

Let's Go Shopping

Preparation

For this lesson, you will need to contact your local supermarket or community shop/farmers' market to confirm that it can accommodate a class visit. You could also ask whether a free fruit-and-vegetable tasting session could be arranged for the children.

Introduction

Divide the class into groups and explain the purpose of the visit. Provide each group with a camera, pencils, and a list of fruits and vegetables to investigate. Each group should investigate just one or two fruits and vegetables from each row on the worksheet. These could be circled so that the children know what they're looking for.

Activity 1: At the Shop/Market

The children should investigate the fruits and vegetables on their list and sketch and photograph them.

After completing this task, the children should look for other meat free foods that can be used to replace meat and fish in their diets. They should look for beans and pulses as well as soya-based meat alternatives such as veggie sausages and burgers, soya mince, veggie mince, and tofu (refrigerated, non-refrigerated, plain and marinated). If you have discussed meat free sandwich fillings, you could also ask children to look for foods such as hummus and peanut butter. You could discuss food labelling and ask children to spot "V" and "Ve" symbols or "Suitable for Vegetarians" and "Suitable for Vegans" notation on product labels.

Each group could buy fruit, vegetables and other meat free ingredients for follow-up activities.

Activity 2: Back in Class

Compare notes on the origins of the fruits and vegetables, finding the countries where each item came from on a world map. Are there many fruits and vegetables that come from the same country? Why are they grown in a particular country? What fruits and vegetables are grown in this country? Why is it a good thing, whenever possible, to buy in-season produce which is grown in one's own country?

Ask each group to research one of the fruits or vegetables that it investigated. What are the different ways in which the food is usually eaten? When did people start eating this fruit or vegetable in this country? How is it grown? Groups can present their findings in any way that seems interesting.

What plant-based alternatives did the children find at the shop to replace meat and fish? In what dishes might these foods be used?

Background

It's all well and good to talk about meat free foods, but this lesson will actually teach children where they can be purchased and how to recognise them.

Learning Objectives

Children should learn the following:

- To identify and name different fruits and vegetables
- To be familiar with where different fruits and vegetables are grown
- To understand the importance of fruits and vegetables in one's diet
- To find plant-based alternatives to meat and fish

Accompanying Materials

Let's Go Shopping – Investigation List

Extension Ideas

- MFM lesson plan "Alpha-Bites: Alphabetical Food Chart"
- MFM lesson plan "Time to Cook"
- Observational drawing/painting
- Calculating volume and weighing
- Recipe writing



Let's Go Shopping – Investigation List

Find one or two of the fruits and vegetables from each row on this list, draw a quick sketch of each one, write down where the items come from and take a photograph of each item.



potato carrot parsnip swede beetroot turnip		
aubergine courgette pumpkin butternut squash fennel asparagus		
spinach leek celery lettuce rocket cabbage		
peach nectarine satsuma strawberry blueberry pineapple		
yam cassava sweet potato plantain celeriac corn on the cob		
apple orange banana pear plum grapes		
melon mango kumquat kiwi fruit pomegranate pawpaw		

List some plant-based foods that can replace meat or fish in a healthy diet: