Learning for Life and Work Integrated Activity:

Food Miles

Home Economics and Education for Employability
Food Miles

The Northern Ireland Curriculum aims to empower pupils to achieve their potential and to make informed and responsible choices and decisions throughout their lives as individuals, as contributors to society and as contributors to the economy and environment.

Activity Overview
The purpose of this activity is to introduce pupils to the concept of ‘food miles’, where the food that we eat comes from, the implications on the environment and economy and the multiple intermediaries involved in bringing it to Northern Ireland. Pupils will then design a story board that reflects what they have learnt through their research and classroom activities and present their findings using ICT.

Food Miles will encourage pupils to think critically in terms of the choices they make regarding the food they buy and eat, and to weigh up the pros, cons and consequences of decisions.

Food Miles and Learning for Life and Work
Learning for Life and Work (LLW) is a statutory requirement in the Northern Ireland Curriculum. LLW has four components: Home Economics, Personal Development, Education for Employability and Local and Global Citizenship. Food Miles is a collaborative unit which provides opportunities for the development of Communication and Using ICT skills and connects the strands of the following two areas of LLW:

Home Economics
- Investigate a range of factors that influence consumer choices and decisions.

Education for Employability
- Investigate the local impact of the global market.
The resource is aimed at Key Stage 3 (KS3) pupils and identifies aspects from the Thinking Skills and Personal Capabilities (TSPC) framework that are most relevant to each session.

It is envisaged that this resource will form part of a collaborative unit for KS3 LLW and as such will require planning and coordination across the strands involved. This is one activity but for classroom management it has been divided into four parts. Individual school contexts will dictate the length of time required for this resource, however, we estimate that the entire activity will take four hours.

**Contents**

Session 1:  
**What Are Food Miles?** ........................................... 3

Session 2:  
**Chocolate Crunch Game** ........................................ 9

Sessions 3 & 4:  
**Why Should Food Miles Matter To You?** ......................................................... 13

**Resources** ............................................................ 19
Session 1

What Are Food Miles?
Session 1: What Are Food Miles?

Learning Intentions

**Pupils will be learning about:**
- the concept of food miles;
- the environmental impact of food choices;
- the range of influences which affect food choices;
- how to calculate food miles using the website www.organiclinker.com;
- the many jobs involved in the food manufacturing and transportation process; and
- the implications of a change in buying habits.

**Pupils will be able to:**
- weigh up the pros and cons when making decisions.

Skills ... Capabilities

**Thinking, Problem-Solving and Decision-Making is evident through:**
- Developing a Line of Reasoning – state opinions and ideas regarding food miles and the consequences of these, giving reasons to support them.
- Examining Evidence – pupils consider information within the food miles fact sheet and use it to make their informed opinions and decisions.
- Analysing Multiple Perspectives – understand the varying interests involved in the food miles debate, for example, food workers from other countries need employment, but the effect of CO₂ emissions must be considered.
- Making Decisions/Solving Problems – explore possibilities and make reasoned decisions regarding the KWL area on the Graffiti Board.

Communication
- Reading and Writing

Using ICT

Resources:
- Far-Flung Food *(Resource 1)*
- Gobbling Up The Planet *(Resource 2)*
- Weighing Up Pros And Cons *(Resource 3)*
- Where In The World Does Your Food Come From? *(Resource 4)*
- BBC Food – Food Miles [http://www.bbc.co.uk/food/food_matters/foodmiles.shtml](http://www.bbc.co.uk/food/food_matters/foodmiles.shtml)
- Organic Linker (Organic and Eco Directory) [www.organiclinker.com](http://www.organiclinker.com)
This lesson introduces pupils to the concept of food miles. In the lesson they explore the impact of customers’ food choices on the environment and the economy and of the many jobs involved in the production, manufacture and transportation of raw materials and foods. It also aims to help pupils weigh up the pros and cons when making decisions.

### ACTIVITIES

1.1 In Groups
Ask pupils to brainstorm what they think influences their food choices, for example:
- lifestyle;
- age;
- media;
- likes/dislikes;
- fashion trends;
- peer influences;
- foreign influences;
- religion;
- availability;
- health issues; and
- cost.

1.2 Individual Pupil Activity
Using *Far-Flung Food (Resource 1)* pupils think about common food items and whether they are sourced locally or imported.

