

# SDG 15 Seeding Sustainability

## MM4 Growing and Foraging



### MM4: Growing and Foraging

### Experimentation and Exploration

### Lesson 3: Field to Fork and Tide to Table

Subjects: CSPE, English, Geography, Horticulture, Science

### Lesson Title and Summary: Field to Fork and Tide to Table

Making food production more resilient and eco-friendly ensures communities are more sustainable  
Learners are introduced to the concepts of Field to Fork and Tide to Table through discussion and group research planning.

**Vocabulary: Agricultural Production, Consumption, Food Chain, Grower, Local, Produce (verb and noun), Seasonal**

### In this lesson, the learner will:

- brainstorm field/farm to fork and tide to table concepts
- be introduced to the concept of Sustainable (sea)food production, processing and distribution, food consumption, loss and waste prevention

### Materials

- Worksheet: Introduction to Field to Fork and Tide to Table



# MM4: Growing and Foraging

## L3: Field to Fork and Tide to Table



### ACTIVITY INSTRUCTIONS

#### Activity 1: 5 Things Game (5 mins)

This game can be played as a whole class or in small groups. Name 5 things that:

- We consume that originates from a farm (meat, eggs, milk, fruit, vegetables).
- We consume that originates from the ocean/seas (fish, shellfish, seaweed, salt, caviar, sea vegetable).
- We drink that contain animal products (milk, alcohol, pink lemonade & grapefruit juices containing carmine, Orange Juice containing Omega 3).
- We drink that comes from plants (milk, tea, coffee, natural fruit or vegetable juices).

#### Activity 2: Introduction to Field to Fork and Tide to Table (20 mins)

1. Divide learners into groups of 3-4.
2. Instruct learners to view the WORKSHEET: INTRODUCTION TO FIELD TO FORK AND TIDE TO TABLE.
3. Advise learners to organise themselves to hold a brainstorming discussion using questions on the worksheet and to take notes to be used later.
4. Set learners to task advising of a time limit to complete tasks.

*Note: You may wish to suggest they nominate a group leader, scribe and time keeper. Also this is a brainstorming session so it is advisable to tell learners not to look up any terms or questions online.*

#### Activity 3: Regroup and share (10 mins)

1. Regroup learners so that there are representatives from each of the groups in Activity 2.
2. Share ideas from the discussion and add to notes.

#### Activity 4: Making a research plan (10 mins)

1. Ask learners to return to their original groups.
2. Direct learners to revisit the original questions and decide how they might find the information necessary to answer these questions.
3. Instruct groups to make a research plan for finding answers to these questions using the Internet, library sources and community sources.
4. Set the research plans to be completed for homework, or for a follow on lesson.

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### REFLECTIVE EXERCISE: 3-2-1 (10 mins)

- Three things they feel they have learnt from the tasks
- Two things they found most interesting and would like to explore more
- One – their opinion they have about the tasks

Use Post-its or a mentimeter survey - [www.mentimeter.com](http://www.mentimeter.com) - to gather reflections

### EXTENSION / REDUCTION ACTIVITIES:

Reduction (40 min lesson): For a shorter lesson, remove activity 3 and set for homework.

Extension (80 min lesson): For a longer lesson, spend more time on the research plan to be actioned for homework, sharing the links in the media box.

Option B: Foodspan - Watch Food Frontiers (36 mins) using the discussion guide to consider the food citizenship in a number of projects <https://www.foodspan.org/lesson-plans/films/food-frontiers.html>

### MEDIA BOX: (materials, online video links, extra resources, case studies etc)

Food policy:

Why do we need a Farm to Fork strategy' (1:00 min) EU policy <https://youtu.be/1tXseroYYFs>

Farm to Fork and Zero Emissions: <https://www.eitfood.eu/blog/post/what-is-the-role-of-the-farm-to-fork-strategy-in-achieving-zero-emissions>

- <https://www.euronews.com/green/green-series/farm-to-fork>
- <https://www.coleparmer.co.uk/tech-article/the-food-safety-journey-farm-to-fork>
- <https://emersonclimateconversations.com/2016/09/01/food-safety-remains-a-top-priority-for-retail-businesses/>
- <https://www.foodnavigator.com/Article/2020/05/22/What-does-the-farm-to-fork-strategy-mean-for-the-future-of-food-in-Europe>

Additional Resources

John Hopkins University Foodspan programme <https://www.foodspan.org/>

14 - 16 years: <https://www.foodafactoflife.org.uk/14-16-years/>

History of Farm to Table <https://upserve.com/restaurant-insider/history-farm-table-movement>

### LOCAL TRIP / EXPERTISE / ADDITIONAL WORK AND ASSESSMENTS

Arrange local visits to farms/fishmongers/butchers/grocers/food factories.

## MM4 L3 WS: FIELD TO FORK & TIDE TO TABLE



### Discussion:

Discuss what you think these key terms mean.

Write down the main ideas.

- What do you think is meant by “food safety”?
- Why might this be important?
- What do you think is meant by “Field(Farm) to Fork”?
- What do you think is meant by "Tide to Table”?
- What stages do you think might be involved in the production of food products?
- How might the Field to Fork process/production look?
- How might the Tide to Table process/production look?
- What do you think is involved?
- Who do you think is involved?

### Field/Farm to Fork and Tide to Table Notes:

