The Centre for Global Education has a collection of resources for Key Stages 1–4, available at www.centreforglobaleducation.com

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Introduction

This resource complements and builds on the Learning for Life and Work Integrated Activity Food Miles.

We have divided this resource into three sections. It includes a number of suggested activities based around:

- Food Miles;
- Fair Trade; and
- The Food Miles Dilemma.

These activities also address some of the statutory requirements for Learning for Life and Work: Local and Global Citizenship – Key Concept: Democracy and Active Participation. Pupils should have opportunities to investigate an issue from a range of viewpoints and suggest action that they might take to improve or resolve the situation.

At the beginning of each section you will find:

- reference to the relevant key concept(s) of the Global Dimension;
- a summary of the key terms to use in each activity;
- suggested learning intentions; and
- reference to the strands within the Thinking Skills and Personal Capabilities Framework and the Cross-Curricular Skills that may be developed in the activities.

Key Learning Outcomes

The activities in this booklet give pupils opportunities to consider the Global Dimension in their learning. By the end of the activities pupils should:

- have a greater understanding of the issues associated with Food Miles; and
- recognise the dilemma we face when buying goods from abroad.
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All website addresses correct at time of publication.
The eight key concepts of the Global Dimension reflect some of the issues that individuals and society face, both locally and globally. The eight key concepts were developed to provide a framework to help understand the Global Dimension. They are all important and interrelated. However, in various contexts different concepts take a more central position and underpin the others.

In lesson planning, you can use these concepts as ‘lenses’ to look at issues in a range of ways. The Global Dimension spans the curriculum and teaching with the concepts helps to keep learning relevant. The Global Dimension is not a discrete subject. It is a lens to explore global issues. It is an opportunity for learning that should permeate the curriculum and the life of the school community.

The Global Dimension contributes to the development of key skills including [cross-cultural] communication, collaborative working, and an awareness of diversity in opinion and perspective. It contributes to critical thinking skills by encouraging pupils to analyse, evaluate, question assumptions and creatively identify ways to achieve positive change.

The Global Dimension incorporates the key concepts of global citizenship, conflict resolution, diversity, human rights, interdependence, social justice, sustainable development and values and perceptions. It explores the interconnections between the local and global. It builds knowledge and understanding, as well as developing skills and attitudes.

DfES (2005)
The Eight Key Concepts of the Global Dimension

The eight key concepts of the Global Dimension provide a structure for exploring issues and asking questions through the lens of each concept.

Human rights

Knowing about human rights including the UN Convention on the Rights of the Child.

- valuing our common humanity, the meaning of universal human rights
- understanding rights and responsibilities in a global context and the interrelationship between the global and the local
- understanding that there are competing rights and responsibilities in different situations and knowing some ways in which human rights are being denied and claimed locally and globally
- understanding human rights as a framework for challenging inequalities and prejudice such as racism
- knowing about the UN Convention on the Rights of the Child, the European declaration on Human Rights the Human Rights Act in UK law
- understanding the universality and indivisibility of human rights

Conflict resolution

Understanding the nature of conflicts, their impact on development and why there is a need for their resolution and the promotion of harmony.