1.3 Whole Class Discussion
Ask the pupils to look at the BBC Food webpage on food miles ([www.bbc.co.uk/food/food_matters/foodmiles.shtml](http://www.bbc.co.uk/food/food_matters/foodmiles.shtml)) to research the environmental and economic implications of food transportation over large distances and make a note of the key points. Using *Gobbling Up The Planet (Resource 2)* pupils explore the following issues:
- the distances travelled by everyday food items;
- the difference in CO₂ emissions between sea and air transportation; and
- the amount of food items which are currently imported despite being produced and available locally.

Discuss with the pupils which of these products could be produced in the UK (and when they are in season), why it is viable to transport them over such large distances and whether we really need all foods all year round.
1.4 Explain to the pupils that they have been given information relating to environmental and economic implications of food transportation. Ask them to consider the following questions to develop their critical thinking:

- What are the environmental consequences of transporting food over long distances?
- What are the implications for workers in countries such as Ghana whose livelihoods would be in danger if people in Northern Ireland ceased to buy their products?

1.5 Using *Weighing Up Pros And Cons (Resource 3)* pupils weigh up and rate a number of different options.

This exercise should provide pupils with good background knowledge prior to completing tasks throughout the Food Miles activity, and for beginning the Graffiti Board.

1.6 Ongoing Class Activity – Food Miles Graffiti Board

Pupils will use a Graffiti Board for the duration of the 4-session integrated activity to help them focus on the topic of food miles. This will encourage pupils to record their thoughts, feelings, ideas and suggestions around the topic.

**Graffiti Board – What It Is and How It Works**

You will need a large wall space or white board where pupils can write and record their thoughts on the issues around food miles. Write or stick the title ‘What Are Food Miles?’ at the top of the board or wall, and underneath draw three columns, headed respectively ‘K’, ‘W’ and ‘L’. Encourage the pupils to contribute to the Graffiti Board at different times throughout the 4-session unit. They should write in the ‘K’ section what they know about the issue, in the ‘W’ section they should write what they want to know and in the ‘L’ section they reflect on what they have learned.

The Graffiti Board can be used throughout to help focus class discussions and at the end of the topic it can be used to summarise and draw conclusions from the issues surrounding food miles. Any comments which arise as a result of debriefings may also be noted.
1.7 Group Activity
Begin the activity by bringing in a selection of exotic or unfamiliar foods for a tasting session (from a number of different countries). Distribute a copy of *Where In The World Does Your Food Come From* (Resource 4) to each group. Ask the groups to find out where the foods they have just tasted have come from (using the packaging). Then they use the Food Miles Calculator on the website [www.organiclinker.com/food-miles.cfm](http://www.organiclinker.com/food-miles.cfm) to see how far each of the foods has travelled.

The groups display where each food has come from on a large world map, by sticking the food packaging beside the country of origin and highlighting the food miles travelled by the product.

1.8 Group Activity
Using the same foods which were used for the tasting, ask each group to brainstorm the many people involved in their manufacture and transport, for example, farmers, factory workers, food manufacturers, airline/shipping staff, shop assistants. Record their ideas on the board.
1.9 Group Activity – Consequence Wheel
In this activity the pupils create a Consequence Wheel to help them think about the direct and second order consequences of buying food which is imported from around the world.

**Consequence Wheel – What It Is and How It Works**

Ask each group to write ‘Food Miles’ in a circle in the middle of a large page or whiteboard. Then ask the groups to think about the direct consequences of food miles, for example, CO₂ emissions, employment and climate change. The groups should then record each of these direct consequences in a circle linked to the central ‘Food Miles’ circle with a single line. Then encourage them to think about the second order consequences of food miles, for example, car pollution, unemployment, and drought. They write these in circles linked to the direct consequences with a double line. The pupils should continue the process, showing third order consequences with a triple line and so on. Pupils could label the circles on the wheel to show whether the consequence is positive or negative.

Feedback afterwards could compare and contrast the groups’ ideas and explore more deeply some of the arising issues (these could be picked up through other subjects in school, for example, geography, citizenship, mathematics).

**DEBRIEF**

Ask the class to reflect on:
- What have they learned?
- Why is this important?
- What did they find interesting?
- What conclusions can they draw?
- Will what they have learned impact on their lifestyle/shopping habits?

*Illustration: © Jupiter Images*
Session 2: Chocolate Crunch Game

Learning Intentions

Pupils will be learning about:
- the chain of production for a bar of chocolate; and
- the employment and earning opportunities within the chain.

Pupils will be able to:
- work with others to negotiate roles within the group; and
- listen actively and share opinions showing empathy.

