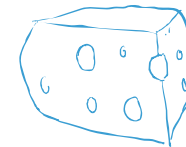
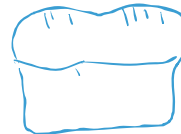
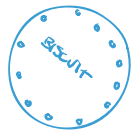
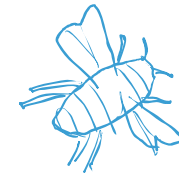


I COULD EAT A HORSE



Education Pack (Second Level Primary School)

By A Moment's Peace

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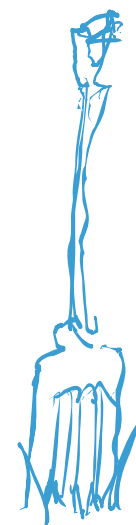
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INTRODUCTION

WELCOME

Welcome to the **I Could Eat A Horse** Education Pack.

I Could Eat A Horse is a multi-artform project exploring the diverse relationships that individuals and communities have with food and the food industry. We asked people to dig deep into the how, why and where questions; from personal choices about consumption, to examining who is in control of our access to food.

In 2013, **A Moment's Peace** worked with local groups all across the country to create twelve unique short films that focused upon human narratives, but shed light upon, and asked questions of an industry that is increasingly globalised. This collection of rich films, diverse in style and theme, take on topics ranging from geographical isolation from food, to potential environmental impacts on food systems, the increased reliance upon food banks, multi-cultural diets, the mixed messages young people receive, the power of communal eating and alternative food producing models.

These films seek to inspire debate within their local regions, as well as to contribute to a national debate and online discussion covering areas from health, to access, to sustainability. We would like you and your classes to join the debate.

WHY WE CREATED THIS PROJECT

"The future of food is not a technical question to be left to experts, nor a market question to be left to individual disempowered consumers. It's central to the sort of society we want to create – in Scotland and globally."

Pete Ritchie, Director of **Nourish Scotland**.

Much educational work around this subject focuses upon food and personal health. Although this pack does focus upon health at times, this project is an opportunity to engage students in some of the broader issues around food and food systems. We understand the importance and are excited about the potential of discussing food, its production and its consumption in the classroom. We want the debates we started in the films to continue in the classroom. Young people are, of course, encountering food on a daily basis. By encouraging a greater understanding of food issues amongst young people, we can foster an environment of responsible food production and consumption.

What do our relationships with food and the food industry tell us about Scotland today, and what do we want our future food culture to look like?

In Scotland's **Year of Food and Drink**, and at a time when Scotland has committed to becoming a 'Good Food Nation' there is no better time to empower young people to engage with the ideas and issues contained in this pack.

ABOUT THIS PACK

This pack covers the Second Level of Curriculum for Excellence and is best suited for P5-7.

The films created as part of **I Could Eat A Horse** were made by a wide range of groups and included participants as young as 7 and as old as 75. The issue of food production and consumption is relative to all ages and this education pack that can be used with a wide range of age groups.

All films that were created as part of the project can be found on the DVD accompanying this pack or, if you are using the PDF version of the pack, online at <http://www.icouldeatahorse.co.uk>

We hope you and your classes enjoy the activities and learning journeys in this education pack. We would love to see any work you produce in the classroom as a result of using this pack, and/or seeing our production Eat Me. Please email us via info@amomentspeace.co.uk

With thanks to Vickie Beesley, Rhea Lewis and Iain Craig for creating this pack. And thanks to Lorna Aitken from Education Scotland for her support throughout.

ABOUT A MOMENT'S PEACE

A Moment's Peace is a Glasgow based theatre company dedicated to making innovative new theatre and working with diverse community groups to create high quality artistic work that explores marginalised narratives.

We create productions, interactive arts events and participatory projects that explore the links between the personal and the political. We pride ourselves on not being bound by one specific style or form, because at the heart of our creative vision is the drive to constantly pursue new ways of working; to constantly search for the most imaginative way to share each unique story.

The common thread running through all our work is that our projects encourage artists, audiences and community participants to re-imagine the world we live in; to see it as a place brimming with the possibility of positive change.

