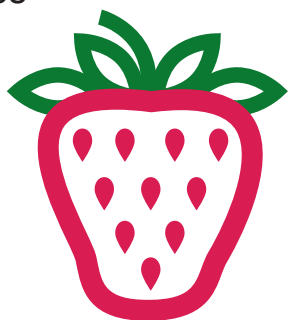
Courgettes



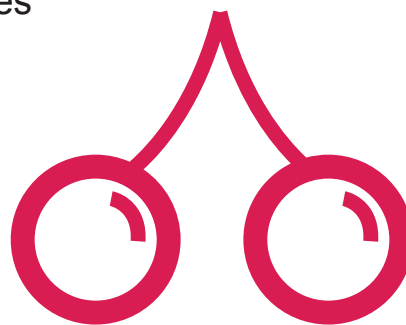


Fruit and vegetable flashcards

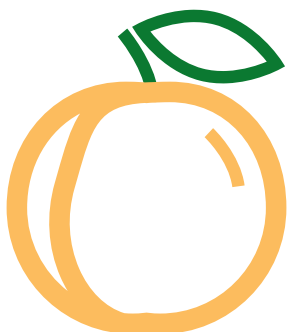
Strawberries



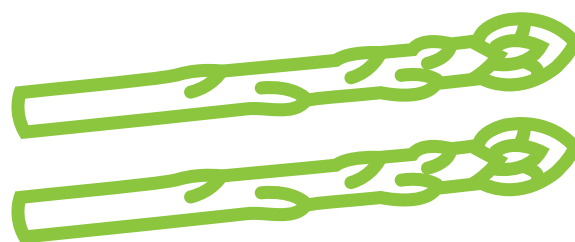
Cherries



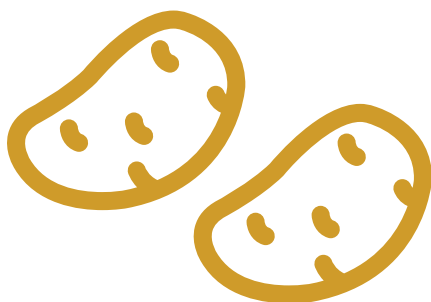
Peaches



Asparagus



New potatoes



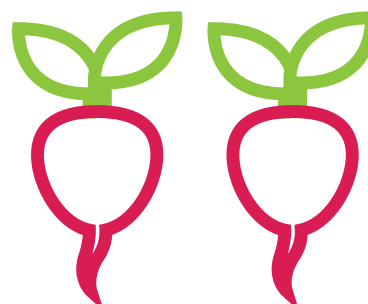
Watercress

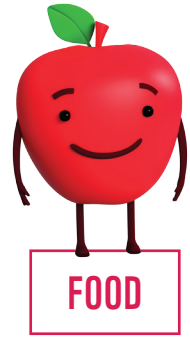


Rhubarb



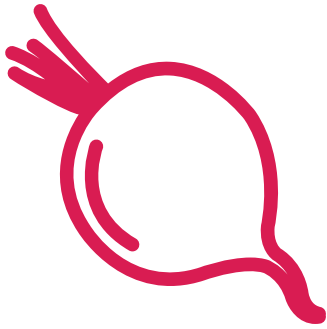
Radishes





Fruit and vegetable flashcards

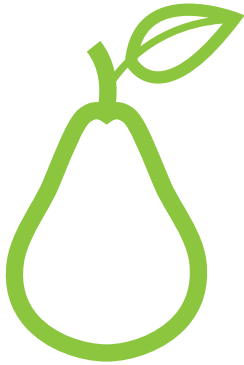
Beetroot



Apples



Pears

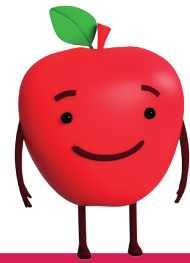


Kale



Celery



**Get informed****Get involved****Get sharing**

Food delivery stepping stones

Time:

15 minutes

Who it's for:

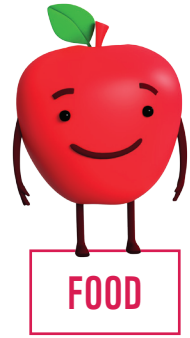
10+

You'll need:

- Set of A4 'Food delivery cards' per group
- Paper
- Coloured pens

What to do:

1. Split the group into smaller teams and give each team a copy of the 'Food delivery cards'. The cards outline the key steps of the process between food (in this case strawberries) from abroad being grown and arriving on our plates.
2. Tell each team to spread the cards out on the floor.
3. Each member of each team has to work out which order the cards go in and should try to jump between the cards (in order) without touching the floor.
4. Once all members of the team have played the game, discuss the correct order as a group, and rearrange the cards accordingly.
(Answer = I, A, L, K, C, H, J, G, E, B, F, D)
5. Highlight that growing, processing, packaging and transporting foods can use a lot of energy.
6. Discuss what we can do reduce our energy consumption through the food we eat, eg eating food that is in season, eating local food, eating less processed foods.
7. Challenge group members to produce their own set of 'Food delivery cards' but with as few steps as necessary, eg plant seeds/young plants in vegetable plot, water, remove weeds, harvest, wash, prepare and eat.

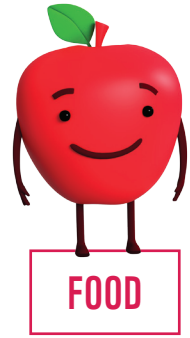


Food delivery cards

A

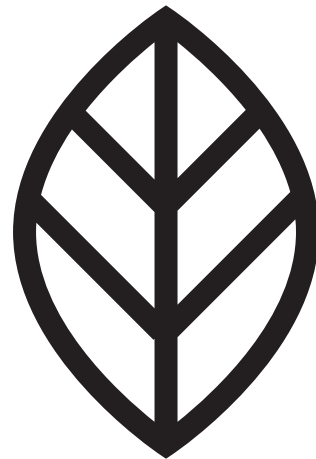
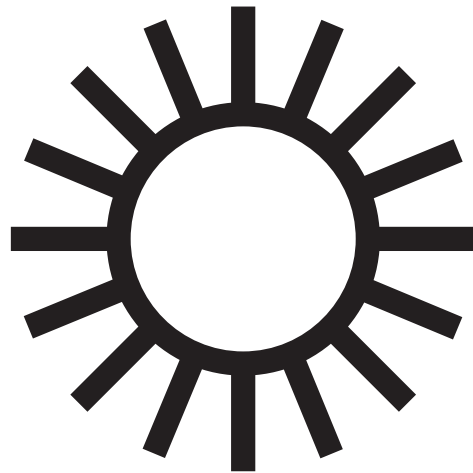
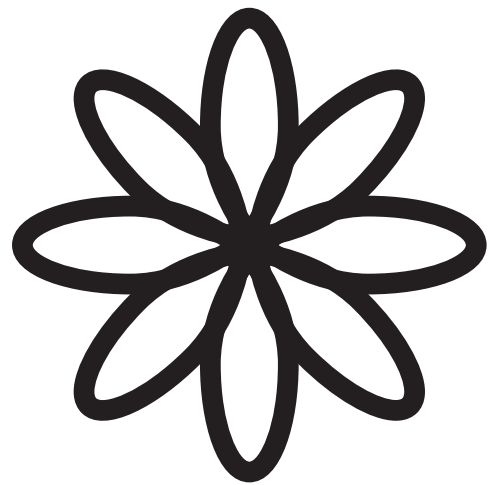


The soil is prepared and
planted with strawberry plants.

