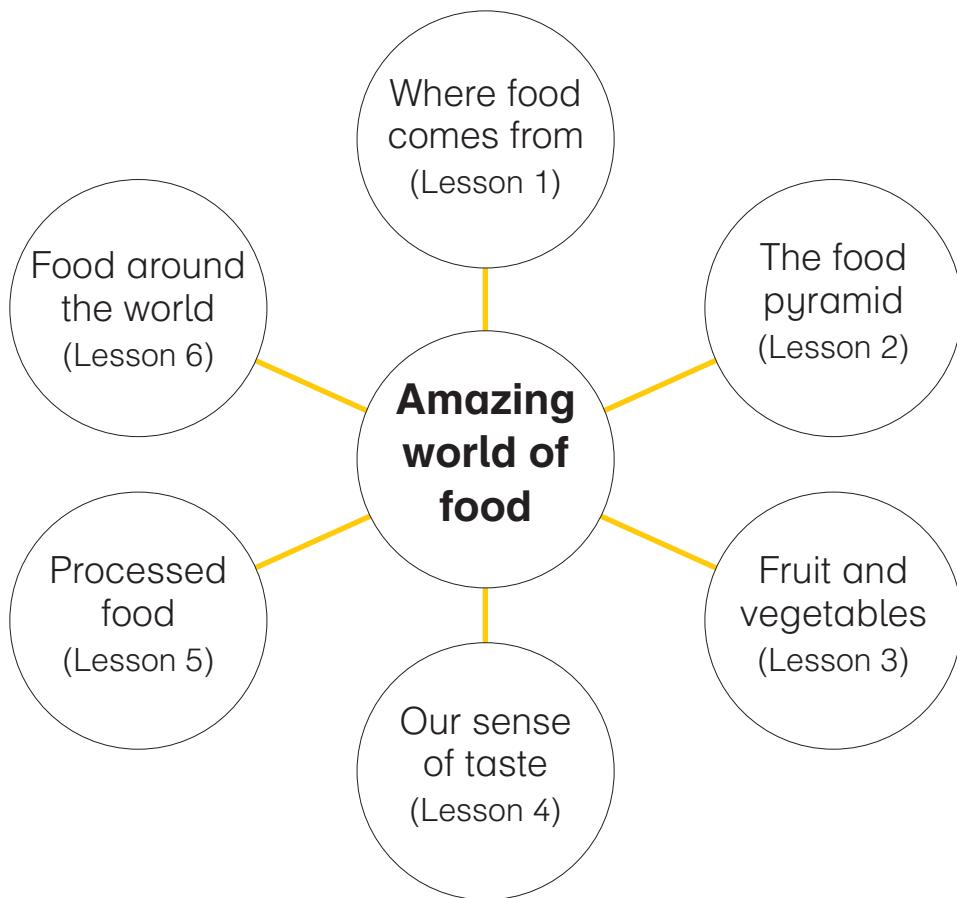


## Introduction and project map



### Introduction

The project extends over a minimum of six lessons and leads to a final outcome of children creating a group e-zine (or magazine) with the title 'Amazing world of food'. In each lesson, children find out about different aspects of the world of food and produce a piece of work which results from their learning to include in their e-zine (or magazine).

At the start of the project, it is suggested that you divide the class into 'project groups' of e.g. 3-6 children (depending on the size of the class) to work on their e-zine (or magazine). The project groups work together when it comes to choosing, preparing, selecting and writing material for their e-zines (or magazines) but they do not necessarily need to work together at other times during lessons.

There are a number of possibilities as to how to go about creating the e-zines (or magazines) and it's best to choose what is most feasible, convenient and motivating for the children in your context. Children can create the content for their e-zines on computers using Word or PowerPoint, for example, and the internet as a source of information and visuals. Alternatively, children can write and draw pictures and these can be scanned into computers in order to create an e-zine, or they can produce a paper magazine. If you like, instead of an e-zine or magazine, children can also create a class blog or a website with the material they create and build up during the project.