- knowing about different examples of conflict locally, nationally and internationally and different ways to resolve them
- understanding that there are choices and consequences for others in conflict situations
- understanding the importance of dialogue, tolerance, respect and empathy
- developing skills of communication, advocacy, negotiation, compromise and collaboration
- recognising conflict can act as a potentially creative process
- understanding some of the forms racism takes and how to respond to them
- understanding conflicts can impact on people, places and environments locally and globally
<table>
<thead>
<tr>
<th>Global citizenship</th>
<th>Diversity</th>
<th>Values &amp; perceptions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gaining the knowledge, skills and understanding of concepts and institutions necessary to become informed, active responsible citizens.</strong></td>
<td><strong>Understanding and respecting differences and relating these to our common humanity.</strong></td>
<td><strong>Developing a critical evaluation of representations of global issues and an appreciation of the effect these have on people’s attitudes and values.</strong></td>
</tr>
<tr>
<td>• developing skills to evaluate information and different points of view on global issues through the media and other sources</td>
<td>• appreciating similarities and differences around the world in the context of universal human rights</td>
<td>• understanding that people have different values, attitudes and perceptions</td>
</tr>
<tr>
<td>• learning about institutions, declarations and conventions and the role of groups, NGOs and governments in global issues</td>
<td>• understanding the importance of respecting differences in culture, customs and traditions and how societies are organised and governed</td>
<td>• understanding the importance and value of human rights</td>
</tr>
<tr>
<td>• developing understanding of how and where key decisions are made</td>
<td>• developing a sense of awe at the variety of peoples and environments around the world</td>
<td>• developing multiple perspectives and new ways of seeing events, issues, problems and opinions</td>
</tr>
<tr>
<td>• appreciating that young people’s views and concerns matter and are listened to; and how to take responsible action that can influence and affect global issues</td>
<td>• valuing biodiversity</td>
<td>• questioning and challenging assumptions and perceptions</td>
</tr>
<tr>
<td>• appreciating the global context of local and national issues and decisions at a personal and societal level</td>
<td>• understanding the impact of the environment on cultures, economies and societies</td>
<td>• understanding the power of the media in influencing perceptions, choices and lifestyles</td>
</tr>
<tr>
<td>• understanding the roles of language, place, arts, religion in own and others’ identity</td>
<td>• appreciating diverse perspectives on global issues and how identities affect opinions and perspectives</td>
<td>• understanding that the values people hold shape their actions</td>
</tr>
<tr>
<td></td>
<td>• understanding the nature of prejudice and discrimination and how they can be challenged and combated</td>
<td>• using different issues, events and problems to explore children and young people’s own values and perceptions as well as those of others</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Social justice</th>
<th>Sustainable development</th>
<th>Interdependence</th>
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</thead>
<tbody>
<tr>
<td><strong>Understanding the importance of social justice as an element in both sustainable development and the improved welfare of all people.</strong></td>
<td><strong>Understanding the need to maintain and improve the quality of life now without damaging the planet for future generations.</strong></td>
<td><strong>Understanding how people, places, economies and environments are all inextricably interrelated and that choices and events have repercussions on a global scale.</strong></td>
</tr>
<tr>
<td>• valuing social justice and understanding the importance of it for ensuring equality, justice and fairness for all within and between societies</td>
<td>• recognising that some of the earth’s resources are finite and therefore must be used responsibly by each of us</td>
<td>• understanding the impact of globalisation and that choices made have consequences at different levels, from personal to global</td>
</tr>
<tr>
<td>• recognising the impact of unequal power and access to resources</td>
<td>• understanding the interconnections between the social, economic and environmental spheres</td>
<td>• appreciating the links between the lives of others and children’s and young people’s own lives</td>
</tr>
<tr>
<td>• appreciating that actions have both intended and unintended consequences on people’s lives and appreciating the importance of informed choices</td>
<td>• considering probable and preferable futures and how to achieve the latter</td>
<td>• understanding the influence that diverse cultures and ideas (political, social, religious, economic, legal, technological and scientific) have on each other and appreciating the complexity of interdependence</td>
</tr>
<tr>
<td>• developing the motivation and commitment to take action that will contribute to a more just world</td>
<td>• appreciating that economic development is only one aspect of quality of life</td>
<td>• understanding how the world is a global community and what it means to be a citizen</td>
</tr>
<tr>
<td>• challenging racism and other forms of discrimination, inequality and injustice</td>
<td>• understanding that exclusion and inequality hinder sustainable development for all</td>
<td>• understanding how actions, choices and decisions taken in the UK can impact positively or negatively on the quality of life of people in other countries</td>
</tr>
<tr>
<td>• understanding and valuing equal opportunities</td>
<td>• respecting each other</td>
<td>• understanding how actions, choices and decisions taken in the UK can impact positively or negatively on the quality of life of people in other countries</td>
</tr>
<tr>
<td>• understanding how past injustices affect contemporary local and global politics</td>
<td>• appreciating the importance of sustainable resource use – rethink, reduce, repair, re-use, recycle – and obtaining materials from sustainably managed sources</td>
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**Activity 1**

**Let's Find Out More about Food Miles**

This activity gives pupils the opportunity to research the Food Miles travelled by their own food and drinks.