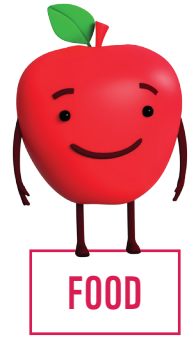


Food delivery cards

B

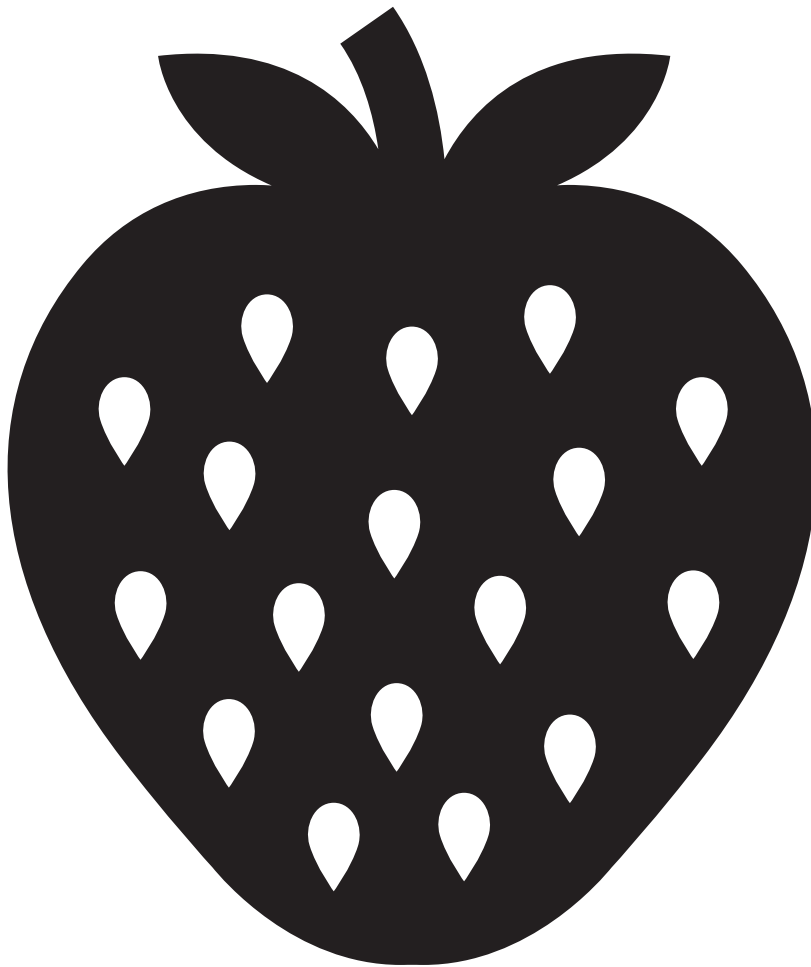


The fruit is available to buy
all year round.

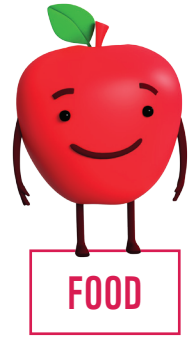


Food delivery cards

C

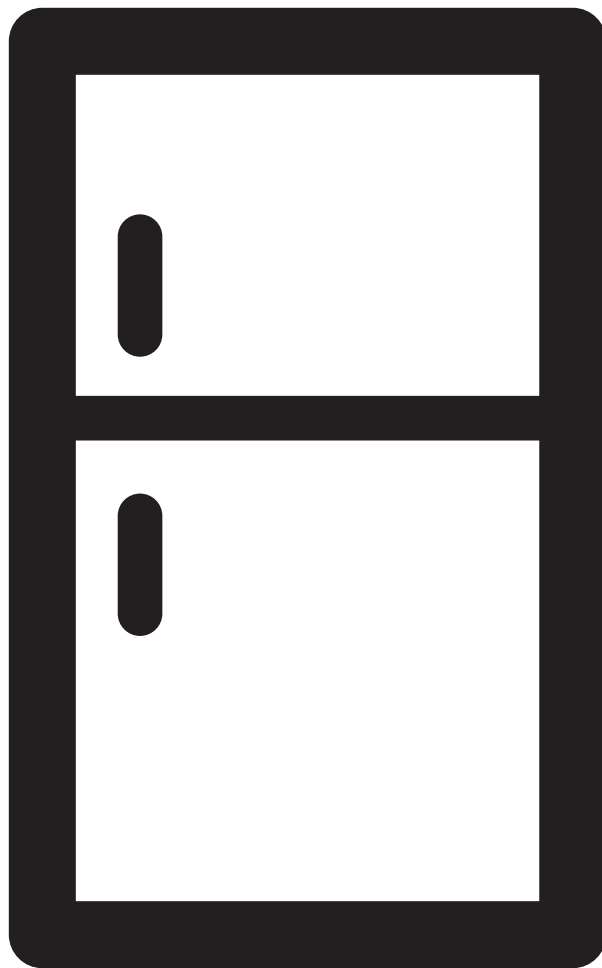


The strawberries are harvested.

