

# FOOD

## HOME LEARNING ACTIVITIES FOR AGES 7-14

Now, more than ever, is a time young people need support to help understand their world, reflect on what matters, and think about how they can make a positive contribution. Yet so much learning is taking place online, in their homes, and away from their peers.

We want to help. We've created a selection of themed learning content on the Oxfam Education website for use at home, in the classroom or both! Consider what we all need to thrive, explore what connects us and be inspired to make a difference.

### About this resource

Whoever we are, and wherever we live in the world we all share the same basic needs such as food, water and shelter. Use these quick activity ideas and colourful images to help young people aged 7-14 years explore some of the ways in which we are connected to people and the world around us through the food we eat.

This pack is for use by teachers, parents and carers alongside the [Food - Home Learning Activities](#) page on the Oxfam Education website.



## Map your food (20 min+)

**Learning aim:** To investigate where our food comes from and appreciate our global interconnections.

- It might have felt like the world has closed off in recent months but it's actually in your kitchen cupboards! Here's a fun and simple activity to investigate where our food comes from and help young people to realise some of their many interconnections with other parts of the world.
- Fill a shopping bag with four to seven items of food such as: pulses, grains, tinned fish, dried fruit, coffee, tea bags, sugar and a bar of chocolate. Make sure that it is possible to work out where the product comes from using the label, country of origin tag, or your own labelling.
- Then, help your child to locate on a world map the countries that the different food items come from (the map could be an online version, a printed map or one from an atlas). If using a printed version or an atlas, you could use string to join each item to its country of origin on the map.
- This activity can link to many areas of the curriculum, such as:
  - Reading: Find the country information on the product packaging.
  - Geography/Social studies:
    - Learn the names and location of different countries. Have you visited any of these countries or do you have friends there?
    - How do you think this food reached the UK?
    - Do any of the food items come from the UK? If not, can you think of any crops that are grown here? Why do some crops grow better in certain countries than other ones?
    - Does any of the packaging have the Fairtrade logo on it? What does Fairtrade mean?
    - What would the world be like without the millions of farmers growing the food we all eat?
  - Maths: What is the distance between the country of origin and where you live? What is the total distance for all these products?
  - Science: How is this food grown or made? Research the journey of a food item from the field to your dinner plate. Find out about the lifecycles of different crops.



Photo: Jo-Anne Witcombe/Oxfam

## Picturing food (10 min+)

It is said that a picture tells a thousand words. There are countless ways to use photographs to help children to strengthen their questioning and thinking skills, challenge assumptions and stereotypes; build empathy and develop respect for others.

Find some pictures of food and farming online for your children to investigate. Try to find images with people in them if you can. We have provided a few in the [Food pictures](#) resource sheets to start you off. Background information about these images is provided at the end. Print off the photographs if possible but don't worry if you can't. For more images like these, see Oxfam Education's [Picturing Food](#) resource (details below).

Here are some suggestions for how you could use these pictures to stimulate learning, thinking and discussion. If possible, arrange for your child to remotely share their thoughts and ideas about the same image(s) safely with others in their class.

### What does an image tell me?

- Support your child to think about what the photograph is telling them.
  - What is the weather like?
  - Is this urban (e.g. in a city/town) or rural (e.g. in a village or the countryside)?
  - What colours and shapes can you see?
  - What do you think the people are 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?

### Put yourself in the picture

- Ask your child to choose a person in a photograph and think about what this person might be thinking. Or ask them to select two or three people in the photograph and imagine a conversation that they might be having. You could make thought and speech bubbles on small pieces of paper or sticky notes and add them to the photograph.

### Similarities and differences

- It is often easier to focus on differences rather than what we have in common. Supporting children to identify similarities first helps them to appreciate how much they have in common with others.
- Ask your child to think of all the similarities and links between their lives and the lives of the person (or people) in the picture. Then, ask them to identify any differences and discuss possible reasons for these.

### Using my senses

- Ask your child 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?
  - Would you like to be here?

## Thinking outside the frame

- Crop one of the photos (either by using a digital editing tool or by covering up some of the photo with paper or card) and encourage your child to imagine what is happening 'outside the frame'.
- Ask your child to extend the picture by drawing around it. Talk to them about the reasons for their ideas. Possible discussion questions include:
  - Why did you extend the picture in this way? What evidence did you use in the image to help you?
  - What similarities and differences were there between your extended picture and the complete photographs?