Pupils should then investigate the availability of other products, locally or nationally, and consider their findings.

Ask your pupils to choose six items of food or drink at home. Using Resource 1, ask them to record:
- the name of each item; and
- the country of origin.

Using the **Food Miles calculator**, encourage your pupils to use Resource 1 to record the number of miles each item they have chosen has travelled from its country of origin to Northern Ireland.

Ask your pupils to select the three items of food or drink that have travelled the greatest number of Food Miles.

Encourage your pupils to find out, using the internet or any other sources of information, if any of these items can be grown or produced closer to Northern Ireland. Encourage them to record their findings.

Ask your pupils to explain what they have found out. Encourage them to discuss what they think about this.

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**Key Terms**

- Food Miles
- the environment
- climate change/climate instability
- country of origin
- CO₂ emissions
- sustainable development
- carbon footprint
- greenhouse effect

**What are Food Miles?**

Food Miles indicate how far a product has travelled to get from where it was grown to where you eat it. Food Miles are a way of attempting to measure how far food has travelled, and how much energy is used, before it reaches the consumer. It is a good way of looking at the environmental impact of foods and their ingredients.

Sources:
- www.organiclinker.com/food-miles.cfm
- www.bbc.co.uk/bloom/glossary.shtml
**Activity 2  What’s the Problem?**

- Ask your pupils to read the news article Local food ‘Greener than Organic’ in Resource 2.
- What are the effects of Food Miles on the environment? Ask your pupils to use the news article, along with any other sources of information available, to summarise these effects.

Pupils may use Mind Maps to summarise their ideas and findings, as illustrated below.

**Guidance for Teachers: Mind Maps**

Refer to Active Learning and Teaching Methods for Key Stage 3, page 48 (PMB, 2007).

You can use the Consequence Wheel and Fishbone Strategy for similar visual activities that ask pupils to think about cause and effect.

Ask your pupils to:
- write the term Food Miles in the centre of a large page;
- draw the main ideas around the central concept, using branches, to summarise the effects of Food Miles;
- use a different colour for each main idea, highlighters to underline key words and concepts, and images to enhance their map;
- draw sub-branches to highlight ideas connected to the main branch.

After they have completed the mind map, debrief your pupils. This may encourage them to consider why they clustered particular ideas together as well as how the map has clarified their thinking.
Section 2
Chocolate - At What Cost?

Suggested Learning Intentions
Pupils will have the opportunity to understand how people in different places are dependent on each other.

Opportunities for Thinking Skills and Personal Capabilities

Working with Others
Pupils should have an opportunity to:
• take on roles and responsibilities; and
• influence and negotiate.

Thinking, Problem-Solving and Decision-Making
Pupils should have an opportunity to analyse multiple perspectives.

Opportunities for Cross-Curricular Skills

Communication
Pupils should have an opportunity to listen to and take part in discussions, explanations, role-plays and presentations (Talking and Listening).

Activity 3
Chocolate – A Day in the Life

(Use Resources 3 and 4 in this activity.)

With your pupils, discuss the chain of production for a bar of chocolate. In groups of four (or as appropriate), allocate the roles listed in Resource 4 to individual pupils in each group.

Ask the pupils in each group, in their allocated role, to describe their reactions to the scenarios in Resource 4.

Guidance for Teachers: Conscience Alley

Refer to Active Learning and Teaching Methods for Key Stage 3, page 16 (PMB, 2007).
Note: You will need an open space for ease of movement and interaction.

• Allocate a role to each pupil working in a small group. Refer to Resource 3.
• Give your pupils time to consider each of the scenarios given in Resource 4.
• Ask your pupils to stand in two lines facing each other with a pathway up the middle.
• Select a pupil randomly and ask them to state their role.
• Ask the remaining pupils to think of one statement they would like to make to this individual.
• Ask the selected pupil to walk between the lines, letting the rest of the class make their statements as they pass by.
• Debrief by asking the selected pupil which arguments they found convincing and what they think of the scenario.
• You can repeat this activity by selecting other pupils to walk, in role, through the ‘Conscience Alley’.