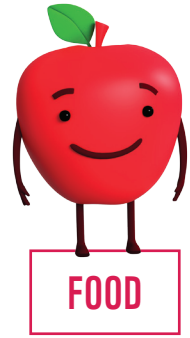


Food delivery cards

D



The fruit is kept refrigerated
before it's eaten.

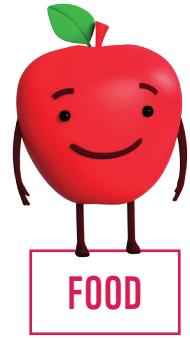


Food delivery cards

E



The fruit is transported from warehouses to shops and supermarkets.

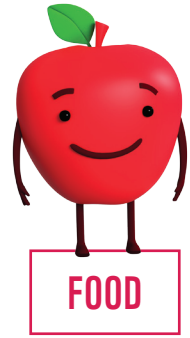


Food delivery cards

F



People buy strawberries
from the shop and return
home with them.

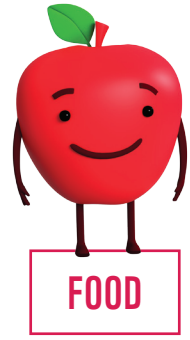


Food delivery cards

G

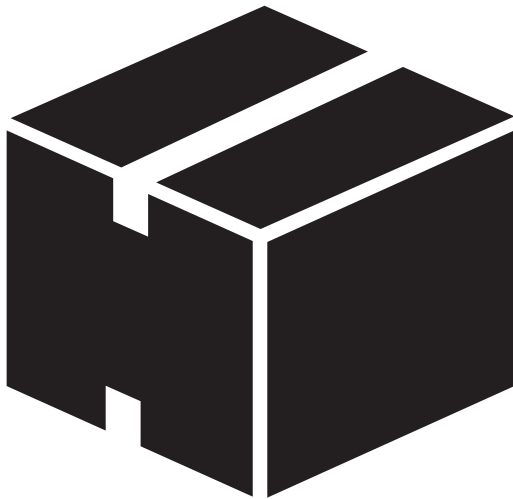


The fruit is transported from the airport to warehouses.

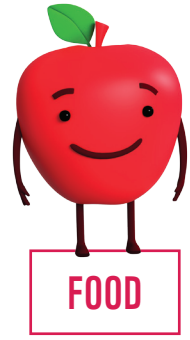


Food delivery cards

H



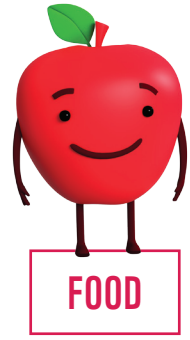
The strawberries are cleaned,
checked, sorted and packed.



Food delivery cards



The soil is treated with fertilizer.