<http://www.amomentspeace.co.uk>



A GUIDE TO CHOOSING LEARNING EXPERIENCES

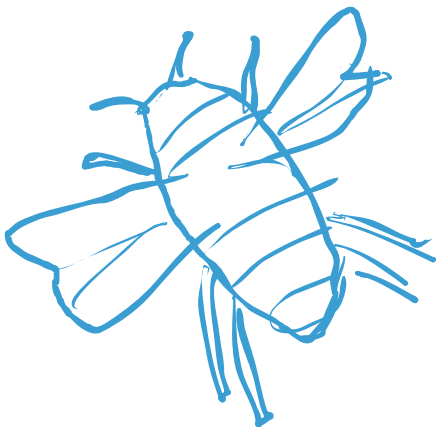
Each activity in this pack begins with watching one of the [I Could Eat a Horse](#) films. Please refer to the film synopsis and background information about the groups who created the films.

Boxes at the top of each activity indicate an estimate time length of each activity and what main area of the curriculum it covers. Most have an optional extension activity if you wish to further explore this area with your class.

The curriculum areas covered by the pack include: Expressive Arts, Health and Wellbeing, Literacy, Mathematics, Social Studies. These activities are cross curricula and encourage Speaking and Listening skills.

The activities in this pack are designed to be a starting point for explorations into issues surrounding food production and consumption. Please feel free to adapt them, share them and plan your own activities around them. We also encourage you to find opportunities to watch the other [I Could Eat a Horse](#) films with your students. Each film provides an insight into food issues and poses challenging questions.

Similar response exercises to the ones in this pack can be used with all the films to initiate discussion amongst young people.



POSSIBLE LINKS TO EXPERIENCES AND OUTCOMES

HEALTH AND WELLBEING:

- I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support. **HWB 2-08a**
- I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health. **HWB 2-15a**
- By applying my knowledge and understanding of current healthy eating advice I can contribute to a healthy eating plan. **HWB 2-30a**
- I understand that people at different life stages have differing nutritional needs and that some people may eat or avoid certain foods. **HWB 2-32a**
- Through exploration and discussion, I can understand that food practices and preferences are influenced by factors such as food sources, finance, culture and religion. **HWB 2-34a**
- When preparing and cooking a variety of foods, I am becoming aware of the journeys which foods make from source to consumer, their seasonality, their local availability and their sustainability. **HWB 2-35a**
- By investigating food labelling systems, I can begin to understand how to use them to make healthy food choices. **HWB 2-36a**

SOCIAL STUDIES:

- I can discuss the environmental impact of human activity and suggest ways in which we can live in a more environmentally-responsible way. **SOC 2-08a**
- Having explored the ways journeys can be made, I can consider the advantages and disadvantages of different forms of transport, discussing their impact on the environment. **SOC 2-09a**
- To extend my mental map and sense of place, I can interpret information from different types of maps and am beginning to locate key features within Scotland, UK, Europe or the wider world. **SOC 2-14a**
- I can explain how the needs of a group in my local community are supported. **SOC 2-16a**
- Through exploring ethical trading, I can understand how people's basic needs are the same around the world, discussing why some societies are more able to meet these needs than others. **SOC 2-20a**

POSSIBLE LINKS TO EXPERIENCES AND OUTCOMES

EXPRESSIVE ARTS:

- I have experienced the energy and excitement of presenting/ performing for audiences and being part of an audience for other people's presentations/ performances. **EXA 2-01a**
- I can create and present work that shows developing skill in using the visual elements and concepts. **EXA 2-03a**
- Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design. **EXA 2-05a**
- I can create, adapt and sustain different roles, experimenting with movement, expression and voice and using theatre arts technology. **EXA 2-12a**
- I can respond to the experiences of drama by discussing my thoughts and feelings. I can give and accept constructive comment on my own and other's work. **EXA 2-15a**

LITERACY AND ENGLISH:

- Throughout the writing process, I can check that my writing makes sense and meets its purpose. **LIT 2-23a**
- By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. **LIT 2-26a**
- To extend my mental map and sense of place, I can interpret information from different types of maps and am beginning to locate key features within Scotland, UK, Europe or the wider world. **ENG 2-27a**
- I can explain how the needs of a group in my local community are supported. **ENG 2-31a**

THE FILMS

The activities in this resource pack
focus on the following films:

What do they know?

by the DRC Youth Project [duration: 8 minutes 6 seconds]

This film explores the things a group of young people know about food. Where does it come from? How is it made? Who are their food roles models? This serves as a contemplation on whether our children know enough about their food.

This film was made by a group of 7-11 year olds at the [Dumbarton Road Corridor](#) (DRC) Youth Project. DRC works with socially excluded young people aged 8 - 25, in the communities of Yoker, Scotstoun and Whiteinch.

This film is part of the Greater Glasgow section of the [I Could Eat a Horse](#) DVD and website.

Alone Together

by Third Stage [duration: 6 minutes 40 seconds]

This film explores the relationship older people, and in particular older people who live alone, have with food. It explores the issue of isolation in older age and presents a positive alternative as a group of older people come together to eat.

This film was created by [Third Stage](#), a group set up at [Woodend Barn](#) eleven years ago to provide high quality workshops in the arts for older people in the Banchory area.

This film is part of the North East section of the [I Could Eat a Horse](#) DVD and website.

LEARNING EXPERIENCE:

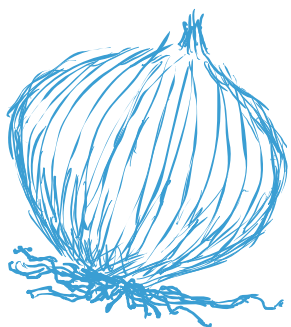
Food Heroes

Duration: 40 minutes

Possible Experiences & Outcomes

SOC 2-08a / SOC 2-20a

Film: What Do They Know?



1

In small groups discuss the following:

- What did you like about the film?
- What do you think the film was trying to say?
- Did you find out anything new from watching the film?
- Make a list of all the people who are mentioned in the film *Eg. parents, farmers, burger man*

2

In the same groups, create a list of all the jobs / roles you can think of that have something to do with food. Encourage the groups to think about the different stages of food production:

Stages: Growing, Processing (*eg. changing the ingredients for chocolate into chocolate*), Transporting, Packaging, Advertising, Selling, Cooking.

Example Jobs: farmers, fruit-pickers, factory workers, lorry drivers, designers, shop assistants, supermarket owners, chefs, waiter, parent.

3

Each group should now choose which three jobs on their list they think are the most important. Who plays the biggest role in getting food to you? Share these three jobs with the rest of the class – all of these suggestions should be written on the board. Prompt pupils to consider what each job might involve, why these jobs are important and what would happen if nobody did that job.

4

Look at the list of jobs that is now on the board. As a class, re-arrange this list putting the person who earns the most from the food industry at the top, and the person they think earns the least from the food industry at the bottom.

5

Once the class has shared their opinions on who earns the most from the food industry, if required, the teacher should re-arrange the list to show the class who really earns the most money from food production. (Here it is important to note that the people who grow the food we eat are often the least well paid.) Is there anything that surprises you about the order of this list? Do you think this is fair?

6

Choose one person from this list. Imagine this person has just completed their first day at work. Write a diary entry from their perspective. What did they have to do? What did they like about the job? What did they dislike? How did they feel doing their job?

Extension Activity:

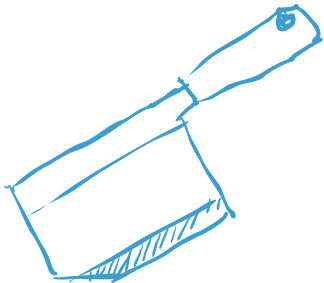
Food Heroes

Duration: 25 minutes

Possible Experiences & Outcomes

**SOC 2-08a / SOC 2-20a / EXA 2-03a
/ EXA 2-05a**

Film: What Do They Know?



1

Draw a food hero – this can be a real person or a made up character. Encourage pupils to think about what special skills or powers this person has.

Eg. Strong hands for kneading dough; a brain full of recipes; or a cape for carrying apples

2

Label your hero, writing what special skills your hero has and explaining why they are a hero.

3

As a class, discuss what qualities you need to be a food hero. Is there anything they can do themselves to become food heroes?