Key Terms

chain of production
supply and demand
supplier
distributor
retailer
consumer
sales and profit
income

Human rights
Diversity
Values & perceptions
Social justice
Interdependence
Sustainable development
Conflict resolution
Global citizenship
Suggested Learning Intentions
Pupils will have the opportunity to explore the dilemma we face when we buy food or drinks from abroad.

Opportunities for Thinking Skills and Personal Capabilities

Thinking, Problem-Solving and Decision-Making
Pupils should have an opportunity to:
• develop a line of reasoning;
• examine evidence; and
• analyse multiple perspectives.

Opportunities for Cross-Curricular Skills

Communication
Pupils should have an opportunity to develop, express and present ideas in a variety of forms and formats, using traditional and digital resources, for different audiences and purposes (Writing).

Activity 4
Food Miles - A Dilemma?

Encourage your pupils to reflect on what they have learned about Food Miles, using the key concepts of the Global Dimension:
• Sustainable Development; and
• Interdependence.

They may recognise that there could be a dilemma when looking at the issue of Food Miles through each concept or ‘lens’.

Ask your pupils to complete any of the following activities to explore their own views on Food Miles:
• Produce a poster or postcard to persuade other pupils at your school to reduce their Food Miles.
• Write a letter to the manager of your local supermarket to persuade him/her to help reduce the Food Miles travelled by the food and drinks he/she sells.
• Prepare a presentation for other pupils in your school to explain any dilemma you may have discovered when learning about Food Miles.

Key Terms

dilemma
sustainable development
interdependence
# Pupil Resources

## Resource 1

**My Food Miles**

<table>
<thead>
<tr>
<th>Food or Drink</th>
<th>Country of Origin</th>
<th>Food Miles Travelled</th>
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<tbody>
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Local food is usually more ‘green’ than organic food, according to a report in the Food Journal Policy.

The authors say organic farming is also valuable, but people can help the environment even more by buying food from within a 20 km (12 mile) radius.

The team calculated a shopping basket’s hidden costs, which mount up as produce is transported over long distances. The study found ‘road miles’ account for proportionately more environmental damage than ‘air miles’.

The researchers’ message to consumers is this: it is not good enough to buy food from within the UK – it is better if it comes from within your area, too.

However, they admit that consumers are prevented from ‘doing the right thing’ because of inadequate labelling.

Clean-up costs
The authors calculated that if all foods were sourced from within 20 km of where they were consumed, environmental and congestion costs would fall from more than £2.3 billion to under £230 million – an ‘environmental saving’ of £2.1 billion annually.

Consumers can save a further £100 million in environmental costs, the authors claim, if they cycle, walk or catch the bus to the shops rather than drive.

The authors also say consumers should make ethical choices about the food that they buy, and supermarkets should be open with customers about where their food is coming from.

At the moment, as every UK consumer will know, it is impossible to tell whether your carrot has come from Devon or Scotland.

‘The problem is we don’t get the information. Food labels don’t tell you the sort of information you really need to know if you want to do the right thing by the environment.’

Since supermarkets do know exactly where their food is coming from, the authors believe they have a duty to inform their customers.

Eventually, the authors hope, the food production infrastructure in Britain will be transformed.

‘A big city like London could be provided with a lot more seasonal vegetables from local farms – because at the moment, the shape of the supply chain is all wrong from the point of view of food, environment and public health.’

Resource 3
Chain of Production - Chocolate

Cocoa farmer

Chocolate manufacturer

Distributor

Retailer
### Roles

<table>
<thead>
<tr>
<th>Role</th>
<th></th>
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<tbody>
<tr>
<td>Cocoa farmer</td>
<td></td>
</tr>
<tr>
<td>Chocolate</td>
<td>manufacturer</td>
</tr>
<tr>
<td>Shop retailer</td>
<td></td>
</tr>
<tr>
<td>Distributor</td>
<td></td>
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</tbody>
</table>

### Scenarios

<table>
<thead>
<tr>
<th>Scenario</th>
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<tbody>
<tr>
<td>10 percent fall in the sale of chocolate bars in Northern Ireland,</td>
</tr>
<tr>
<td>following concerns about Food Miles</td>
</tr>
<tr>
<td>20 percent increase in demand for Fair Trade chocolate</td>
</tr>
</tbody>
</table>