

Food in Ireland

Subject: Activities to Support the SPHE Curriculum

Grade: Primary School 3rd and 4th Classes

Duration: 4 x 40 minutes

Number of students: 20-25

This eLearning Resource has been developed by the Local Government Management Agency within the Europeana Food and Drink Project, demonstrating the value and potential of food and drink-related content sourced through Europeana.

The project is funded by the European Commission under the ICT Policy Support Programme part of the Competitiveness and Innovation Framework Programme.





PART A

Introduction

The lessons provide open educational resources supporting four lessons relating to “Food in Ireland”. The initiative forms part of the [Europeana Food and Drink](#) project, which is cofunded by the European Commission under the ICT Policy Support Programme, part of the Competitiveness and Innovation Framework Programme. These lessons illustrate the value of the partnership approach of local cultural heritage and the Irish food and drink sector in supporting children’s education. The lessons and accompanying resources are developed by the Local Government Management Agency in Ireland.

Libraries Development, Local Government Management Agency collaborates with other national bodies in Ireland in the development of services as part of public library service. The current focus includes RFID technology, eBooks, open and linked data and digital preservation. Libraries Development, LGMA also liaises with teacher training colleges to tailor content and content applications to the requirements of the teacher and offers professional development courses for primary and secondary teachers on library resources for schools at the regional education centres throughout the country.





Overview

The current lesson plans have been developed to support the primary school curricula for SPHE for 3rd and 4th class pupils. Content has been prepared by teachers. The content offers a wide variety of content to an inquiry-based learning approach and provides pupils with authentic materials to support class projects. The strong interactive element encourages pupils to learn through exploration and discovery and especially supports the development of critical thinking skills.

The aim of these lessons is to develop children's knowledge of food and drink in Ireland as well as to develop research skills.

Topic of the lesson

This is a lesson on the theme of food in Ireland. The lesson begins with an exploration of food in Ireland over the centuries. The term 'traditional foods' is investigated. The lesson progresses by determining what foods remained the same or were set aside or were introduced from ancient times to today. Methods of cooking and preserving food from long ago are given a special focus. Traditional recipes are discussed in conjunction with songs and poems which mention them. The lesson will also focus on classifications of foods particularly dairy, grain, fruit and vegetables, meat, poultry, fish. The next focus of the lesson is modern Irish food and how it is influenced. The factors which impact on people's food choices are highlighted as well as concerns over the distances food travels to our supermarkets. Throughout the lesson there are various activities to provide opportunities to engage with the content.



Prior knowledge

From engagement with the second class SPHE curriculum in Ireland the students will have covered a strand unit called “Taking care of my body” which includes balanced diet and food and nutrition and a strand unit called “Media education and advertising”. Through the history curriculum they will be expected to have some concept of a timeline. They will have explored concepts such as change and continuity over time in their local and broader environment.

Learning target

The children will learn about food in Ireland from the time of the first settlers to modern times. They should become familiar with a number of methods used in cooking and preserving food. They should understand what foods have remained the same, were set aside and were introduced over time. They should understand what influences modern Irish food and the food we choose to buy and eat. They should be aware of environmental concerns surrounding the distances food travels and be aware of the importance of good food hygiene practices.

Educational aims, objectives and expected results

The outcomes of the lesson are:

From *S.P.H.E. Curriculum*

Taking care of my body

The child should be enabled to

- understand and appreciate what it means to be healthy and to have a balanced lifestyle having energy, being in good form, feeling enthusiastic, having a positive outlook, having a balanced diet, having friends, having good posture



- realise the importance of caring for and treating his/her own body, and that of others, with dignity and respect
- understand the physical changes taking place in both the male and female body growing height and weight, increasing strength growing from boy to man, growing from girl to woman
- realise that these changes do not occur at the same time but nonetheless are predictable and natural and that being different is normal accepting his/her own body image being sensitive to the patterns of growth and development in himself/herself and other people

Food and nutrition

- differentiate between a healthy and an unhealthy diet and appreciate the role of balance and moderation identifying the nutrients that are necessary in a balanced diet exploring how diet promotes growth, performance and development
- recognise the wide choice of food available and categorise food into the four main food groups and their place on the food pyramid bread, potatoes, cereals fruit and vegetables milk, cheese, yoghurt meat, fish and alternatives
- examine the dietary needs of his/her own age group and other groups in society
- explore some factors that influence the consumption of different food products presentation and packaging, shelf life, advertising, imported or home-produced, price, consumer demand