LEARNING EXPERIENCE:

Food Journeys

Duration: 30 minutes

Possible Experiences & Outcomes

**SOC 2-09a / SOC 2-14a / SOC 2-20a
/ HWB 2-35a**

Film: What Do They Know?

Resource: page 21/22



1

As a class try and list as many of the foods that were mentioned or shown in the film as you can remember. What did the children in the film know about where these foods came from? Did they miss anything?

2

5 minutes and 8 seconds into the film, someone asks, 'Where does chocolate come from?' The reply is 'Milk, and cows'. Discuss whether there is anything missing from this answer?

3

Using the Journey of Chocolate resource on page 21 of this pack, put the stages of making chocolate in the right order. Is there anything that surprises you about the journey of chocolate?

4

Using an atlas, find the towns and cities the cocoa beans and chocolate travels through on its way to your local shop. Then take a ruler or a piece of string and use the scale to work out the distance between each of these places. Add these distances together to find out how far the ingredients of chocolate have travelled to get to you.

5

As a class, you might want to make a wall display showing what you have learnt about the journey of chocolate.

Extension Activity:

Food Journeys

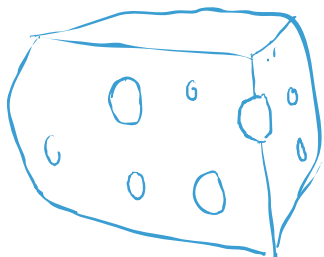
Duration: 15 minutes

1

The cocoa beans that come from the cocoa pod are the most important ingredient in chocolate. Draw a picture of what you imagine a cocoa pod might look like.

2

Now look at a photograph of a cocoa pod. Is it what you imagined? Are you surprised that chocolate comes from this?



LEARNING EXPERIENCE:

Eating Alone, Eating Together

Duration: 20 minutes

Possible Experiences & Outcomes

HWB 2-08a / EXA 2-12a / EXA 2-15a

Film: Alone Together



1

In pairs, chose one person to be a sculptor and one person to be a statue. Sculptors must mould their partner into three statues that show how the women would have felt in the part of the film when they were eating on their own. Show these statues to the rest of the class.

2

Swap around so the statue is now the sculptor and vice versa. This time sculptors should create three statues that show how the women would have felt sharing a meal with their friends. Show these statues to the rest of the class. Discuss the differences between the first set of statues and the second set.

3

In larger groups create a statue of a happy meal scene and an unhappy meal scene. Perform these to the rest of the class. Whilst the statues are frozen, those watching should offer ideas on why this is a happy/unhappy scene and what other adjectives could be used to describe these statues. Suggested questions to prompt discussion: What emotions can you see? How do the people in the statue feel about each other? What factors beyond the food itself make this scene happy/unhappy?

Extension Activity:

Eating Alone,

Eating Together

Duration: 20 minutes

Possible Experiences & Outcomes

LIT 2-23a / LIT 2-26a / ENG 2-27a /

ENG 2-31a

1

As a class, write two lists of adjectives – one that describes how the two women might feel eating alone, one that describes how they might feel when they are eating with their friends.

2

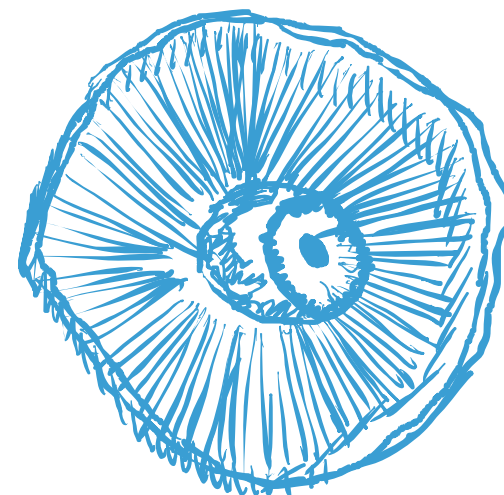
Using the adjectives, write a poem from the perspective of an ornament in the house of one of the ladies in the film. From your spot on the shelf you can see everything that is going on in the room. What do you see when she eats alone? What do you see when she eats with other people?

A Moment's Peace would love to read the poems you write, and to put some of them on the [I Could Eat A Horse](http://www.ICouldEatAHorse.com) website.

If you would like to share your poems with us, please email them to:
info@amomentspeace.co.uk

or post them to:

A Moment's Peace Theatre Company
48 Woodside Terrace Lane
Glasgow
G3 7YW



LEARNING EXPERIENCE:

Menu Design

Duration: 30 minutes

Possible Experiences & Outcomes

SOC 2-08a / HWB 2-30a / HWB

2-23a / HWB 2-36a

Film: Alone Together

1

In Alone Together, one of the women has a meal delivered to her door. Explain that Meals on Wheels is an organisation that brings fresh and healthy meals to people's homes. They offer this service to people who struggle to leave their homes, to do the shopping, or to make food themselves because of health or mobility problems.

2

Design a healthy lunch that could be delivered to an older person as part of Meals on Wheels. Break your meal down into ingredients and decide which food group each of these ingredients belongs to.

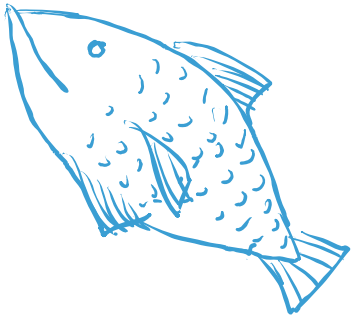
3

Now look at the Eat Well Plate (available at www.nhs.uk/Livewell/Goodfood/Pages/eatwell-plate.aspx). Is your meal well-balanced? Is there anything you need to change to make it a healthier lunch?

4

Conclude the exercise by asking the class whether there is anything else, apart from food, an older person might be getting out of a visit from a Meals on Wheels worker?

For example: they might be the only person they talk to all day, the Meals on Wheels worker can check that they are safe and well, the Meals on Wheels worker might be able to help them with a problem.



Extension Activity:

Menu Design

Duration: 20 minutes

1

Keep a diary, listing everything you ate and drank over a period of time. (This could be for one week, one day, or one meal.)

2

Looking through your diary underline the food that belongs to each food group in different colours.

E.g. Underline dairy in blue, carbohydrates in orange, protein in brown etc.

3

Group discussion: Have you had a balanced diet? Should you be trying to eat more or less of a certain food type?

4

Now write a list of all of the non-food ingredients included in the meals you recorded in your diary. These are all the extra things that made your meal enjoyable.

E.g. a funny conversation, the dinner lady's hard work, mum's love, granddad's recipe, music playing. Why are all these things important in helping us enjoy food?



LEARNING EXPERIENCE:

What do we know?

Duration: 20 minutes

Possible Experiences & Outcomes

HWB 2-30a / HWB 2-36a / SOC

2-09a / EXA 2-03a / EXA 2-05a

Film: What do They Know?

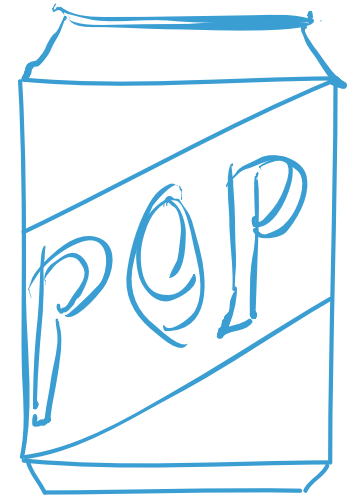
Resource: page 23/24

1

In pairs, try and answer the questions in the food quiz on [page 23](#).

2

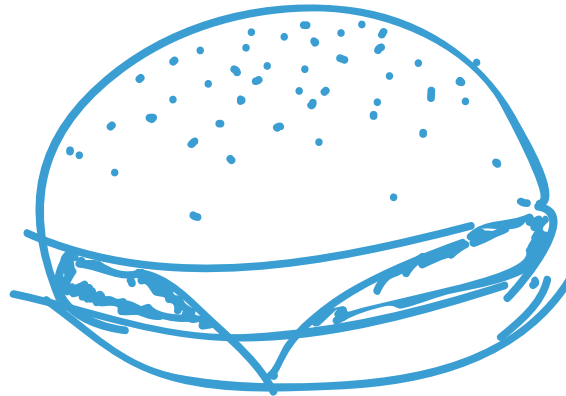
Go over the answers ([page 24](#)) as a whole class.



