

## WE EAT RESPONSIBLY! CURRICULUM LINKS

### Secondary Schools

Considering that subjects in secondary school are rather varied and content could be somewhat overlapping across years and subjects the column 'what from the topic' contains a number of suggestions which have been left open meaning that they can be covered by various subjects through a number of different approaches such as discussion and fora, projects/paragraph/article writing, comprehensions, exhibitions, displays, ICT presentations, group work/research, and promotion, social and fund raising activities within schools and also between schools both local and across countries.

Subtopic	Learning Outcome	Subject	Class	What from the topic	Notes
<b>How is food connected to water resources</b>	The learner will be able to: outline the importance of the water footprint  Amounts of water required to grow different types of food.	Home Economics	Year 7 -8	Changes in habits and daily routines to help learners become green consumers when choosing foods - virtual water footprint calculator.	Research on how people from different cultures consume different food products, have different access to varied food items
		Mathematics	Year 7	Put in order foods according to their water footprint.	
	Degradation of freshwater resources and their effects on food production/ consumption.	Biology	Year 9	Investigating the rate of water uptake in soil  Nutritional value of food vis-à-vis hydration of human body.	
		Geography	Year 8	Different crops grow according to regions Seasons/rain or sun regulate food crop. Climatic conditions and the type of food produced in different regions of the world. Growing crops that are not seasonal/ indigenous to a particular climate and amount of extra water used and the impact on local traditional cuisine.  Irrigation methods	

	Water changes the state of food	Integrated Science	Year 7	Experiment and investigate change of state of food – water required in recipes and for cooking pasta for example, water required to grow food, process involved in drying food, water dissolves salt, etc.	
<b>How is food related to the soil</b>	The relation between types of soil and most suitable crops to be grown	Chemistry	Year 10	The chemical composition of soil. Nutrients in different types of soils. Use of chemical fertilisers to increase production.	
		Biology	Year 9	Micro-organisms in soil	
		Geography and Biology	Year 9-10	Soil erosion Different types of soil	
		Ethics		Impact of monocultures on soil quality.  Deforestation to make space for agricultural land. Displacement of people / indigenous tribes (due to clearing of forests & building of dams).	
<b>Food waste</b>	Responsibility in food consumption	Home Economics	Year 8-9	Buying and preparing the right amount of food, preparing shopping list, checking contents in refrigerator, checking on expiry dates and consuming first closest dates. Expiry/Best before dates – adopting the first in first out methodology.	
				Shopping lists and planning of food preparation.	
				Recipes that utilise unused/uneaten food	
				Food storage. Collecting food from supermarkets/canteens	<a href="http://www.france24.com/en/20150522-france-law-supermarkets-donate-unsold-food-charities">http://www.france24.com/en/20150522-france-law-supermarkets-donate-unsold-food-charities</a>

				and distributing to those in need	<a href="http://www.voanews.com/content/college-students-rescue-leftover-food-feed-the-poor/1625513.html">http://www.voanews.com/content/college-students-rescue-leftover-food-feed-the-poor/1625513.html</a>
				Production and consumption patterns	
		Health and well being	Year 8-9	Avoiding over eating. Following a balanced diet. Calorie count. Food Portions.	
	Environmental responsibility	Languages	Various	Comprehensions, compositions and discussions.	Provide links to various text excerpts in relation to environmental responsibility and food waste
	Economics/Business studies			Food waste in production, transportation, processing, selling points etc.	<a href="http://news.nationalgeographic.com/news/2014/10/141013-food-waste-national-security-environment-science-ngfood/">http://news.nationalgeographic.com/news/2014/10/141013-food-waste-national-security-environment-science-ngfood/</a>
		Biology, Home Economics		Composting	
<b>Poverty/ Hunger/ Unequal distribution of resources</b>	Distribution of food	Religion/ Ethics	Year 9	Learning about less fortunate populations and preparing campaigns for fund raising and sending help to such people. Food and access/availability of water. Impact on communities.	The state of underdeveloped countries – lack of food, sanitation and education – children of same age dying of hunger
				Displaced local communities	
		Mathematics	Year 10	Ratios – comparing wages, food availability, amounts of food consumed	Provide statistics from MDGs , etc.
		Business studies/ Economics		Free trade vs Fair Trade – slavery in plantations	
		Languages, religion/ethics		Unequal distribution of wealth around the world	Reading, research, discussion, finding solutions/making suggestions