Skills ... Capabilities

Working with Others is evident through:

- Being Collaborative – working with others in the ‘job role’ group, learning how individuals within groups contribute to the collective work.
- Being Sensitive to Others’ Feelings - listening actively and sharing opinions showing empathy. The group organisation here can be used as a way to direct pupils’ attention to considering when it is their turn to speak, and when they have to listen to what others have to say.

Communication
- Reading and Writing

Using ICT

Resources:
- Chocolate Crunch Game (Resource 5)
- Chocolate Crunch Job Roles (Resource 6)
- The Fairtrade Foundation
  www.fairtrade.org.uk
The purpose of this lesson is to help pupils understand the stages in a chain of production and the people and jobs involved in the making and selling of a bar of chocolate. In groups pupils play the ‘Chocolate Crunch Game’ where they are given job roles and present their ideas to the rest of the class.

**ACTIVITIES**

In this activity pupils trace the path of a cocoa bean to a bar of chocolate and focus on the job roles that exist at various stages. This activity could be completed in a single lesson. The focus is on pupils exploring what is involved in the production and distribution of everyday consumer goods. Depending on the age and ability range of the class, you may have to prepare the class with prior learning experiences investigating food miles, fair trade and job roles associated with such a chain of production. It may also be useful to introduce the class to the specific group working roles you want them to adopt.

2.1 Inform pupils that they are going to play a game that traces the path from cocoa bean to bar of chocolate. Ask them to think-pair-share ideas on what is meant by a chain of production. Try to agree a class definition for ‘chain of production’. Ask pupils to think of the job roles involved in the chains of production for a number of different products.

2.2 Chocolate Crunch Game

Hold up a fair trade chocolate bar and ask pupils to write down how much they think it costs and why it was priced at this amount. The pupil who gets closest to the price and reasons wins the bar of chocolate. (Explain to the pupils that this is a fair trade chocolate bar.)

Divide the class into groups of five and distribute a copy of the Chocolate Crunch Game (Resource 5) and Chocolate Crunch Job Roles (Resource 6). Cut out the job cards in Resource 6 and give one card to each member of the group. The pupils should read through the information on their job card carefully and think about what the job may involve.

Explain that one member of each group is to act as a note-taker to record the decisions taken. Another member of the group will act as the spokesperson and provide feedback on the group’s thinking during the whole class plenary.
Ask the groups to think about a bar of chocolate that costs 30p, each member must decide how much of the 30p they should get for the work they do. They should discuss and prepare arguments as to why they deserve this amount. Then, as a group, they must agree on how much each member of the team will get (making sure that the total comes to 30p). In the plenary for this activity, the spokesperson from each group will present their ideas and why they came to this decision.

Finally, reveal the breakdown (opposite) of the 30p. You could break up a bar of chocolate to represent how the money is divided.

2.3 Ask pupils to access the Fairtrade Foundation website on www.fairtrade.org.uk to find out more about fair trade products and producers. The groups then produce a poster using Microsoft Publisher (or other desktop publishing software) to encourage people to buy fair trade products. This extension task will provide an opportunity for developing communication skills, where reading and writing will take place.

### DEBRIEF

Ask the class to reflect on:

- What is a chain of production?
- Can you think of all the stages in a chain of production for a particular product?
- Why is the 30p shared out like this?
- Do you think this is fair?
- What is fair trade?
- Would you be prepared to pay more for a bar of chocolate if you knew farmers and workers got a price that is fair?
- How can you identify fair trade items?
- What employment opportunities did you identify?
- What did you learn about participating in a group (for example, did you learn that one person took over)?
- Did you find the decision making difficult? Why?
- Did you contribute to group work?
Why Should Food Miles Matter To You?

Sessions 3 & 4
## Sessions 3 & 4: Why Should Food Miles Matter To You?

### Learning Intentions

<table>
<thead>
<tr>
<th>Pupils will be learning about:</th>
<th>Pupils will be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>storyboards and multimedia presentations.</td>
<td>select and prioritise the most relevant information;</td>
</tr>
<tr>
<td></td>
<td>plan and develop methods for integrating information by using mind maps and storyboards;</td>
</tr>
<tr>
<td></td>
<td>generate ideas by experimenting with different designs.</td>
</tr>
</tbody>
</table>

### Skills ... Capabilities

**Working with Others** is evident through:
- considering facts and information from the Food Miles unit and selecting appropriate information to be used in a presentation. The pupils plan and develop methods for recording and integrating information by using mind maps and storyboards.