Extension Activity:

What do we know?

Duration: 20 minutes



1

In small groups think of 5 pieces of advice you could give other people your age about eating responsibly. Eating responsibly is more than just eating healthily, it includes: minimising food waste, minimising the effect your consumption has on the environment, eating products by companies that pay a fair wage to farmers etc.

2

Create an infomercial/advert to give this advice to others. You might like to have two people presenting the advert, whilst the rest of the group acts out the scenarios and conducts interviews.

3

These adverts can be filmed, or performed live to the rest of the class.

LEARNING EXPERIENCE:

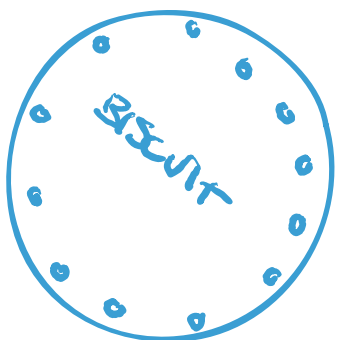
Changing Food

Duration: 25 minutes

Possible Experiences & Outcomes

SOC 2-08a / SOC 2-09a / HWB 2-34a

Film: What do They Know? & Alone Together



1

The films you have seen are made by one group of young people and one group of old people. Some of the people in Alone Together were your age more than sixty years ago. The food that is available has changed a lot over that time. Now lots of food is imported from around the world, but sixty years ago most of the food people ate would have been grown and made in Britain.

2

Pull a variety of food products out of a bag one at a time. The class must guess which ones were grown/sourced in Britain and which ones have come from abroad.

Examples of British grown/sourced food: apples, bread, milk, cabbage, eggs Examples of international food: rice, sugar, avocado, orange, tea

Here it is important to note that some food that can be grown/produced in Britain is also often also imported (e.g. apples imported from Germany). This could be an interesting point of discussion. Why is this food being imported when it is also grown in Britain?

3

Write down what you ate for each meal yesterday. Underline which food you think includes ingredients that have come from outside the UK. In pairs, discuss what might you have replaced these ingredients with if you were living sixty years ago.

4

As a class, discuss what the advantages are of being able to buy food from around the world. Then discuss the disadvantages. Suggested topics for discussion:

- What effect does importing food have on our environment?
- How might farmers in Britain feel about food being imported?
- How does importing food affect our diet?
- How might people who have migrated from other countries feel about being able to buy food from around the world?

Extension Activity:

Changing Food

Duration: 20 minutes

Possible Experiences & Outcomes

SOC 2-16a / HWB 2-30a / HWB 2-3a

1

In small groups, design an event that will bring young and older people together to eat. Here are some things you might want to think about:

- What food would you serve?
- Where will the event be held?
- At what time and on what day will the event be held?
- How will you advertise it?
- What activities could you include in your event to get the older and younger people talking to each other?



Resource:

The Journey of Chocolate

Below are the different stages cocoa goes through before it appears in our shops as chocolate. Cut out the shapes and see if you can put them in the right order.



The bags of beans travel on a boat from Ghana to Amsterdam in Holland.



In Kumasi a cocoa tree is growing. Kumasi is in Ghana



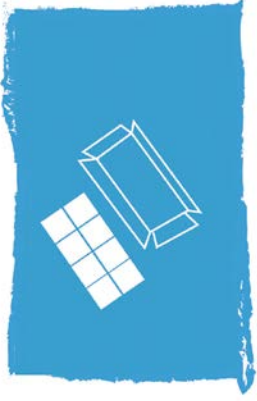
A farm worker picks the pods that grow on the cocoa tree when they are ripe.



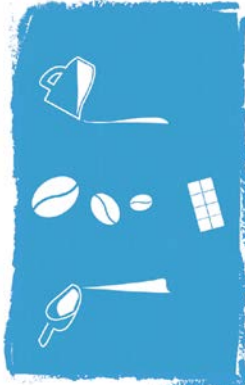
The farm workers take the cocoa beans out of the pods. Inside each cocoa pod there are more than twenty cocoa beans.



The cocoa beans are wrapped in leaves and left for one week.



The chocolate is put into packaging.