Media education

The child should be enabled to

- explore the different ways in which information can be transmitted and learn to be discerning and selective about this information, with particular regard to language, behaviour, authenticity and attitudes
- discuss and explore television, radio, videos, computer games, the internet (worldwide web and e-mail) and other Media identifying favourite programmes and the reasons for their popularity measuring the amount of time spent watching television, listening to music, playing



computer games, exploring the internet, reading comics, books or magazines exploring alternative leisure pursuits sorting and classifying television programmes, videos, magazines and comics into different categories

- become aware of advertising and its purpose and nature advertising intends to persuade, messages can be biased
- begin to explore some of the techniques that are used in marketing and advertising children's clubs, free toys with certain products, associating a particular pop star or character with a certain product, bonus points with certain food items, creating beauty ideals, appealing to one's wants rather than one's needs
- explore and examine some issues that are frequently raised in the media, the way they are portrayed and the accuracy of these presentations family life, relationships, school, body images, community life, language, communication distinguishing between fact and fiction, recognise various inequalities that may be encountered.

From Geography Curriculum

People at work

The child should be enabled to

Explore and investigate, especially through practical studies, a small number of the common economic activities of people in the locality and in a contrasting part of Ireland-

- Food and farming, fishing, forestry environment and work of primary producers, products, markets.
- Industry work of factory, work force, raw materials and products, markets, need for transport and communications

From History Curriculum

My locality through the ages

The child should be enabled to

- study a period or periods in the history of the local village, town, city area, townland, parish or county





- become familiar with important events in the history of the locality, referring to the wider national context where relevant; possible events might include: ancient settlements in rath or dún ancient burials foundation of village, town or city erection of particular buildings, bridges events in locality associated with the Great Famine changing farming practices opening and/or closing of local hospital or factories
- collect related local ballads, stories and tradition

Strand: Life, society, work and culture in the past

The child should be enabled to

- become familiar with aspects of the lives of these people homes of people clothes farming (fishing) , foods and cooking technologies which people developed and used people at work tools and weapons language(s), culture, art and music leisure and pastimes stories of individuals from this era
- examine and become familiar with evidence from the periods studied, especially evidence which may be found locally
- record the place of peoples on timelines

Strand: Change and continuity

The child should be enabled to

- visit, explore and become aware of elements in the local environment which show continuity and change
- examine photographs, drawings and simple accounts of the site in the past
- use simple work directives, work cards or trail leaflets
- use appropriate timelines.

Educational methods and approaches

Approaches and methodologies from History curricular guidelines

- Telling a story
- Reading stories and historical fiction
- Personal and family history





- Using evidence
- Oral evidence
- Pictures and photographs
- Using the environment
- Documentary evidence
- Using information and communication technologies

Approaches and methodologies from Geography curricular guidelines

- Learning about places: a framework
- Learning about the local environment
- Maps and mapping
- Atlases, globes and map projections
- Using information and communication technologies

These approaches and methodologies are exemplified by the use of video analysis, cloze procedures, surveys, topic led discussions, self reflective questions, investigating photographs and maps, project type activities etc.

Approaches in developing activities inside and outside the classroom

Whole class activities involving team work, team games and interactive activities will be used to support children's learning of the new content and concepts presented to them throughout the lesson. The activities will also promote discussion, idea sharing and the development of both communication skills and critical thinking skills related to the topic of food in Ireland.

Supervising and educative tools

Educative tools required for the lesson include:

Interactive Whiteboard

Power Point presentation





PCs for pupils

Internet access

Work sheets

Homework

Homework is assigned as part of each lesson. See the end of each lesson for the homework task.

Students' assessment framework

The assessment of the pupils' progress will be based on performance in team games, interactive activities, work sheets and the teacher's feedback to pupils at the end of each session.



PART B

Teaching timeline, process and implementation framework of the teaching methods and approaches

Duration:

Each lesson is planned for a 40 minute class with a group of 3rd and 4th class pupils (approximate age range: 9-10 years)

Part 1: History of Irish Food

Preparation:

Investigative activities: The teacher will need to print and hand out sheets with questionnaires and blank spaces for answers for the following activities “Investigate the poem: The Hermit’s song”, “Investigate the photograph: Fulacht fia”, and for “Video quest an advert promoting Ireland as a producer of quality food”. One set of questionnaire sheets will be needed per child. A set of photographs and poems between two will suffice for the activities. The video which is shown for the video quest can be accessed at the following link from Bord Bia’s Origin Green <http://www.origingreen.ie/hub/#origin-green-ambition>

Classroom Activities Instruction:

1. What are traditional Irish foods? Discussion - **5 minutes**

What do you think of when you think about Irish food?





What foods or meals come into your mind? Do you think of the potato, cheese, an Irish breakfast, a stew or bag of crisps?