		Languages, religion/ ethics, Geography, Social studies		Poverty and hunger – which are the most effected regions	
				Social unrest in the quest of securing food	
		PSCD, Health & wellbeing, Home economics, Biology		Effects of malnutrition and malsanitation – who are the most vulnerable	
<b>Transport</b>	Import/Export of food	Geography, Business studies		Food miles /carbon footprint – of the 4 actual food and the packaging. Import/Export trends around the globe Impact on food quality when carrying it half way around the globe. Food mileage of imported food items.	Where does a can of soft drink come from? Where was the metal mined & made, the contents filled? Can it be avoided? How about rice? It does not grow in all countries so importation is inevitable...  Investigate social/environmental/economic costs
				Export of food from Malta – potatoes, local products, wine, etc.	
				Impact on local economy and industry.	
			History	Year 10-11	Dependence of Maltese population on importation of food resources during WWII – Santa Maria Convoy, etc. and 16th century during the great siege.
<b>Climate</b>	Draught, desertification	Geography, Social Studies		Causes of migration, poor countries (war and environmental refugees)	
				Food production and climate change – their interdependence	

				<a href="http://pmm.nasa.gov/education/videos/science-hungry-world-agriculture-and-climate-change">http://pmm.nasa.gov/education/videos/science-hungry-world-agriculture-and-climate-change</a>	
				Adverse climatic conditions and food production/security	
				Acid rain – impacts on soil quality	
				Agriculture and climate	
				Adaptation of growing food according to local climatic conditions	
				Seasonal foods	
				Mediterranean climate and crop production	
<b>Health</b>	Eating responsibly for a healthy lifestyle	PSCD /Health and Social Care	Year 7-11	Keeping ourselves healthy by consuming the right food in the right proportions and exercising Which food is best for the human body	Is our normal diet really what we need? What is best for us?
		Physical Education (option)	Year 9-11	Different lifestyles require different diets	
	Eating the right amounts at the right time of the day				
	Monitoring of chemicals used in food production (local and imported)				
	The Mediterranean diet				
	Nutritional value of different types of foods.				
	Medicine and herbs				

				Mass production and its impacts	
				Organic food and organic farming	
<b>Biodiversity</b>	Plants and animals for food	Languages – food cultures	Year 7-11	Students learning languages learn also about the countries which speak that language. They discover different traditions resulting from different cultures, produce, plants growing, landscape, farming traditions, history and various other reasons.	Jointly hold food fair with samples and information about the cultures of countries whose language is taught at school including that of any foreign students and obviously local food culture/Mediterranean recipes, etc.
	Kitchen Garden	Biology	Year 9	Growing vegetables and herbs in a garden patch at school – what it takes, observing the growing process, plants, seeds and seasonal vegetables.	Visiting a traditional farm and an industrial farming area, learning about pests, wild plants, origin of house vegetables, etc.
				Relating food production to loss of biodiversity	
				Overfishing and exploitation	
				Destruction of habitats	
				Loss of DNA	
				Loss of species as they are not economically viable (oblong tomato, Maltese ox)	
				Introduction of alien species as more commercially viable.	
				Permaculture – mimicking nature for agricultural purposes.	