## Further learning

### • Go Bananas

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

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

### • Picturing Food

Use this colourful collection of images and accompanying activities to help children 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. See: [www.oxfam.org.uk/education/resources/picturing-food](http://www.oxfam.org.uk/education/resources/picturing-food)

### • Global Food Challenge

Use these cross-curricular resources for children aged 7-14 years to teach about global food issues. Help young people to understand how global supply chains currently work, where our food comes from, and some of the challenges facing the small-scale farmers. Young people can also explore how to advocate for a fairer and more sustainable global food system. See:

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

[www.oxfam.org.uk/education/resources/global-food-challenge-1114](http://www.oxfam.org.uk/education/resources/global-food-challenge-1114)

### • Behind the Barcodes

This accessible, interactive resource for ages 11-18 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. See: [www.oxfam.org.uk/BTBschools](http://www.oxfam.org.uk/BTBschools)

### • 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.

See: <https://menzelphoto.photoshelter.com/gallery/What-I-Eat-Around-the-World-in-80-Diets/G0000.us7tw6HCdw/C0000zsQX1niZ0zw>



## Food pictures

## Resource sheet

Photo 1



Photo 2





## Food pictures

## Resource sheet

Photo 3



Photo 4





## Food pictures

## Resource sheet

Photo 5



Photo 6





## Food pictures

## Resource sheet

Photo 7



Photo 8





## Food pictures

## Photo information

**Photo 1:** Shopping in a supermarket in the town of Sar Qala in Iraq. The town has seen an influx of displaced families, forced to flee from their homes by conflict. Oxfam is supporting a food voucher programme in the town to help those families in need of cash and food assistance.

**Credit:** Amy Christian/Oxfam

**Photo 2:** The Rohingya are an ethnic minority group in Myanmar. Hundreds of thousands of Rohingya people have fled violence in their own country and crossed the border into neighbouring Bangladesh. Oxfam is working with local partners to provide clean drinking water, emergency toilets, water pumps and food rations. In this picture, refugees are carrying food parcels back to one of the refugee camps that have been set up in response to this crisis.

**Credit:** Bekki Frost/Oxfam

**Photo 3:** Millions of the world's poorest people are being impacted by the climate crisis right now. These farmers in Zimbabwe are taking part in field schools where they learn simple methods to effectively grow crops that are more resistant to drought. Longer and more severe dry spells mean that many small-scale farmers in Zimbabwe are struggling to grow their crops. Through projects such as this one, communities here are responding and adapting to these challenges.

**Credit:** Sven Torfinn/Oxfam Novib

**Photo 4:** Some communities in the Peruvian Amazon are working with Oxfam and a partner organisation, AIDSEP, to cultivate traditional gardens as a way to adapt to changes in the climate. In this picture, women wearing traditional Kichwa dress work together to tend the crops in their garden. The women grow local varieties of potato and beans, along with Amazonian crops like majambo (a pale, yellow gourd), michuxe (a pepper variety) and daledale (a root vegetable with broad green leaves).

**Credit:** Percy Ramírez/Oxfam America

**Photo 5:** Climate change is impacting smallholder farmers in Cambodia. Unpredictable weather conditions and drought are affecting rice yields, and many farmers still do not know how to minimise the risks that they are facing. In this photograph, some farmers are receiving training on raising chickens from RACHANA, an Oxfam partner organisation. Through the training, the farmers are learning improved techniques that enable them to better cope with the impacts of climate change and weather-related disasters such as floods and droughts.

**Credit:** Kimlong Meng/Oxfam Novib

**Photo 6:** Paulina and Opheus live in Zimbabwe. They have taken part in the WE-Care (Women's Economic Empowerment and Care) programme. Supported by Oxfam and the Unilever laundry brand, Surf, this project aims to lighten the load for women and girls living with the injustice of poverty. As well as organising workshops, the project is using social media and community outreach to change people's behaviours and attitudes about gender and unpaid care work. The programme is also providing time-saving equipment such as washing devices, fuel-efficient stoves, wheelbarrows and improved water systems to reduce the amount of time that families need to spend on day-to-day care activities. Paulina used to take responsibility for the unpaid care work in the house, ranging from collecting water to making sure the children went off to school on time. But after taking part in the workshops, Paulina and Opheus now share and divide the household tasks.

**Credit:** Aurelie Marrier d'Unienville/Oxfam

**Photo 7:** Children eat lunch in a house in Hannam Al Alil in Iraq. The owner of the house offered a temporary home to some displaced families, forced to flee from their homes by conflict.

**Credit:** Tommy Trenchard/Oxfam

**Photo 8:** Sheep farming in Glyn Tarell, in Powys, Wales. The shepherd is separating ewes and newly born lambs from the rest of the flock.

**Credit:** Sharon Loxton

[https://commons.wikimedia.org/wiki/File:Sheep\\_farming\\_in\\_Glyn\\_Tarell\\_-\\_geograph.org.uk\\_-\\_754491.jpg](https://commons.wikimedia.org/wiki/File:Sheep_farming_in_Glyn_Tarell_-_geograph.org.uk_-_754491.jpg)

Licensed under Creative Commons Attribution-ShareAlike 2.0 Generic (CC BY-SA 2.0)