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## Project map

Lesson	Children will learn to:	Main outcome	Cognitive skills	Main language	Main vocabulary
1 Where food comes from	<ul style="list-style-type: none"> <li>• classify food which comes from animals and plants</li> <li>• recognize and identify food that is imported from other countries</li> <li>• describe where imported food comes from and how far it travels to get there</li> </ul>	Children make a poster showing food imported to their country	predicting, classifying, applying knowledge, identifying and describing, researching, labelling	<i>I like ... (too) / I don't like ... (either).</i> <i>What's this?</i> <i>Where does / do ... come from?</i> <i>It comes from / They come from ...</i> <i>It's / They're imported from ...</i> <i>It travels a long / short way / 3,000 kilometres.</i>	plants, animals, butter, oil, yoghurts, bananas, ice cream, eggs, nuts, bread, chicken, potatoes, sausages, carrots, beans, fish, pasta, meat, milk, cheese, apples, rice, names of countries, numbers in thousands, food miles, energy, carbon dioxide
2 The food pyramid	<ul style="list-style-type: none"> <li>• identify and describe food groups and what you need to eat to have a healthy, balanced diet</li> <li>• recognize and understand the role of nutrients in food</li> <li>• plan a healthy picnic</li> </ul>	Children plan, draw and write about a healthy picnic	predicting, matching, reasoning, deciding, planning, justifying	<i>I think it's in the ... group.</i> <i>You need to eat most / a lot / some ...</i> <i>You should only eat very little ...</i> <i>You get ... from ...</i> <i>We've got ... because ...</i>	grains, dairy products, meat and beans, vegetables, fruit, cereals, fats, oils, sweets, sugar, starch, proteins, vitamins, calcium, iron, fibre, carbohydrates, fat, minerals, food pyramid, nutrient, energy, digest, mineral, body cell, red blood cell, organs, oxygen, lung, bones, teeth, weight, heart disease, healthy, balanced, picnic
3 Fruit and vegetables	<ul style="list-style-type: none"> <li>• identify and describe different types of fruit based on climate, how they grow and the type of seeds</li> <li>• identify parts of plants where vegetables are from and whether we cook them or eat them raw</li> <li>• design a leaflet to promote eating fruit and vegetables</li> </ul>	Children design and write a leaflet to promote eating fruit and vegetables	predicting, applying knowledge, deducing, comparing and contrasting, classifying, describing, creating	<i>I think it's ... because ...</i> <i>They are ... / They have ... / They grow on ...</i> <i>It's got ...</i> <i>... is/are the ... of the plant.</i> <i>Do you cook / eat ... raw?</i> <i>We think we cook ... / eat ... raw.</i>	names of fruit and vegetables, temperate, subtropical, tropical, seeds, stone, bush, tree, ground, big, medium size, small, colours, parts of plant (root, stem, leaves, flower, fruit, bulb, seed, tuber), cook, raw, calories, fat, vitamins, fibre, variety, snack, natural sugar, sweet

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4 Our sense of taste	<ul style="list-style-type: none"> <li>understand the role of taste buds in our experience of eating food</li> <li>identify four basic tastes and relate them to different parts of our tongue</li> <li>carry out a tasting experiment</li> </ul>	Children write up the tasting experiment	predicting, comparing, contrasting, hypothesising, experimenting, explaining	<i>What ...?</i> <i>Where ...?</i> <i>How ...?</i> <i>How many ...?</i> <i>How often ...?</i> <i>You taste ... things on the ... of our tongue.</i> <i>We think ... are ...</i> <i>... identified / didn't identify ... when he/she wore ... / held ...</i> <i>... helps ...</i>	taste, food, bitter, salty, sweet, sour, tongue, front, back, sides, middle, taste buds, sensory organ, sensitive, microscopic, hair, roof, mouth, lips, cheek, message, brain, sense, see, sight, smell, experiment, hypothesis, results, conclusion, blindfold, nose, chocolate, crisps, cake, popcorn, lemon, vinegar, coffee, raw onion
5 Processed food	<ul style="list-style-type: none"> <li>recognize the differences between natural and processed food</li> <li>identify processed food that is good and bad for you</li> <li>understand and sequence stages involved in processing food</li> </ul>	Children design a flow chart to show how food is processed	predicting, matching, deducing, sequencing, applying knowledge, deciding, reasoning	<i>It's / They're ...</i> <i>It has ... / makes you ...</i> <i>What have you got?</i> <i>I've got ...</i> <i>... is / are taken / added / collected / put ...</i> <i>First, next, then, after that, finally ...</i> <i>What happens first, next ...?</i>	processed, natural, junk, fast, organic, names of food, refrigerated, tinned, frozen, dried, convenient, safe, vitamin, mineral, home, factory, restaurant, good, bad, sugar, saccharin, aspartame, sodium, salt, trans fat, saturated fat, risk, overweight, obesity, disease, additives, cow, dairy farm, milk, machine, cream, pasteurized, homogenized, cartons, tetrapak, shelves, shopper

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6 Food around the world	<ul style="list-style-type: none"> <li>• recognize that people from different countries eat different food</li> <li>• identify and describe a typical dish from their country</li> <li>• understand basic issues related to world hunger</li> </ul>	Children design a poster to draw attention to world hunger	predicting, ordering, describing, explaining, comparing, creating	<i>A typical dish is ...</i> <i>It's made from / by ...</i> <i>You eat it with ...</i> <i>This is ... / These are ...</i> <i>I'd like to try ...</i> <i>I think people are hungry because ...</i>	names of countries, names of food, dish, takeaway, roasted, fried, grilled, grated, mashed, blend, soup, raw, refreshing, summer, tasty, typical, herbs, spices, cocoa powder, batter, vinegar, garlic, stew, hunger, malnutrition, poverty, poor, women, children, natural disasters, drought, flood, war, disease, nutrients, calories, proteins, carbohydrates, vitamins, minerals, healthy, school, underweight, economy