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### Resource Centres

Subtopic	Subject	What from the topic	Notes	Examples
<b>How is food connected to water resources</b>	Science	Materials & Change (Change of Matter during Cooking Sessions)	Food changes state/ texture when mixed with water.	Examples: --Boiled (hard to soft), -flour +water (pasty dough).
	Daily Living Skills	Horticulture (Watering plants and crops)	Explain to students the importance of watering plants / crops	Students can also have a timetable showing who and when to water plants / crops
<b>How is food related to the soil</b>	Science / Literacy	Planting	Reading about / watching videos about the importance of soil for crops.	See what soil is made of.
	Daily Living Skills / Leisure & Recreation (Hobbies & Pastimes)	Horticulture (Planting)	Planting sessions	
<b>Food waste</b>	Science	Looking after our world	Diminish waste by collecting Raw food, during cooking sessions, in a separate bin for composting.	
	Citizenship / (Literacy / Numeracy)	Environmental Issues	Read / discuss / watch documentaries about Food Waste	
	Daily Living Skills	A) Composting (Horticulture)  B) Responsible Meal Preparation	A)Take care of Compost Bin to produce soil from food waste B) Shopping for and using food responsibly as to avoid waste.	
<b>How is food connected to Third World Countries</b>	Citizenship (Literacy)	International Environmental Issues	Read / discuss / watch documentaries about the lack of food in Third world countries.	Participate in an Environmental Project
	Foreign Cultures		Learn about lifestyle, food & drink production and consumption.	

<b>Transport</b>	Science	Transportation	How food is transported / imported	
	Geography	Food Production	Where does our food come from?	
<b>Climate</b>	Science	Looking After Our World		
	Citizenship	International Environmental Issues	Participate in environmental projects. Learn about global warming by using different sources of information	
<b>Health</b>	PSHE / Daily Living Skills	Personal care and Hygiene	Healthy Eating	
<b>Biodiversity</b>	Science	Looking After our World	Wildlife Environmental Project	- Visit animal sanctuary - Sponsor an animal
	Citizenship (Literacy)	International Environmental Issues	Participate in environmental projects. Learn about diversity and endangered species by using different sources of information	

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Early Years - Subjects are not identified separately in Kindergarten classes.

Subtopic	Learning Outcome	Genre	Methodology	Notes/ Links
How is food connected to water resources?	The learners should be able to mention different methods of water conservation and harvesting	Rhymes/ Songs/ Games	<p>As a set induction show - <i>Elephant Shower</i>. To introduce learners to the concept of sustainable water usage. This could set the learners thinking about various methods one can use to catch water and use it more wisely.</p> <p>Investigation on what happens in schools. Children are encouraged to make paper boats out of reused paper as a follow up of Jack and Jill Nursery Rhyme.</p> <p>To highlight the path rainwater takes from roof tops through school yards on its way to gutter that feeds the reservoir/ drainage. Water can be used more wisely such as watering of plants/ herb garden.</p> <p>As a follow up one could also set up a water butt to water the seedlings of some crops in the school yard.</p>	<p>Elephant Shower – <a href="https://www.youtube.com/watch?v=h8Ek3v1RBEU">https://www.youtube.com/watch?v=h8Ek3v1RBEU</a></p> <p>Jack and Jill - <a href="https://www.youtube.com/watch?v=OL51_QFBKr4">https://www.youtube.com/watch?v=OL51_QFBKr4</a></p> <p>Outing - at MCAST agricultural institute Experiment of the best yield depending on the different types of water. <a href="http://www.wsc.com.mt/content/cauliflower-crop-tasting-session-bulebel">http://www.wsc.com.mt/content/cauliflower-crop-tasting-session-bulebel</a></p> <p>As a variation Incy Wincy Spider could also be used to outline rain water harvesting - water butt.</p>
How is food related to the soil?	The learner would be able to mention soil as one of the main components for food production.	Storytelling/ Investigation	<p>Read the Enormous Turnip story to the learners and consolidate the fact that for a seed to grow it needs three main components - soil, water and light.</p> <p>The role- play could be used as a game to deal with issues of diversity (if such issues are present).</p>	<p>Visit to local farms/ fields owned by students relatives and or fields/ green houses.</p> <p>As an extension to this activity learners can sow seeds. The Watermelon Seed - <a href="https://www.youtube.com/watch?v=ETRrUsbfUO8">https://www.youtube.com/watch?v=ETRrUsbfUO8</a></p>
		Story-telling	<p><i>Jack and The Beanstalk</i> read out from a big book or watched from an animation link. Learners prompted to once again mention the importance of soil, water and light for seeds to germinate.</p>	<p>Jack and beanstalk – <a href="https://www.youtube.com/watch?v=VCpAYajmvo">https://www.youtube.com/watch?v=VCpAYajmvo</a></p>

Food waste	The learner will be able to mention some simple actions one can do to avoid food waste.	Cooking/Re-using in Class	Use leftovers from the 'Frott Artna' scheme to create awareness that leftover food can be used and transformed into another meal thus avoiding food waste. A classical way on how food waste can be avoided is through the recipe of the 'Pudina tal-Ħobż'. Through this recipe students would be encouraged to bring stale bread. The notion of using bread which is no longer edible is highlighted but when adding other key ingredients to it, it will transform into a scrumptious treat.	<p>Pudina tal-Ħobż – <a href="http://rtk.com.mt/mt/posts/44926/pudina-tal-hobz-2">http://rtk.com.mt/mt/posts/44926/pudina-tal-hobz-2</a></p> <p>Soppa tal-Armla – <a href="https://snapguide.com/guides/cook-soppa-tal-armla-widows-soup/">https://snapguide.com/guides/cook-soppa-tal-armla-widows-soup/</a></p> <p>As an extension or rather consolidation exercise one might consider introducing the story 'Borma Minestra' by Trevor Zahra.</p>
		Story-telling	Use the vegetable leftovers of the Frott Artna scheme to recreate a hearty soup called 'Soppa tal-Armla'. Students here get to recreate the popular mouthwatering soup widows used to cook, as vegetables were often the cheapest and usually very accessible.	
	Brain-storming	<p><b>Compost Stew (ISBN 9780385755382)</b></p> <p>From apple cores to flower heads, readers will discover the best ingredients for a successful compost pile. How do you start a compost pile? What's safe to include? Perfect for an Earth Day focus or year-round reference, this inviting book provides all the answers for kids and families looking for simple, child-friendly ways to help the planet.</p> <p>What do I do with left over juice pulp?</p> <p><a href="http://www.vegetariantimes.com/blog/what-do-i-do-with-leftover-juice-pulp/">http://www.vegetariantimes.com/blog/what-do-i-do-with-leftover-juice-pulp/</a></p>		
		Construction of bird table	Collecting lunch bread leftovers to place on bird table. Consider inviting over a carpenter who might be a relative of the learners to assist in construction of bird table. It might be a very good opportunity to introduce some basic numeracy concepts as well.	Constructing a simple bird table as part of the 'Dinja Waħda' activities.



			<p>various global issues of unequal distribution through the following questions: Is there enough food for everyone? Why is there poverty? What is causing it?</p>	<p>world. <a href="http://www.kidscanmakeadifference.org/">http://www.kidscanmakeadifference.org/</a></p>
<p>Transport</p>	<p>Learners will be able to mention the advantages and benefits of consuming local seasonal products as opposed to those imported. Learners will be able to mention the various transport means used in the production and transportation of food.</p> <p>Learners will be able to rank food items (presented) that rely very heavily on transportation and explain the concept of food miles.</p> <p>Learners will be able to derive information from the content of labels on imported food items.</p>	<p>Story-telling/ role playing</p>	<p>As a set induction the educator will blindfold the students and place some food items ranging from fruit to vegetables and to other food items which could be canned. The children are encouraged to use their senses and guess what the food item is.</p> <p>Later on when all the food items are identified the educator will ask several questions as to where and how this food item ended up in class making special emphasis on the journey it took.</p> <p>Through this activity the learners will be exposed to the hard labour the farmer goes through to get the freshest of produce and will also be aware of the long journey some of the food takes (even crosses oceans) before it ends up at the supermarket before buying it.</p> <p>To consolidate the idea of food miles educators might want to use the story - <i>Fonzu jmur sas-suq tal-bdiewa</i> and <i>Where does the food come from</i> (see link on the next column).</p> <p>As a follow up activity students can bring to school different food items and together as a class they can explore the country of origin and place the stickers/labels on the world map. This will help them visualise how far food travels.</p> <p>To further extend the idea of food miles students can take up different roles by dressing up of a farmer, truck driver, captain, market stacker, cashier and buyer etc... and mimic the journey food takes before it ends up on our plates.</p>	<p>Background information for educators - <a href="https://www.youtube.com/watch?v=3SDF416nGUY">https://www.youtube.com/watch?v=3SDF416nGUY</a></p> <p><i>Fonzu jmur sas-suq tal-bdiewa</i> - <a href="http://media.wix.com/ugd/9121fd_13e1b9aec9e64896b289bc5cd21da3a6.pdf">http://media.wix.com/ugd/9121fd_13e1b9aec9e64896b289bc5cd21da3a6.pdf</a></p> <p>Educational Outing educators might want to take students to the Farmers Market held on Tuesday mornings at Ta' Qali.</p> <p>Sesame Street - Where does the food come from? <a href="https://www.youtube.com/watch?v=z6P6OxwDwVo">https://www.youtube.com/watch?v=z6P6OxwDwVo</a></p>

<p>Climate</p>	<p>The learners will be able to name the four seasons.</p> <p>The learners will be able to draw on the information from past lessons to explain how certain weather conditions determine the growth of any one particular crop.</p> <p>The learners will name some crops that do not grow naturally on the Maltese islands and explain why we do not find them growing naturally here.</p> <p>The learners will be able to explain how some crops which are not grown locally can still be grown if the farmer manages to mimic the conditions in other parts of the world; the greenhouse.</p>	<p>Game/ song/ story</p>	<p>As a set induction the educator introduces seasons through a season pictured dice. Students will have to roll the dice and depending on where it lands they have to pick and choose several clothing props that are appropriate for the season.</p> <p>Through this activity learners will learn about the four seasons and their weather patterns. The educator will also mention typical meals example: pumpkin soup, <i>torta tal-lampuki</i>, <i>minestra</i>, <i>borża ta' San Martin</i>. Students will be exposed to these foods and are encouraged to mention when we eat them. The idea is to elicit that for each season there are fruits and vegetables that grow best.</p> <p>As an extension of the season song the educator could place pictures of fruits and vegetables that are commonly found locally in each season and encourage children to choose their favourite fruits and vegetables. Through this activity the learners will learn that when buying seasonal produce you would be having the best flavour and nutritional value while minimizing the impact on the environment due to a minimum of transport.</p> <p><i>Peppa Pig Fruit Episode</i> - <a href="https://www.youtube.com/watch?v=W_apzEH1_pk">https://www.youtube.com/watch?v=W_apzEH1_pk</a></p> <p>In the Peppa Pig episode one finds all kinds of fruits imaginable. The educator might want to start off by asking the kids what smoothie they would prefer. The discussion might then develop into the availability of fruit during certain seasons and if it is possible to grow all that fruit naturally locally. One might also draw the difference and variety between the crops one finds at the Farmer's Market and the fruit and veg stall at a typical supermarket.</p>	<p>Song on the Four seasons of the Year</p> <p><a href="https://www.youtube.com/watch?v=H32W-6CKdfk">https://www.youtube.com/watch?v=H32W-6CKdfk</a></p> <p><i>Borża ta' San Martin</i></p> <p>A trip to the <i>Smoochie</i> - factory could also be taken into consideration as students would be able to question on how and where fruits are sourced. They could also further the discussion on what happens when fruits are not locally grown what provisions are taken to ensure that they are grown naturally.</p>
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			<p>As a follow up traditional Borża ta' San Martin could also be done to consolidate the idea of consuming food according to their season.</p> <p>To explore the idea of climate change. Students play...a What if game, whereby they would be able to question through pictures extreme weather conditions example: What if there is hail in spring? What if there is heat in autumn? What if there is no rainfall in winter? etc... As a class they then discuss the implications of such conditions and the impact it has on fields (hail on crops).</p>	
Health	<p>The learners will be able to say the number of fruit/veg we need to eat daily.</p> <p>The learners will make reference to the food pyramid to explain which are the items we should eat frequently and others we should avoid.</p> <p>The learners will engage themselves in more physical exercise besides following a healthy diet regime.</p>	Song/story telling	<p>As a set induction the educator places a large variety of food on the table and asks a student, whether it is possible that one person eats all the food on the table at one go. As a class they will discuss what if one would eat them what will happen? Issues of eating a balanced diet would be elicited from this exercise and the children would be presented with a song on the food pyramid. They will be encouraged to sing a long and through it they would be able to identify what foods are to be eaten frequently and what to avoid.</p> <p>As a natural extension of the food pyramid the educator could also read the story of <i>Gġi Żaqqieg</i> to elicit the importance of eating responsibly.</p> <p>To outline a healthy lifestyle students will also be exposed to physical exercise, to help with the keeping a healthy regime.</p>	<p><i>Toninu mar il-festa</i> (Mary Meilak)</p> <p><i>Gġi Żaqqieg</i></p> <p><i>Food Rockin Tonight</i> - <a href="https://www.youtube.com/watch?v=GaLvxVnn8Yg">https://www.youtube.com/watch?v=GaLvxVnn8Yg</a></p>
Biodiversity	The learner will be able to give a simple example of	Game	String game children take up a particular role example of a: bees, flowers, sheep, goat, grass, cow, snail etc... Each child will hold a connecting piece of string. Through this	Additional videos for background information: <a href="https://www.youtube.com/watch?v=JilYBVrFiLA">https://www.youtube.com/watch?v=JilYBVrFiLA</a>

a food chain.  
The learner will be able to give another simple example of a food chain including man.

The learners will be able to explain the process of pollination using simple terms.

game students construct a web to learn how food chains are interconnected. This game will encourage learners to understand that all living things need energy for everything they do. For example, a butterfly needs energy to change position when it flies, and a daffodil needs energy to change size as it grows and blooms. Bees are particularly important because they pollinate flowers and their honey is used in roughly 70% of the food we consume. All living things get energy from food. Green plants use energy from the sun to make their food. Plants use the food they make for energy to grow. Animals get energy by eating plants or other animals.

As a consolidation of this activity an online game could be played to explore different food chains this can be accessed on the following link:

<http://www.sheppardsoftware.com/content/animals/kidscorner/games/foodchaingame.htm>

Pollination Tag game: In order to play Pollen Tag, the students must create the props.

The educator then asks students to share their favourite fruit. Then they will be encouraged to draw their favourite fruit on one side of a piece of paper. On the other side, each student draws a flower with a large centre (picture included).

A piece of double-adhesive tape is then placed over the centre of the flower. The students are given cotton balls to put on their flower centre. This is the pollen of the flower! (Students can colour their cotton balls differently to distinguish their "pollen" from others)

These props can be used to play a game of pollen tag!

The rules of the game:

<http://www.the-best-childrens-books.org/food-chains-for-kids.html>

Bee Movie:

<https://www.youtube.com/watch?v=sxuU39hMpP4>

Maya the Bee Movie:

<https://www.youtube.com/watch?v=n-hmgX3jZlg>

1. Give safety guidelines so that students do not get hurt.
2. 3 students are chosen as pollinators (bees, butterflies, and houseflies are good examples- these cut out are provided)
3. The pollinators go around and tag the “flowers” (other students)
4. When a “flower” gets tagged, they need to give the “bee” some pollen.
5. If the bee already has pollen, they give it to the flower.
6. Once the flower has all new pollen, he/she turns into a fruit by flipping their paper over. This is because it received pollen from another flower.
7. These fruits go to the side and rest on a knee. The game can end when most students are fruits.