2. Activity: “Investigate the poem: The Hermit’s song” - 15 minutes

Part A

What foods do you recognise in this poem?

Which ones are not familiar?

Why do you think you don’t recognise them?

Check your dictionary and find out descriptions or definitions for these foods.

Part B

Make a list of the food in the poem under these headings- meat or fish, fruit (include berries), vegetables, nuts, herbs, and sugary food.

Part C

Where did the poet find these foods?

What time of year did he find them?

How does he describe the marjoram, leeks and pignuts?

A mantle is a cloak or coat. What does he mean when he says “And when summer spreads its mantle”?

Does he enjoy his food?

Would you say he is a healthy or unhealthy person? Why / why not?

Part D

List your favourite examples of these berries, fruit, nuts, vegetables and herbs.

Now add in your own fruit, herbs, berries or nuts into blanks in the poem. Be careful to match syllables (beats)! E.g. Heath-berr-ies (3 syllables) = black-berr-ies, cress-es (2 syllables) = bas-il.





Example 1

“To what meals the woods invite me

All about!

There are _____ , _____ and _____ ,
_____ , trout.”

Example 2

“And when summer spreads its mantle

What a sight!

_____ and _____ and _____ ,
Juicy, bright.”

3. Content on “Food eaten by the early settlers”, “Food of the early farmers” and “Food from the 4th century”. – **5 minutes**

Explore the texts together

4. Cooking and preserving meat- **5 minutes**

Read and discuss the text together

5. Activity: “Investigate the photograph: Fulacht fia” - **5 minutes**

Can you see where the food was cooked?

What is the purpose of the stonewall around the pool?

What size meat did they cook here, small parts or large parts?

How many people would eat at fulacht fia?

How is it similar to a modern day barbeque?





6. The arrival of the potato –5 minutes

Read and discuss the text together

So what have we learned? What foods are traditional Irish foods? Have some foods been used in Ireland for many centuries?

Find out more about early Irish food:

<http://www.askaboutireland.ie/learning-zone/primary-students/3rd-+-4th-class/history/the-history-of-food-and-f/early-irish-diet/>

Find out more about food in Ireland:

<http://www.askaboutireland.ie/learning-zone/secondary-students/home-economics-2/traditional-irish-cooking/introduction/index.xml>

Find out more about the potato in Ireland:

<http://www.askaboutireland.ie/learning-zone/primary-students/3rd-+-4th-class/history/the-history-of-food-and-f/early-irish-diet/the-potato-in-ireland/index.xml>

Homework

Generation's Food Survey:

Children find out what was the common food eaten when their grandparents were young, when their parents were young and what they (the children) eat now. The survey should be divided into categories such as breakfast, school lunch, dinner, dessert, snack foods etc. This allows them to compare over the generations e.g. what is the same and what is different or do certain foods remain the same through all the generations?



Part 2: Traditional Irish Food

Preparation:

To give the children adequate preparation for the activity on “Foods that have changed and foods that have remained the same” the teacher will need to discuss the content of the lesson with the children. The teacher will also need to show them some of the extra content on the links provided. The teacher should divide the class into five groups. Each group takes a heading and makes a list of the foods they have read about so far under their heading- a) meats, poultry and fish, b) dairy products, c) fruit and vegetables, d) eggs and nuts and e) sweet food. Each group will be provided with a copy of the questionnaire.

Classroom Activities Instruction:

1. Traditional foods and recipes covering dairy foods, grain based foods, potato recipes and meat dishes. **10 minutes**

Read and discuss the texts together.

2. Activity: “Foods that have changed and foods that have remained the same”.– **30 minutes**

a) Foods over the ages

Divide the class into groups. Each group takes a heading and makes a list of the foods they have read about so far according to the following:

The first group has meats, poultry and fish.

The second group has dairy products.

The third group has fruit and vegetables.

The fourth group has eggs and nuts.

The fifth group has sweet food.



b) Now put a circle around the food items in each list that are still eaten today.

c) Questionnaire:

Which foods are the same?

Are you surprised by the amount of circles you see?

Which food group has the most circles? Why do you think that is?

Which food group has the least circles? Why do you think that is?

Do you think food changes a lot over the centuries?

Which foods were more common in the past and are not common now?

Why is that?

What makes us change what we eat?

Do you think we cook or use these foods differently now?

d) Modern foods: Now (using the same headings) each group must make a list of their favourite modern foods under those headings. When you make this list you mention the way you like to eat/drink it e.g. (meat, poultry, fish) minced meat- spaghetti Bolognese or (dairy) milk- tea or hot chocolate.

e) Questionnaire:

What differences can you see between your list of foods through the ages and food now?