**Being Creative** is evident through:
- planning and making ideas real by experimenting with different designs, actions and outcomes. Creating or adapting images, using slide transitions or producing creative text.

### Communication
- Talking and Listening
- Reading and Writing

### Using ICT - Relevant Prior Learning:
- know simple features in MS PowerPoint such as open, save, insert new slide;
- know how to download and edit images; and
- know how to arrange documents in files and folders.

**(ICT levels included for information)**

### Resources:
- Food Miles Presentation Activity *(Resource 7)*
- Storyboard Template *(Resource 8)*
- Food Miles Presentation Self Evaluation *(Resource 9).*

### Useful Websites:
- BBC Food – Food Miles [www.bbc.co.uk/food/food_matters/foodmiles.shtml](http://www.bbc.co.uk/food/food_matters/foodmiles.shtml)
- Fairtrade Federation [www.fairtrade.org.uk](http://www.fairtrade.org.uk)
- Teach ICT – Powerpoint Tutorials [www.teach-ict.net/software/ppt/powerpoint.htm](http://www.teach-ict.net/software/ppt/powerpoint.htm)
- Learning NI – Library/KS4/ICT
ACTIVITIES

3.1 Distribute Food Miles Presentation Activity (Resource 7) to pupils and encourage them to access the suggested websites to find out more information.

3.2 Individual Pupil Activity
The pupils use a mind map to summarise their understanding of the concept of food miles.

3.3 Ask the pupils to complete the Storyboard Template (Resource 8). If possible, show pupils a good example of a completed storyboard and multimedia presentation. The storyboard could show what colours are to be used, and an outline of the information for the multimedia presentation. Show a sample completed multimedia presentation, which shows Level 4 Desirable Features and some Level 5 Desirable Features for Presentation (see overleaf) depending on the ability level of the class. Further information on Desirable Features can be found on the Post-Primary ICT Accreditation Scheme microsite on www.ccea.org.uk

3.4 When they have completed their storyboards, the pupils can start to create their Powerpoint presentation. Refer the pupils to the success criteria shown in Resource 7 and demonstrate, or ask other pupils to show how to include these features in their presentation.

Pupils could give their presentation in class or during an assembly on food miles. This provides the opportunity for pupils to develop the skill of communication through talking and listening.

The final part of the Food Miles activity involves pupils selecting and prioritising relevant information that they have gathered throughout the unit. They prepare and present (in groups) a Powerpoint presentation suitable for fellow pupils entitled Why Food Miles Should Matter To You.
**Mind Map – What Is It and How Does It Work?**

Ask pupils to write ‘Food Miles’ in the centre of a large page, branching off from the centre, pupils should write in the main ideas and issues around the central concept and they can use a different colour for the main ideas or categories on the mind map. They can also create sub-branches. This mind map will be used as a springboard of information for the presentation. The pupils could use mind mapping software such as FreeMind to create their map.

**3.5 When all the pupils have shown their presentations, ask them to fill in the Food Miles Presentation Self Evaluation (Resource 9). You could also use the Assessment for Learning technique of ‘Traffic Lights’ so that pupils can assess how well they developed their self-management skills.**

**Traffic Lights – What Is It and How Does It Work**

Pupils are each given a set of three cards – one with a green circle, one with an amber circle and one with red. Pupils choose the card which represents how well they think they did, green shows they are very confident that they have achieved the objectives, amber shows they feel they have had partial success and red shows that they have made little or no progress towards meeting the objective. More information on this technique can be found in Assessment for Learning – A Practical Guide (CCEA, 2009) which is available on: www.nicurriculum.org.uk
ICT Levels

Level 3:
- create text and then alter font, size, style and/or colour (explore)
- select text from given sources and edit by altering font, size, style and/or colour of text (express)
- add a background colour (express)
- combine selected graphics/sound with text (express)
- save presentation using meaningful filename (exhibit)

Level 4:
- select and use a range of appropriate layouts for each slide, e.g. select pre-set layouts from the provided templates (explore)
- apply slide design templates (explore)
- select and use a number of transitions (explore)
- create a multimedia presentation showing an awareness of audience and purpose (express)
- use text boxes (express)
- use bullets (express)
- edit graphics, for example, resize, rotate, use border, sharpen (express)
- make improvements to their work, e.g. using slide master or spell checker (evaluate)
- save presentation in a named folder and open the file again as and when required (exhibit)

Level 5:
- select and use transitions appropriately (explore)
- animate slide appropriately (explore)
- add a hyperlink/insert sound and video files
- edit graphics, for example, crop, recolour, adjust brightness, contrast (express)
- combine above features to enhance presentation/timed loop presentation for exhibition (express)
- regularly use a ‘plan, do, review’ cycle to improve their work (evaluate)
DEBRIEF

Ask the class to reflect on:

- What are food miles?
- What is fair trade?
- Is it always a 'bad thing' to buy from countries far away - as even though there are high carbon emissions the demand for the goods creates jobs in those countries?
- What employment opportunities have you identified?
- What did you find difficult?
- What has really made you think?
- What has hindered your progress?
- What ICT skills did you develop or enhance?
- What ICT skills did you learn?
- Did you meet the success criteria?
Can you guess where these food items come from? Do you think they are sourced locally or imported from another country? Draw a SQUARE around each food that is from a local source and a CIRCLE around the foods which you think are imported. Write below each food which country you think it is from.

Illustrations: © Jupiter Images
**AIR GRIEVANCE**

Although air-freighted produce accounts for less than one per cent of total UK food miles, it is responsible for around 11 per cent of the total CO₂ emissions from UK food transport. That is because transport by plane generates 177 times more greenhouse gasses than shipping does. It is also the fastest-growing way of moving food around.

<table>
<thead>
<tr>
<th>PRODUCT</th>
<th>TYPICAL EXPORTER</th>
<th>FOOD MILES TO UK</th>
<th>CO₂ (BY SEA)</th>
<th>CO₂ (BY AIR)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apples</td>
<td>USA</td>
<td>3,700</td>
<td>0.06</td>
<td>1.68</td>
</tr>
<tr>
<td>Beef</td>
<td>Argentina</td>
<td>6,900</td>
<td>0.22</td>
<td>6.33</td>
</tr>
<tr>
<td>Pineapple</td>
<td>Ghana</td>
<td>3,100</td>
<td>0.22</td>
<td>6.26</td>
</tr>
<tr>
<td>Tomatoes</td>
<td>Saudi Arabia</td>
<td>3,100</td>
<td>0.04</td>
<td>1.2</td>
</tr>
<tr>
<td>Spring Onions</td>
<td>Thailand</td>
<td>5,900</td>
<td>0.04</td>
<td>1.28</td>
</tr>
<tr>
<td>Potatoes</td>
<td>Israel</td>
<td>2,200</td>
<td>0.07</td>
<td>2.0</td>
</tr>
<tr>
<td>Asparagus</td>
<td>Peru</td>
<td>6,300</td>
<td>0.05</td>
<td>1.44</td>
</tr>
<tr>
<td>King Prawns</td>
<td>Indonesia</td>
<td>7,300</td>
<td>0.03</td>
<td>0.84</td>
</tr>
<tr>
<td>Bananas</td>
<td>India</td>
<td>5,106</td>
<td>0.16</td>
<td>4.67</td>
</tr>
<tr>
<td>Grapes</td>
<td>Egypt</td>
<td>2,200</td>
<td>0.04</td>
<td>1.0</td>
</tr>
<tr>
<td>Carrots</td>
<td>South Africa</td>
<td>6,000</td>
<td>0.29</td>
<td>8.27</td>
</tr>
<tr>
<td>Lamb</td>
<td>New Zealand</td>
<td>11,700</td>
<td>0.38</td>
<td>10.7</td>
</tr>
<tr>
<td>Canned Tuna</td>
<td>Thailand</td>
<td>5,900</td>
<td>0.04</td>
<td>1.0</td>
</tr>
<tr>
<td>Pears</td>
<td>Argentina</td>
<td>6,900</td>
<td>0.22</td>
<td>6.3</td>
</tr>
</tbody>
</table>
Weighing Up Pros And Cons

- Continue importing foods from around the world.
  - Pros
  - Cons

- Cease importing foods that travel a long distance.
  - Pros
  - Cons

- Buying seasonal goods.
  - Pros
  - Cons

I think the best option is:
Look carefully at the labels/packaging to see where the food has come from. Use the food miles calculator on [www.organiclinker.com/food-miles.cfm](http://www.organiclinker.com/food-miles.cfm) to see how far the food has travelled.

<table>
<thead>
<tr>
<th>Food</th>
<th>Country it came from</th>
<th>How far has it travelled</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Display the packaging on a large world map beside its country of origin and highlight the food miles travelled by each product.
1. Each member of your group must take a job card and read it out to the rest of the team.

