

Food for thought



Botanic Garden Lesson Plan

Lesson title	Food for thought
Learning objective	Pupils will find out that plants are essential for providing our food.
Pupils will:	<ul style="list-style-type: none"> ■ Understand the meaning of the expression 'Food for Thought'. ■ Discover how their snacks are connected directly or indirectly to plants. ■ Discuss how the sharing of food is central to many family traditions and/or religions in Christianity, Islam and Hinduism. ■ Explore how plants are essential for providing food for many other types of animals.
Key words	Sharing, celebration, provider, brain, thought, ingredients, Diwali, Harvest, Eid ul Fitr

Plan	Resources
<p>Introduction</p> <p>Begin the day with a welcome to the group and a snack (the children could bring this with them from home or the botanic garden could provide) e.g. a selection of fruits, dried fruit, nuts, biscuits, yoghurts and small sandwiches (Resources).</p> <p>Introduce the expression 'food for thought' – what do they think this means?</p> <p>Food for thought is anything that triggers the brain into thought. This could be in the form of an unusual picture that makes you wonder what is happening, or literally the eating of food to fuel the brain cells and help concentration. This is why having a good breakfast at the start of the day sets you up for a day of thinking and learning (see Resources for background information on Give a Child a Breakfast Campaign).</p> <p>Ask the children while they eat to identify which of these snacks is their favourite. Are there any snacks that are new to them or that they really dislike?</p>	<p>Materials required: Snack foods provided by the children, school or botanic garden</p> <p>Give a Child a Breakfast Campaign Full information on the campaign and helpful statistics on the emotional, educational and physical benefits to a child of eating a good breakfast: http://www.continyou.org.uk/what_we_do/breakfast_clubs/give_a_child_a_breakfast</p>
<p>Activity 1</p> <p>Challenge the group to work out which of the snacks were made from plants. This may be easy to work out e.g. an apple, or may be more difficult e.g. ginger biscuit = wheat, sugar beet/cane, ginger.</p>	



Plan	Resources
<p>Was there anything that didn't have a connection with plants?</p> <p>An example could be yoghurt. If the milk is soya milk the plant connection is through the soya bean. If the milk is dairy help the group work backwards down the food chain to establish that although milk may come from a cow, the cow needs grass in order to survive, so no grass = no cow = no milk = no yoghurt.</p> <p>Note: This activity demonstrates that we are completely dependant on plants for our food sources.</p>	
<p>Activity 2</p> <p>Did the group enjoy having the chance to sit together to chat and eat? Do they ever get together with family or friends to share food possibly as a celebration? What food do they eat and what is the occasion?</p> <p>Ask the children to discuss their ideas with the person next to them and feedback to the group.</p> <p>Sharing of food is also important in many religions. Children may be familiar with different celebrations such as Diwali in Hinduism, Eid ul Fitr in Islam, harvest meals in Christianity where food is shared. Show pictures (Resource 1). Many of these celebrations are a way to say thank you to the earth, to the gods and to our friends and family for providing the food.</p>	<p>Resource 1: Pictures of celebratory meals in the three religions Diwali in Hinduism, Eid ul Fitr in Islam, Harvest and Thanksgiving celebrations in Christianity</p>
<p>Activity 3</p> <p>You are now ready to take on your next challenge and go out into the botanic garden.</p> <p>Point out that animals depend on plants for their food too. Show the group the menu card for different animals (Resource 2). Explain these are their favourite foods. Give them time to read the menus and to choose one to focus on. Challenge them to remember the menu for their chosen animal.</p>	<p>Resource 2: Leaf Platter Menus (see FoodThoughtBGmenus.pdf)</p> <p>Resource 3: Leaf Platters (see FoodThoughtBGplatters.pdf)</p> <p>Materials required: Clipboards, pencils, paper, collecting bags</p>



Plan	Resources
<p>Show the group the leaf platter (Resource 3). They are going to collect or draw menu ingredients for their chosen animal and when they return they will stick them onto the platter.</p> <p>First they need to collect the ingredients.</p> <p>Working in small groups or pairs ask the children to collect only fallen items, but if there is something that is growing or still attached to the plant then they can draw the ingredient on paper. Hand out a collecting bag or pot, paper, clipboard and pencils (Resources).</p> <p>Set the boundaries within which the children can explore and give the group time to forage and make drawings.</p>	
<p>Activity 4</p> <p>Gather the group back and ask if they were successful at finding the ingredients? Hand out the plant platters (one per group/pair – Resource 3) and give the group time to write the name of their chosen animal menu and to stick their ingredients onto it. They will also need to colour, cut out and stick their drawings on, too (Resources).</p>	<p>Materials required: Glue or double sided tape, Scissors, Coloured pencils/pens</p>
<p>Plenary</p> <p>Each group to share their platter with the class and explain why we should say thank you to plants for being great providers.</p> <p>Ask the children: 'Can you create a thank you to plants for being such good providers?'</p> <p>Platters may be displayed back in class as a memory of the day.</p> <p>Ask the children: 'Has today provided you with 'Food for Thought'?'</p>	