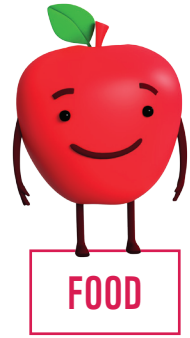


Food delivery cards

J

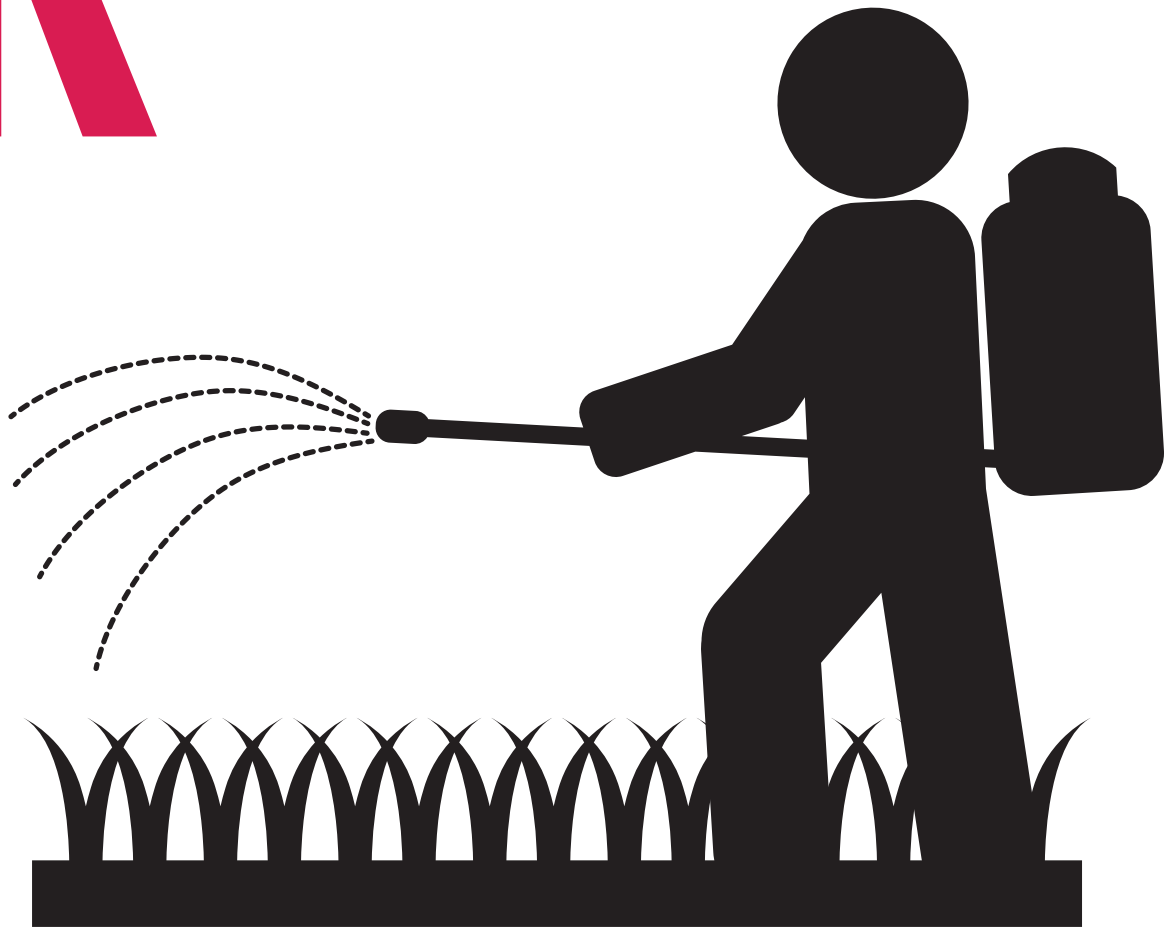


The packed strawberries are placed in refrigerated storage, taken to the airport and flown over from Spain.

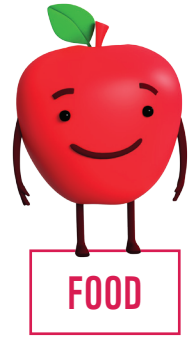


Food delivery cards

K



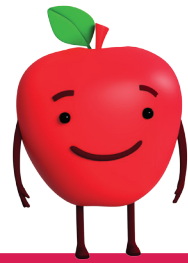
The strawberries are sprayed with insecticides to kill pests.



Food delivery cards



The plants are watered regularly to keep them alive in the hot conditions and to ensure they grow big and juicy.

**Get informed****Get involved****Get sharing**

A food miles meal

Time:

20 minutes

Who it's for:

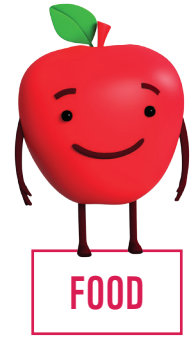
10+

You'll need:

'Food miles meal sheet'

What to do:

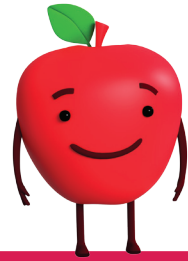
1. Split the group into pairs and hand out copies of the 'Food miles meal sheet' to each pair.
2. The sheet shows different foods and the food miles that might be attached to those items when they are not in season in the UK.
3. Ask group members to invent a menu for a meal, noting down which ingredients from the sheet they will need for each dish. Then tally up the food miles required for their menu.
4. What impacts (there may be some positives as well as negatives) do they think sourcing our food from far away has:
 - on the planet
 - on environments and wildlife in the countries where the food is grown
 - on people in countries where the food is grown
 - on energy usage/climate change?
5. Discuss how they could create a menu using fewer food miles.
6. Members could try again, this time having to stay inside a certain number of food miles.
7. You could visit a farmers market or farm shop to try local produce.



Food miles meal sheet

This sheet shows how far some of your food may have travelled if it is not currently in season in the UK.

