

Notes for Local Food Assembly PowerPoint

Time: 15-20 minutes

Age group: KS2 but can be adapted for KS3

Slide 2

Ask your students:

1. What did they eat for breakfast this morning?
2. Where did the majority of these foods come from – push them for more than just “Tesco,” “Sainsbury” etc. Try to go back to the source.
3. If they had fruit, what fruit and did it taste good? Was it in season? If it didn’t taste good, this might have been a reason – for example, pears and rhubarb are in season in March.

Slide 3

Ask your students:

1. Do you think about what goes into your food?
2. How is each element made up? E.g. pancakes are made with flour (from wheat), eggs (from chickens) and milk (from cows)
3. How does it get from the farm to their plate?

Use the images for emphasis and to illustrate your points.

Point out that when people start paying more attention to what’s on their plate, real changes can start to happen.

Slide 4

Open these questions (and any others you can think of!) one at a time out to the students, encourage discussion.

Possible answers:

It’s important to think about where our food comes from so that we are more aware of what we are eating and the impact it is making on the world.

The benefit to eating food sourced locally is that it may reduce packaging (goes straight from farmer to greengrocer rather than being shipped or flown overseas) and had less time between being picked and ending up on the shelves which means it is fresher and healthier for you because the shorter the time between being picked and being eaten, the more nutrients that will survive.

Food which is grown out of its natural season requires to be grown in hothouses and huge greenhouses. These are bad for the environment as they use up a lot of energy and take up a lot of space that could be used for cultivating plants or feeding animals.

Food eaten in season is usually tastier than when it’s eaten out of season.

Slide 5 (Hebrew text)

Ask a volunteer to read the Hebrew text (either in English or Hebrew).

Are there any initial thoughts on this verse?



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G-d gave the land of Israel to the Jewish people but He also gave everything that they would need to survive, not just food.

Can the students pick out the 7 Species that can still be found in Israel today? (Wheat, barley, grapes/vines, olives, figs, pomegranates, (date) honey)

Despite not living in Israel, are we making the most of the land we're living in now?

Can students think of ways to improve upon existing local amenities that are overlooked (e.g. green areas on roundabouts/empty plots of land)?

Slide 6

How does this all link to Climate Week? (Ask that before going on to the next slide)

Slide 7

Truck – Growing your own fruit and veg will dramatically cut down on the amount of trucks on the road supplying huge supermarkets. Food from abroad has to travel thousands of miles to get to our plate.

Imagine the amount of carbon, fuel and money that could be saved if we ate food from closer to home!

Packets of seeds – knowing exactly what goes into/onto your vegetables gives you more control over what food you're eating – no pesticides, chemicals or preservatives – which also helps reduce pollution.

Money - Buying food locally helps your local economy.

Slide 8

Read out this slide

Slide 9

Ask for a volunteer to come up to the front.

Can the volunteer name all the vegetables ripe now?

How about what's ripe around their birthday?

Or at Pesach time? – Are there any links to Jewish festivals and what vegetables are ripe at the same time? (e.g. apples are ripe in September/October and it is customary to eat them dipped in honey at Rosh Hashanah)

Slide 10

Ask your students

- What can you do? (Ask before explaining some options shown on the next slide)

Slide 11

Explain some of the options on the slide if they haven't already been mentioned by your students

- Support local greengrocers and allotment growers – vegetables are often much cheaper and taste better!
- Start a vegetable patch in your garden at home, even if you don't have a garden you can grow plants in pots (herbs, tomatoes, chillies)
- Could you start a school allotment? The produce grown can be used in home-ec classes.
- Ask your parents if you can go with on the weekly shop so you can have a say in the decision making