2. If the average chocolate bar costs 30p, think about how much of this you should get for the work you do.

3. Explain to your team why you should receive this amount.

4. As a group, come to an agreement about how much each person should receive (making sure that the total comes to 30p) and write the amounts in the table below:

<table>
<thead>
<tr>
<th>Role</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cocoa Farmer</td>
<td>...p</td>
</tr>
<tr>
<td>Plantation Owner</td>
<td>...p</td>
</tr>
<tr>
<td>Chocolate Manufacturer</td>
<td>...p</td>
</tr>
<tr>
<td>Lorry Driver</td>
<td>...p</td>
</tr>
<tr>
<td>Shopkeeper</td>
<td>...p</td>
</tr>
</tbody>
</table>

---

Total 30p
<table>
<thead>
<tr>
<th>Role</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cocoa Farmer</strong></td>
<td>The cocoa farmer plants, fertilises and waters the cocoa plants. Then he harvests the cocoa pods. He selects the best cocoa pods and beans for the chocolate manufacturer to use. His job involves long hours of hard physical work in hot conditions.</td>
</tr>
<tr>
<td><strong>Plantation Owner</strong></td>
<td>The plantation owner employs cocoa farmers to look after the cocoa plants, they supervise and manage their work. The plantation owner buys and provides the cocoa farmers with the tools, machinery and fertiliser to farm the cocoa beans. If the harvest is bad, or a hurricane or pest destroys the cocoa plants they will lose a lot of money.</td>
</tr>
<tr>
<td><strong>Chocolate Manufacturer</strong></td>
<td>The chocolate manufacturer processes the cocoa beans in its factories. In the factory, the cocoa beans are washed, roasted, broken into small pieces and then the centre of the bean is transformed into powder. Cocoa powder is mixed with other ingredients (like milk and sugar) to make chocolate. The chocolate is then moulded, wrapped and packed ready to be distributed to the supermarket.</td>
</tr>
<tr>
<td><strong>Lorry Driver</strong></td>
<td>The lorry driver is responsible for delivering the chocolate on time and in perfect condition. The lorry driver’s vehicle must be maintained and repaired when required. The lorry driver must ensure he has the correct insurance and license to transport goods.</td>
</tr>
<tr>
<td><strong>Shopkeeper</strong></td>
<td>The shopkeeper sells the bars of chocolate to the public. He/she must store the bars at the correct temperature and display the bars so that they appeal to the customers. He/she must pay the people who work in the shop/supermarket, they must also pay the shop/supermarket bills such as electricity, rates, carrier bags, staff uniforms etc.</td>
</tr>
</tbody>
</table>
Activity Outline
The purpose of this activity is to create a multimedia presentation to show and present the knowledge you have gained during the Food Miles unit.

Your presentation should be five slides in length. These can include:
- A title slide
- What are food miles? Examples of products/menu identified.
- What is fair trade? Examples of fair trade products.
- Employment opportunities within the world food industry.
- Why food miles should (or should not) matter to you.

Useful Websites
BBC Food – Food Miles
www.bbc.co.uk/food/food_matters/foodmiles.shtml

Climate Choices, Children’s Voices – Food Miles and Carbon Dioxide
www.climatechoices.org.uk/pages/food3.htm

Organic Linker – Food Miles Calculator
www.organiclinker.com/food-miles.cfm

Fairtrade Federation
www.fairtrade.org.uk

For this presentation you should:
- create 5 slides
- create a storyboard outlining the design of each slide in your presentation
- use bullet points
- use text boxes
- select and use appropriate layouts
- include slide transitions
- apply slide design templates
- use animation in your slides
- select text from given sources and edit by altering font, size, style and/or colour of text
- edit/adapt your images/graphics to suit your presentation. For example:
  - crop
  - resize
  - flip/rotate
  - add borders
  - make background transparent
- evaluate your presentation when it has been completed

You will then either present your finished work to the rest of the class or during an assembly on food miles.
Team: ____________________________
(Tick if you have been successful or not, then count up your score at the end)

<table>
<thead>
<tr>
<th>SUCCESS CRITERIA</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Created a Mind Map showing information required</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Created a storyboard showing the design of each slide</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Created five slides</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Used bullet points</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Used text boxes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Selected and used appropriate layouts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Included slide transitions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applied slide design templates</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Used animation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Selected text from given sources and edited by altering font, size, style and/or colour of text</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluated my presentation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Count up your Points – Score 1 for Yes and 0 for No</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

TOTAL /11