Food	Where could it have come from?	Distance travelled
Apples	New Zealand	11,400 miles
Asparagus	Peru	6,000 miles
Avocado	The Netherlands	350 miles
Bananas	Costa Rica	5,250 miles
Butternut squash	Argentina	7,350 miles
Cherries	Chile	7,450 miles
Chillies	Mexico	5,250 miles
Cucumber	Germany	550 miles
Green beans	Kenya	4,250 miles
Lamb	New Zealand	11,400 miles
Lettuce	France	850 miles
Mange tout	Kenya	4,250 miles
Mango	Australia	9,450 miles
Oranges	Spain	1,000 miles
Peaches	Italy	1,500 miles
Peanuts	Nigeria	4,200 miles
Pomegranate	Egypt	2,600 miles
Spring onions	The Netherlands	350 miles
Sweetcorn	USA	4,250 miles
Tomatoes	Spain	1,000 miles

**Get informed****Get involved****Get sharing**

Room to grow

Time:

10 minutes

Who it's for:

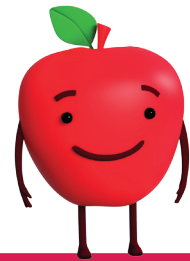
10+

You'll need:

- 1 apple
- A table knife
- To check out WWF's 'Livewell' advice in advance – http://www.wwf.org.uk/what_we_do/changing_the_way_we_live/food/livewell_2020/

What to do:

1. Explain that the apple represents the earth. Cut the apple in half and then into quarters. Set aside three quarters of the apple and explain that the remaining quarter represents the amount of the earth covered by water.
2. Cut the remaining quarter in half; explain that this half represents deserts, the arctic and Antarctic which are largely uninhabitable.
3. Cut the remaining piece into four and explain that three of the pieces represent land that is too rocky or poor for crops to be grown. This leaves you with 1/32 of the apple (or earth) where crops can be grown.
4. Peel off the skin of the apple and explain that this represents the surface soil and that it is crucial to have good quality top soil to grow crops.
5. Explain that as the population of the world grows it will become more difficult to provide enough food for everyone. Discuss the fact that meat requires a lot more resources and space to raise than fruit and vegetables. By eating a better balance of meat, fruit and vegetables we can help ourselves and the planet.



What's the rating?

Time:

20 minutes

Who it's for:

10+

You'll need:

- To photocopy and cut up the 'Fish cards' (keep a master copy for your reference)
- To set up five points along one wall in the room numbered 1-5

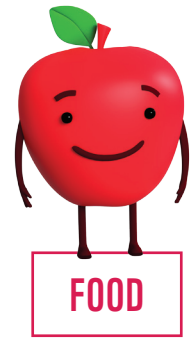
What to do:

1. Hand out one of the fish cards to each member of the group or pairs, as numbers require (there are 16 cards). Explain that each fish is given a sustainability rating from 1-5 by the Marine Conservation Society (MCS), one being the most sustainable, five the least. The sustainability rating is determined by such factors as where and how the fish are caught, the health of the fish stocks, effects on the wider environment.
2. Line the group up on the opposite wall to the numbered points. Then, one by one, call out the fish on the 'Fish cards'. The group member/pair with that card should take their card and run (or pretend to swim!) to the number on the wall that corresponds with their fish's MCS rating. They should leave the card there. Once they return to the opposite wall, the next card can be read out. Are members surprised by any of the ratings?
3. Next split the meeting into five groups – cod, tuna, seabass, mackerel and herring. One at a time, read out each fish's rating (see below) and ask the associated group to go to the numbered points and span the range of the fish's rating eg by linking arms. Most of the fish span 2-5, ie sustainable to unsustainable. This makes it especially important to look at the labelling.

Cod	2-5
Tuna	2-5
Seabass	1-5
Mackerel	2-4
Herring	1-5

4. Explain that many of the fish which we eat are being overfished meaning that there are fewer and fewer of them in the sea. Some of the fishing practices used are also very damaging to underwater environments, eg bottom trawling which disturbs or destroys the sea bed.
5. Consider what we could do to help protect those fish that are threatened by unsustainable fishing ie choosing fish with 'MSC' (the Marine Stewardship Council blue tick) on the package, or looking out for the types of fish with a good MCS sustainable rating – you could download their Good Fish Guide at <http://www.mcsuk.org/downloads/fisheries/PocketGoodFishGuide2014.pdf>

Try cooking some sustainably sourced fish on the campfire – check for allergies first!