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### Primary Schools

Subtopic	Learning Outcome	Subject	Class	What from the topic	Notes
How is food connected to water resources	The learner will be able to: choose wisely when buying products estimate the amount of virtual water in different food products	Literacy	Years 3-6	Comprehension and Creative Writing	
		Numeracy	Years 3-6	Data collection Data Analysis Data representation in graphs	
		Environmental Studies	Year 6	Discuss local issues of freshwater	
How is food related to the soil	The learner will be able to: Distinguish between organic and traditional farming. Investigate the presence of contaminants in soil	Science	Years 5 - 6	Basic investigation with soil	Visit to permaculture centre
		Literacy	Year 5-6	Report-Writing with findings of investigation	
		Numeracy	Year 5-6	Drawing tables with results of experiment	Playing Games related to food and soil
Food waste	The learner should be able to recognise instances when food is being wasted, and at the same time raise awareness and promote good practices.	Maths / English	Year 5	Students pick particular week and, in conjunction with school tuck shop / canteen, they collect and weigh all the food waste throughout that week. Bar graphs are produced and displayed at the end.  The same practice is done on special days ( <i>ftira</i> day, hot dog day, etc) to raise awareness on the amount of food waste produced.	Proposals on what could be done with the food waste collected are discussed and put into action. Some ideas might include donating to animal sanctuaries, composting or writing articles / slogans to reduce waste.
		English / Art	Year 3	Following the school activity on food waste (year 5), students draw pictures and write slogans on what we can do to reduce food waste.	Slogans and drawings are displayed in the school and distributed to parents to ask for collaboration from home.
Poverty/ Hunger/	The learner is aware of the realities of	Social Studies / IT	Year 6	Working in groups, students research through the net the reality of food in different countries - with	

Unequal distribution of resources	different countries where food is concerned.			special emphasis on developed and developing countries.  Information is collected and shared, displaying how the food being wasted (mainly in developed countries) could help the hunger in developing countries.	
		English / Maltese	Year 6		As a follow up, students write an article for the local papers, displaying instances where food is being wasted locally, and suggesting ways of changing the situation.
Transport	Learners become aware of the food miles connected with what we buy - and how waste can be reduced by going local.	Maths / IT	Years 5-6	Working in groups students pick up a particular item found in local supermarkets (ex: potatoes) and explore the variety of countries from where it is imported, included locally, and measure (by means of google maps) the transport required.	
		Social studies		A map is drawn showing a clear picture of the food miles.	Informing and involving through assemblies and notice boards - showing how our choices are influencing the environmental situation around us.
Climate	Learners connect the interdependence of our daily choices and the climate around us.	IT / English	Year 4	Students follow simple information on the net / youtube on what climate change is all about - with particular reference on transport and energy.  Exploring ways and means of reducing the impact on our climate by changing food choices are discussed.	
		English		Students write a short email / letter to their parents, asking them to be more responsible in their choices, and reducing the impact of climate change by making better choices.	This can be further enhanced by writing to local restaurants and hotels, encouraging them to make responsible choices.

Health	Learners understand, through simple games, the food miles and their connection with our choices.	Physical Education	Years 3-4	<p>Through a simple game, children play “races” by following directions according to their choices.</p> <p>A number of “routes” are prepared. On the whistle, students choose a food item (ex: potatoes coming from different countries). According to their choice, they have to race against “potatoes” from a different source.</p>	Unfair races / routes will help students understand the unnecessary transport / waste affected by our choices.
Biodiversity	Learners explore seasonal crops and the effects of farming on our biodiversity.	Social Studies / Science	Years 5-6	Students visit a local farmer, and interview him on which crops grow in which season. Particular reference is made to methods used for crops grown out of season, and their effect on other crops.	Issues related to heating / cooling in greenhouses in order to grow crops out of season are also explored.
	Issues related to pesticides used in farming, and their effects on our biodiversity and health are also explored.	English / Maltese		Questions related to use of pesticides are done, with particular reference to alternate ways of crop control.	<p>Issues related to organic farming and permaculture are discussed with the farmers.</p> <p>Visits to local organic farmers are highly encouraged.</p>