



THE
FELIX
PROJECT

GOOD FOOD FOR GOOD CAUSES

The Felix Food Fight Lesson 1: What is surplus food?

Learning objective(s)

I am understanding the problem with food surplus.

Success criteria

- *I understand what food surplus is.*
- *I understand the difference between shortage and surplus.*
- *I understand that food surplus can happen at every stage of food production.*

Resources

- PowerPoint slides
- Handout, with images, factual information and reminders of what to include in posters.
- LA poster template

Key vocabulary

- *surplus*
- *surplus food*
- *shortage*
- *food waste*

Lesson starter (10 mins)

See. Think. Wonder.

Show the children the image of Itamar Gilboa's Food Chain Project on the board. Provide children with an additional handout so that they can see the image in as much detail as possible. Begin by giving children silent time to observe the image closely before discussion.

See – ask the children to state what they can see. Remind children that an observation is something that they can put their finger on and point out within the image. They are not forming interpretations at this stage.

Think – ask the children what they think is going on in the image. As they begin to interpret the artwork, encourage them to give evidence.

- What is going on in this picture?
- What do you see that makes you think that?
- What else could this image be showing?

Wonder – ask the children what they are wondering based on the image and the discussion so far. Encourage children to start their sentences with, "I wonder ..."

To encourage discussion, children can use the following sentence starters:

- "I agree with __ because ..."
- "I disagree with __ because ..."
- "I partly agree with __ because..."
- "I would like to build on __ contribution ..."

After the children have discussed their interpretations of the artwork, follow the link to watch the short clip where Itamar Gilboa's explains the vision behind his artwork. Stop the video at 2.15 minutes.

After watching, ask the children what they learnt from Itamar Gilboa. Consider how his artwork helps us to think about the *impact of our consumption choices*.



<p>Main teaching and learning task (20 mins)</p>	<p>Show children the learning journey and explain that this sequence of lessons will help us understand the problems with surplus food and ways that we and others around us can help.</p> <p>Share the learning intention and the key vocabulary. Ask children if they have heard of any of the words before or if they can infer what any of them mean.</p> <p>Distinguish the difference between shortage and surplus. Explain that if there is a shortage, there is not enough and if there is a surplus, there is too much. Go through the examples of shortage or surplus and draw out how surplus food often becomes wasted.</p> <p>Explain that food surplus is when the supply of food is greater than the demand for it so you end up with more food than you need. Ask the children if they can think of any examples of where this happens.</p> <p>Share the five stages of food production and explain that we can have food surplus at each of these stages:</p> <ol style="list-style-type: none"> 1. Farmers 2. Manufacturers 3. Retail outlets 4. Hospitality 5. Individuals <p>Spend time going through the slides to explore how food surplus occurs at each stage of food production. Discuss what the children can infer from the images and watch the video links for extra information.</p> <p>Question prompts:</p> <ul style="list-style-type: none"> • What is surplus food? • Why is surplus food a problem? • How is food wasted at each stage? • Could food surplus be avoided at any of these stages?
<p>Activity (20 mins)</p>	<p>Explain to the children that they are going to create a poster to explain what surplus food is.</p> <p>Remind the children that their posters should be answering the following questions in a simple and pictorial format:</p> <ul style="list-style-type: none"> - What is food waste? - What can we do to help? <p>Remind the children to include these features:</p> <ul style="list-style-type: none"> - Pictures - Factual information - Rhetorical questions - Key vocabulary <p>Also consider the following design features:</p> <ul style="list-style-type: none"> • Simplistic, bold images • Short, snappy phrases • Eye-catching colours and designs



	<p>Children work in mixed ability pairs to complete the posters.</p> <p>All children can be given a handout, with images to inspire their drawings, factual information for them to include and reminders of what to include. These facts were taken from the following website: 25 Facts About Food Waste Earth.Org - Past Present Future</p> <p>If unable to work in mixed ability pairs, LA children could be given the optional poster layout to help organise their information.</p>
<p>Plenary (5 mins)</p>	<p>Gallery Walk:</p> <p>Explain to the children that they are going to do a Gallery Walk. Just like if we are visiting a gallery, the children are going to sensibly stand and walk around the classroom looking at their classmate's work. Once they have had a chance to view everyone's work, they can return to their seats and give one another feedback, using the following sentence stems:</p> <ul style="list-style-type: none"> - I liked the way you ... - ... was effective because ... - Your use of ... made me feel/think... <p>Finish with the following question, what is the impact of surplus food? Recap today's learning on surplus food and ask the children to begin considering what the impact of this is. Gather ideas and explain to the children that we will be exploring this next session.</p>