Discuss why these differences have happened.

What are the new ways of cooking food (think microwaves etc) or using food (think juicers etc)?

Homework:

The children ask their grandparents about the daily food/meals they ate long ago. Discuss the common food/ingredients are still popular. Consider also how meal times have changed since long ago.



Part 3: Modern Irish Food

Preparation:

Preparatory work on new vocabulary mentioned in the accompanying text would be useful for efficient running of the lesson.

Classroom Activities Instruction:

1. Class brainstorm– **5 minutes**

Think of your favourite meal in a restaurant. Does it always look and taste the same in every restaurant?

Do you think the recipe for the same meal can change?

Are some ingredients added and some missing?

Now imagine how much the recipe would change over hundreds of years. Like fashion in clothes, food changes also.

2. Modern Irish food– **15 minutes**

Read and discuss the associated texts together

3. Food sources covering food from animals (animal-sourced food), food from plants (plant-sourced food) and foods which are produced from animal and plant ingredients.– **15 minutes**

Discuss the associated text and pictures together.

4. Food checklist **5 minutes**

Do you prefer sweet or savoury food?

Do you prefer red meat, poultry or fish?

Which would you choose pasta, rice or potatoes?

Are you vegetarian, vegan, pescetarian, fruitarian or an omnivore?



Homework

Each child does an ingredient survey using takeaway menus. They could use the same categories of food from their surveys to allow them to compare and contrast e.g. do they notice any themes or do ingredients in Asian foods differ from European foods etc.

Part 4: Food Choices

Preparation:

The activity “Food from far away or local food” is based on how far food must travel to our supermarkets. This activity is best done with Google Earth using the link <https://www.google.com/earth/>. Google Earth will allow the children to understand visually how far food travels. This website will also calculate distances so that comparisons can be made between the various foods.

Classroom Activities Instruction:

1. Why do we buy and eat foods. **5 minutes**

Can you think of reasons why we eat the food we eat?
What influences what we eat?

2. Read and discuss the associated text together. **5 minutes**

There is more non-native plant-sourced food sold in Ireland than animal-sourced food.

Why is this? To answer this, think about Irish climate and the seasons.





3. Discussion: Why did the government ban sweets from being advertised on television in the afternoons? **5 minutes**

4. Imported or home produced food. **5 minutes**

Read and discuss the associated text together.

5. Activity: Video quest an advert promoting Ireland as a producer of quality food. **15 minutes**

Watch the short video from Bord Bia Origin Green initiative on why Ireland is a producer of quality food:

<http://www.origingreen.ie/hub/#origin-green-ambition>

What does this video say about food produced in Ireland?

What words does the woman use to describe our food?

What locations are shown in the video?

Who are the people in the video and what jobs do they have? What is your evidence?

Why does it show scientists?

What are the main colours you see in this video?

Do you think the company who produced this video wanted you to remember those colours and those images? Why?

When you close your eyes after watching the video name four items (apart from people) that come into your mind?

What do you notice about your list?

Who is supposed to watch this video, farmers, butchers, tourists, children, parents, scientists or someone else?

6. Preparation for homework task **5 minutes**

Modern transport (planes and large ships) can bring non-native food to countries such as Ireland. That is why we have fresh mangoes or bananas in our shops.





Questions:

Is this a good idea?

Can you think of why some people are against it?

Homework: “Food from far away or local food”

Look at the packet of raisins, punnet of grapes or oranges you have in your house. Get an atlas. Can you see how far this fruit has travelled? [Children are asked to either use their atlas or where Internet access is available after school, they can use Google earth (Link-<https://www.google.com/earth/>) and its distance calculator]. Children add up how far all the fruit, nuts or seeds have travelled in your lunchbox. Do this for each item in the list below. Compare how far each item has travelled. Which has travelled furthest? Look at the world map and think about how it got here. Here are some examples from fruit and vegetables sold in a local supermarket.

Bananas- Costa Rica- Capital- San Jose

Blueberries- Peru- Capital- Lima

Oranges- Spain- Capital- Madrid

Dates- Israel- Capital- Jerusalem

Potatoes- Cyprus- Capital- Nicosia

Tip: Measure the distance from capital city of country of origin to your nearest Irish city.





PART C

Appendices attached in separate files

Appendix a

PowerPoint presentation – Lesson Part 1

Appendix b

PowerPoint presentation – Lesson Part 2

Appendix c

PowerPoint presentation – Lesson Part 3

Appendix d

PowerPoint presentation – Lesson Part 4