Fish cards

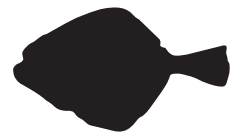
Pouting



Sustainability
rating



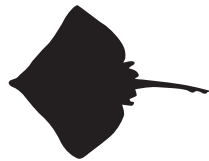
Flounder



Sustainability
rating



Skate



Sustainability
rating



Mullet



Sustainability
rating



Hake



Sustainability
rating



Whelks



Sustainability
rating



John Dory



Sustainability
rating

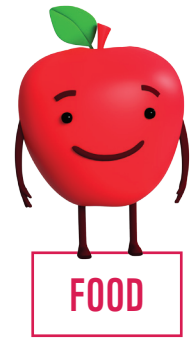


Whitebait



Sustainability
rating





Fish cards



Torbay sole



Sustainability
rating



Farmed mussels



Sustainability
rating



Pink salmon



Sustainability
rating



European eel



Sustainability
rating



Arctic char



Sustainability
rating



Sprat



Sustainability
rating



Brown or sea trout



Sustainability
rating

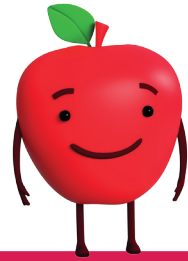


Pacific halibut



Sustainability
rating





Food diary

Time:

20 minutes

Who it's for:

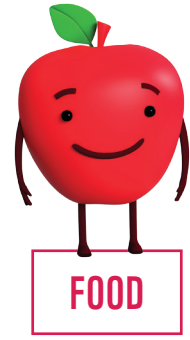
All ages

You'll need:

- Wrapping paper
- Magazines with pictures of food (optional)
- Notebooks
- A copy of 'The six Livewell principles'; to check out WWF's 'Livewell' advice in advance - http://www.wwf.org.uk/what_we_do/changing_the_way_we_live/food/livewell_2020/

What to do:

1. Group members should write down the different dishes they eat each day for a week.
2. They can use a notebook, wrapping paper and pictures cut out from magazines to turn this into an illustrated meal diary.
3. Chat about what makes a 'sustainable' diet. For example:
 - growing out-of-season foods may need more water or energy (heat).
 - eating a meat or dairy heavy diet contributes to climate change – cows produce a lot of methane(!) which is a greenhouse gas. Also lots of land – including in precious habitats such as rainforests – is cleared to grow crops to be made into livestock feed. (On average, 40% of global grain production is used in livestock feed, although in richer countries the proportion of grain used for animal feed is around 70%).
 - eating non certified foods may mean that habitats have been damaged, animals needlessly killed (eg bycatch) or local people have worked in poor conditions for a poor wage.
4. Ask members to think about how sustainable their diet has been at the end of each week. Have they eaten seasonably? Is their diet mostly meat, full of fish or veg heavy? Is there anything they could change to make it more sustainable?
5. Share 'The six Livewell principles' with the group.



The six Livewell principles

Six simple rules can make a difference to our health and the planet

1 Eat more plants

Enjoy fruit, vegetables and whole grains.

2 Eat a variety of foods

Have a colourful plate!

3 Waste less food

One-third of food planted worldwide for human consumption is lost or wasted.

4 Eat less meat

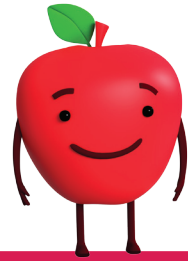
Meat, be it red or white, can be a tasty complement rather than just a centre piece of a good meal. And why not enjoy other sources of protein such as peas, beans and nuts?

5 Eat less processed food

as they tend to be more resource intensive to produce and often contain high levels of sugar, fat and salt.

6 Eat certified food

Buy food that meets a credible certified standard – like MSC, free range or fair trade.



Get informed

Get involved

Get sharing

Food – true or false?