The cocoa beans are made into a liquid and then sugar and milk are added.



The chocolate travels by lorry from Amsterdam to a shop in your town.



In a factory in Amsterdam, a factory worker cleans and roasts the cocoa beans.



The cocoa beans are put in bags by the farm workers.



The liquid chocolate is poured into moulds and is left to cool.



The cocoa beans are left to dry in the sunshine.



The bags of cocoa beans are loaded into a lorry and the driver takes them to Accra. Accra is the capital of Ghana.

Resource:

The Journey of Chocolate

(answers – for teachers)

Below, the journey of chocolate has been rearranged into the correct order.



A farm worker picks the pods that grow on the cocoa tree when they are ripe.



The farm workers take the cocoa beans out of the pods. Inside each cocoa pod there are more than twenty cocoa beans.



The cocoa beans are left to dry in the sunshine.



The cocoa beans are put in bags by the farm workers.



The bags of beans travel on a boat from Ghana to Amsterdam in Holland.



In a factory in Amsterdam, a factory worker cleans and roasts the cocoa beans.



The liquid chocolate is poured into moulds and is left to cool.



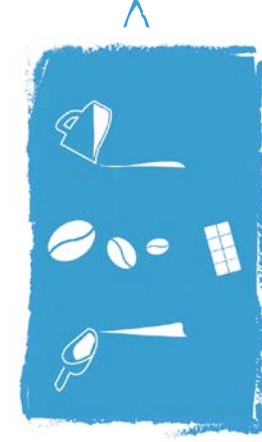
In Kumasi a cocoa tree is growing. Kumasi is in Ghana



The cocoa beans are wrapped in leaves and left for one week.



The bags of cocoa beans are loaded into a lorry and the driver takes them to Accra. Accra is the capital of Ghana.



The cocoa beans are made into a liquid and then sugar and milk are added.



The chocolate travels by lorry from Amsterdam to a shop in your town.

Resource:

The Food Quiz

1. Why is it important to eat healthily?
2. How many portions of fruit and veg should you eat a day?
3. big is a portion of fruit or vegetables?
4. How much water should you drink every day?
5. Why should you try to avoid food or drink that is high in sugar?
6. Can you name three foods or drinks that are high in sugar, and three healthy snacks?
7. How much food is thrown away in the UK every year?
8. Can you name five places where you have seen food advertised?
9. Where might you see this logo?
What does it mean?
10. What does this logo mean?



Resource:

The Food Quiz

(answers – for teachers)

1. Why is it important to eat healthily?

helps your body to function well, makes you feel good, improves your mood and concentration.

2. How many portions of fruit and veg should you eat a day?

At least 5.

3. How big is a portion of fruit or vegetables?

A handful. If you are a child, a portion is the size of your handful. If you are an adult, a portion is the size of your handful.

4. How much water should you drink every day?

- 5-8 year olds: 1 litre (5 glasses)
- 9-12 year olds: 1.5 litres (7 glasses)
- 13+ years: 2 litres (8-10 glasses)

You should drink more than this if it's a hot day, or if you have been exercising.

5. Why should you try to avoid food or drink that is high in sugar?

Too much sugar is bad for your teeth and body. It causes tooth decay and can lead to obesity, which in turn can cause other health problems.

6. Can you name three foods or drinks that are high in sugar, and three healthy snacks?

- Fizzy drinks, chocolate, sweets, etc.
- Vegetables, fruit, nuts, seeds etc.

7. How much food is thrown away in the UK every year?

15 million tonnes (that's roughly the weight of 15 million cars!).

8. Can you name five places where you have seen food advertised?

Television, Billboards, Magazines, Bus stops, Internet etc.

9. Where might you see this logo? What does it mean?

The fairtrade logo appears on a range of food and drink. It lets you know that the people who grew/made that food were paid a fair wage and worked in safe conditions.

10. What does this logo mean?

The forestry alliance logo appears on a variety of food products, as well as plants and furnishings. It lets you know that the people who grew/made that product were paid a fair wage, worked in safe conditions and that local wildlife and habitats were protected.

A MOMENT'S PEACE

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A Moment's Peace is a Scottish Charitable Incorporated Organisation (SCIO). Our Charity Number is SC044000.



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