

# PICTURING FOOD

## Introduction

Whoever we are, and wherever we live in the world we all share the same basic needs: food, water, shelter, love, family and friends. Use this colourful collection of images and accompanying activities to help learners aged 7-14 years to consider the importance of food and farming around the world, as well as the challenges some people face in getting enough food to eat. Identify similarities and differences; strengthen questioning, critical thinking and cooperation skills; challenge assumptions and stereotypes; build empathy and develop respect for others.

## Picturing Food Slideshow

The accompanying slideshow provides a diverse selection of images on the theme of food: people eating, cooking and farming in different parts of the world. Background information about each of the images is provided in the slide notes. There are numerous ways these pictures could be used in the classroom, here are some suggested teaching ideas.

## Activity ideas

### ***Put yourself in the picture***

*Aim: To build empathy and develop respect for others*

- Ask learners to choose a person in a photograph and think about what this person might be thinking. Learners could draw thought bubbles on sticky notes and add them to the photograph. This could be done individually or collaboratively in groups.
- Ask learners to select two or three people in the photograph and imagine a conversation that they might be having. Speech bubbles could be written on sticky notes and added to the photograph. This idea could be developed by organising learners into pairs or groups of three and asking them to take on the roles of the characters and act out a conversation.

### ***Thinking outside the frame***

*Aim: To develop inference skills and challenge assumptions*

- Crop the photos in ways that will encourage learners to imagine what is happening “outside of the frame”.
- Organise learners into groups of three or four and give each group one of the cropped images, stuck on to a large sheet of paper. Ideally, each group should have a different image.
- Ask learners to work together in their groups to extend the picture by drawing around it.
- When they have finished, allow time for groups to circulate and look at and discuss the drawings of other groups.
- Finally, show learners the “complete” photographs and compare these with learners’ interpretations. Possible discussion questions include:
  - *Why did you extend the picture in this way?*

- *What evidence did you use in the image to help you?*
- *Did you use any existing knowledge to help you? If so, what?*
- *Did you base your ideas on any assumptions, stereotypes or prejudices? If so, what? Where did these ideas come from?*
- *What similarities and differences were there between your extended pictures and the complete photographs?*

## **What does an image tell me?**

*Aim: To make inferences and discuss ideas with others*

- Organise learners into groups of three or four and give each group a copy of (or access to) one of the images. Alternatively, this activity could be done with the whole class together using one or more of the images displayed on an interactive whiteboard.
- Encourage learners to think about what their photograph is “telling” them.
  - *What is the weather like?*
  - *Is it in an urban or rural environment?*
  - *What colours and shapes can you see?*
  - *What are the people doing?*
  - *What do you know for certain about what is happening in this photograph?*
  - *What do you think is happening? Why do you think this?*
  - *What do you think might have happened before the photograph was taken and what might happen afterwards? Why do you think this?*

## **Similarities and differences**

*Aim: To identify similarities and differences*

- It is often easy to focus on differences rather than our commonalities. Supporting learners to identify similarities first, emphasises how much we have in common with others.
- Organise learners into groups of three or four and give each group a copy of (or access to) one of the images. Alternatively, this activity could be done with the whole class together using one or more of the images displayed on an interactive whiteboard.
- Ask learners to think of all the commonalities and links between their lives and the lives of the person (or people) in the picture.
- Finally, ask learners to identify any differences and discuss potential reasons for these.

## **Asking questions about an image**

*Aim: To develop questioning and collaboration skills*

*Note: This activity works best if demonstrated first to the whole class by the teacher, using one photograph as an example.*

- Organise learners into groups of three or four and give each group a copy of (or access to) one of the images.



- Ask learners to work in their groups to come up with a list of questions that they would like to ask about their image. Encourage them to think about questions starting with *How?* and the 5 W's (*What? Why? Where? When? Who?*).
- Once learners have recorded a selection of questions, ask them to categorise these questions into:
  - *Those which can be easily answered.*
  - *Those which require further information from books or other sources.*
  - *Those which have no definite answer but will lead to a wider debate about the issues raised in the picture.*
- Learners could either highlight the questions in different colours or group the sticky notes into the categories.
- It is important for learners to understand that for many questions there are no clear-cut answers. Many answers are a matter of opinion, although they may sound factual. Learners could also decide whether their questions are open or closed. Open questions often lead to more questions and learners can pursue an enquiry to answer them, whereas closed questions tend to have a more definitive or shorter answer.
- Allow time at the end of the activity for learners to circulate around the classroom to look at other groups' annotated photographs and to add more questions to previous suggestions.

## **Using my senses**

- Organise learners into groups of three or four and give each group a copy of (or access to) one of the images. Alternatively, this activity could be done with the whole class together using one or more of the images displayed on an interactive whiteboard.
- Ask learners to imagine that they are in the picture and then discuss the following questions:
  - *What can you hear, smell, see and touch?*
  - *How do you feel?*
  - *Do you want to be here?*

## **Other Oxfam Education food resources**

### **Go Bananas**

Updated with new facts, photographs and stories, this resource supports learners aged 7-11 to get to grips with Fairtrade and think critically about some of the challenges that banana farmers face.

[www.oxfam.org.uk/education/resources/go-bananas](http://www.oxfam.org.uk/education/resources/go-bananas)

### **Global Food Challenge**

Use these cross-curricular resources for 7-14 year olds to teach about global food issues. Help learners to understand how global supply chains currently work, where our food comes from, and some of the challenges facing the small-scale farmers. Learners can also explore how to advocate for a fairer and more sustainable global food system.

[www.oxfam.org.uk/education/resources/global-food-challenge](http://www.oxfam.org.uk/education/resources/global-food-challenge)

- **Behind the Barcodes**

This accessible, interactive resource for 11-16 year olds investigates global food supply chains, and highlights the human suffering and low pay experienced by the farmers, fishers and food processors who work to put food on our shelves. It suggests how young people can use their voices to encourage supermarkets to do better, and enables them to develop practical, transferable skills such as persuasive writing, communication and peer leadership.

[www.oxfam.org.uk/BTBschools](http://www.oxfam.org.uk/BTBschools)

## Find out more about food

- **Around the world in 80 diets**

Photographers, Peter Menzel and Faith D'Aluisio, spent three years travelling around the world to photograph what 80 people around the world eat in a single day. Selections of the images are available online, see below for one possible web link. Use the photographs to prompt discussion among learners about the similarities and differences in the food we eat.

[www.telegraph.co.uk/foodanddrink/foodanddrinkpicturegalleries/8198839/What-I-Eat-Around-the-World-in-80-Diets-by-Peter-Menzel-and-Faith-DAluisio.html](http://www.telegraph.co.uk/foodanddrink/foodanddrinkpicturegalleries/8198839/What-I-Eat-Around-the-World-in-80-Diets-by-Peter-Menzel-and-Faith-DAluisio.html)

- **World Hunger Education Service**

[www.worldhunger.org/](http://www.worldhunger.org/)

- **Food and Agriculture Organisation of the United Nations**

[www.fao.org/home/en/](http://www.fao.org/home/en/)

- **World Food Programme**

[www1.wfp.org/zero-hunger](http://www1.wfp.org/zero-hunger)

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