Time:

20 minutes

Who it's for:

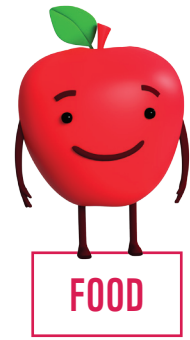
All ages

You'll need:

- 'True or False?' cards

What to do:

1. Explain that the food which we consume and the way it is farmed has a huge impact on the planet.
2. Older members: Put the 'True or False cards' in a pile (some of these contain facts about the environmental impact of our food) and ask the group to decide amongst themselves which are true and which are false. Separate the cards into two piles.
3. Younger members: get children to run around in a circle. Stand in the middle and read out the fact cards. Group members should run to the left wall if they think the statement is true, and to the right wall if they think it's false.
4. Reveal the answer using the 'True or False cards – answers' sheet.
5. Explain that some of the things which people eat around the world (for example, shark fin soup or whale meat) can have serious consequences on species and the environment. Also due to the growing world population and possible water shortages linked to climate change, many scientists think that it will become impossible for everyone to eat meat. Insects might become a major source of protein in the future – many cultures already eat insects regularly as part of a healthy diet.
6. Separate the group into pairs and get them to come up with an insect based food product (e.g. wriggly rice containing maggots). Get each pair to present their best product and vote on a winner.
7. Discuss what food choices we can make to help reduce our impact on the environment.
8. IF you are very brave, try some of the edible insects available for sale – what do they taste like? Can you imagine a dish where using insect protein would be a viable alternative to meat protein?



True or False cards



1

True or False?

In China, shark fin soup is considered a delicacy and is often served at weddings. Fisherman often cut off the shark's fin before throwing them back into the sea to die.

6

True or False?

Ackee is a fruit particularly popular in Jamaica, but it's also very dangerous! You could end up vomiting or even dying if you ate an unripe fruit!

2

True or False?

In South East Asia people often eat bamboo bugs as a snack. Some scientists think we may all need to start eating insects in the future to meet the needs of our growing population.

7

True or False?

It is illegal to eat horse meat in the UK.

3

True or False?

The bhut jolokia chilli is so spicy that it is used in smoke grenades designed to disperse crowds.

8

True or False?

It is not permitted to eat whale meat in any country around the world.

4

True or False?

India has the highest percentage of vegetarians in the world – 31%.

9

True or False?

Australia's national dish is the kangaroo burger.

5

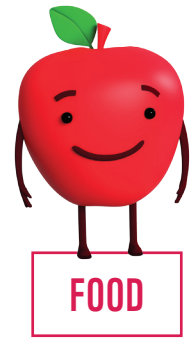
True or False?

One in ten supermarket products contains palm oil yet many scientists consider palm oil production one of the biggest threats to the orang-utan.

10

True or False?

The ugli fruit is not actually a fruit – it is just the name given to a dessert which is eaten in Morocco.



True or False cards - Answers



1

True or False?

In China, shark fin soup is considered a delicacy and is often served at weddings. Fisherman often cut off the shark's fin before throwing them back into the sea to die.

Answer: TRUE

6

True or False?

Ackee is a fruit particularly popular in Jamaica, but it's also very dangerous! You could end up vomiting or even dying if you ate an unripe fruit!

Answer: TRUE

2

True or False?

In South East Asia people often eat bamboo bugs as a snack. Some scientists think we may all need to start eating insects in the future to meet the needs of our growing population.

Answer: TRUE

7

True or False?

It is illegal to eat horse meat in the UK.

Answer: FALSE

3

True or False?

The bhut jolokia chilli is so spicy that it is used in smoke grenades designed to disperse crowds.

Answer: TRUE

8

True or False?

It is not permitted to eat whale meat in any country around the world.

Answer: FALSE – Whale meat is often eaten in Japan and Iceland although WWF is working hard for a worldwide ban on hunting whales.

4

True or False?

India has the highest percentage of vegetarians in the world – 31%.

Answer: TRUE

9

True or False?

Australia's national dish is the kangaroo burger.

Answer: FALSE – It is possible to buy kangaroo meat (most of which comes from culled wild animals) but it doesn't form a large part of Australian's diets.

5

True or False?

One in ten supermarket products contains palm oil yet many scientists consider palm oil production one of the biggest threats to the orang-utan.

Answer: TRUE

10

True or False?

The ugli fruit is not actually a fruit – it is just the name given to a dessert which is eaten in Morocco.

Answer: FALSE – The ugli fruit is a fruit. It is a hybrid created from grapefruit, orange and tangerine.