

# “WHERE DOES IT COME FROM?”

Boys in Mind “Rainbow Food” film project



**AIM:** Encourage an interest in the origins of the food we eat

## ACTIVITIES

1. Give each child a taste of a fruit salad containing some of the ingredients from each of the following; a fair-traded item, one from a different continent, a UK seasonal fruit, one that has been flown here, one that has come by sea, one grown in Europe.
2. Identify the fruit and from where it originates; look at labelling, packaging etc and plot on a map. Decide which fruit fits each category above.
3. Research meanings of
  - a) Fairtrade; what items that we buy are often traded fairly, how does it impact local communities, pricing of items here.
  - b) Seasonal; growing seasons in countries, how are plants grown out of season e.g. greenhouses, water sources, impact of growing in non native countries e.g. french beans in Kenya
  - c) Carbon footprint; how food from abroad gets here, impact on environment, cost, how it is kept fresh on it's journey.
4. Take part in the banana story.

## RESOURCES

1. Variety of fruit for salad (keep packaging, labels etc)
2. World maps
3. Story of a banana

[https://cafod.org.uk/content/download/733/6290/version/3/file/primary\\_fairtrade\\_banana-split-game.pdf](https://cafod.org.uk/content/download/733/6290/version/3/file/primary_fairtrade_banana-split-game.pdf) (There are a few mentions of Europe which may now need revising!)

## EXTENSION

- Make a diary of the fruit and veg eaten in one week and show on their world map where it has come from.



# A RAINBOW SALAD

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**AIM:** Introduce a variety of different fruit and veg



## ACTIVITIES

1. Identify different colours of fruit and veg
  - a) Display a variety of fruit and veg, cut and uncut. For example, green; kiwi and celery, red; radish, watermelon, purple; red cabbage, blackberries, yellow/orange; pepper, mango, white; fennel, coconut
  - b) Ask children to identify the different types, where they've seen/eaten it
  - c) Find out if its grown in this country or where it comes from, type of climate
  - d) Find out how it grows; in the earth, on a tree, bush etc
2. Taste and describe.
  - a) Allow children to taste each one and describe what they taste; sweet, sour, salty, bitter.
  - b) Do they eat the skin/pips/seeds too; give reasons
  - c) Ask for suggestions about how they might put each one into a dish/recipe. What would they like to eat it with?
3. Create a 'Rainbow Salad' with fruit or veg with at least one type they have never tried or had rarely and one of each colour.

## RESOURCES

1. Variety of fruit and veg to suit
2. Pictures of chosen fruit and veg growing
3. Simple table of BiM 'Tasting notes' sheet

## EXTENSION

- Listing ingredients for salad
- Finding out cost (a budget could be set)
- Making their salad (individually or in pairs)



# A RAINBOW TO MUNCH

Boys in Mind “Rainbow Food” film project



**AIM:** Create a collage of as many different fruit and veg as we can to make a rainbow

## ACTIVITIES

- 1.** List different fruit and veg  
Each piece of paper assigned a colour, one group writes down 2 fruit and 2 veg of the colour then passes onto the next group. They receive paper from another group and repeats the same so every group has a chance to think of different fruit and veg. Try to get different ones to those already listed.  
You should end up with a number of sheets with names of fruit and veg of the same colour.
- 2.** Cut up lists so there is one name on each piece. Put each colour into a separate pot. Children select one slip of paper from each pot and either draw, paint or cut out of magazines their chosen items.  
Pictures can be cut out so no border is visible- makes a better rainbow.
- 3.** Depending on the number of pictures, construct a huge rainbow of colourful fruit and veg- could be pinned to a display board or stuck to large pieces of paper.

## RESOURCES

- 1.** BiM ‘Rainbow to munch grid’ on paper for listing fruit and veg (easier to fill in and then cut)
  - 2.** Colouring pencils, paints, magazines, scissors
- Discuss size of pictures; you’ll need more if they’re all tiny!

## EXTENSION

- Find out a number of the fruit or veg that the children have never tried, bring in to allow them to taste



# BLUE BANANAS!

Boys in Mind “Rainbow Food” film project



**AIM:** Challenge the ideas that fruit and veg are specific colours and certain colours have a specific ‘taste’

## ACTIVITIES

1. “What colour is a ...”; form a list of common fruit and veg get children to describe certain food colours, tastes and textures e.g. tomato, cucumber, carrot, apple, banana, cabbage
2. Tasting session; get the children to taste and do the same description list for pre prepared ‘dyed’ fruit and veg

Most of the above can either be found in different colours e.g. yellow tomato, purple or white carrot and red cabbage or can be dyed with food colouring. Suggestions; blue banana, red cucumber, purple apple.

If the different coloured fruit and veg has also been cut or made to be as anonymous as possible, the results can start an interesting discussion about colour determining taste, texture, preference when compared with their original list.

## Sample Questions

- a) Which is your favourite fruit and/or veg?
- b) What did you think the purple (apple) was before tasting it?
- c) What did you think it was after tasting it?
- d) Can you think of another fruit or veg that is this colour?
- e) Were you surprised at the outcome?
- f) Why do you think it surprised you and did it make a difference to you trying it?

## EXTENSION

- Make an ‘unusual’ salad at home and bring in a photo
- Research other varieties of fruit and veg for colour differences, make a collage
- Ties in with ‘Rainbow Salad’ and ‘A Rainbow to munch’

## RESOURCES

1. A variety of common fruit and veg
2. Pre prepared differently coloured or ‘dyed’ fruit and veg
3. Simple BiM ‘Tasting notes’ sheet





# TASTY PAIRS

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**AIM:** Identifying fruit and vegetables to match their benefits to specific body areas

## ACTIVITIES

1. Using the BiM ‘Rainbow cards’ and in pairs or small groups pick a card and describe the fruit or vegetable without using its name; colour, taste, texture, how I would eat it, where it grows etc

The partner makes a guess after each description.

2. Use BiM ‘Rainbow’ cards to identify the parts/areas of the body (colours coordinate).
3. Play the Memory game

Place all cards (fruit/veg and body) face down on the table.

Each child turns over two and tries to make a pair using colour as the key (a type of fruit/veg and a body area)

If no pair is made the cards are turned over and the next child has a turn.

When a pair is made the child keeps that pair or the cards are taken away and put in a pile.

## RESOURCES

BiM ‘Rainbow cards’

## EXTENSION

- Follow with ‘A Rainbow to eat’ and ‘Where in my body?’
- Take a photo of/ draw their next meal with some fruit and veg in it and try to remember which body areas benefit.
- Make up a meal that includes each colour type.



# BODY PLANTS

Boys in Mind “Rainbow Food” film project



**AIM:** Discover the benefits of different fruit and veg to specific body parts

## ACTIVITIES

1. Which bits of my body benefit?
2. Matching colours of fruit and veg to colours on body areas
  - a) Draw around your partner's body
  - b) Use the cards to copy the pictures onto the correct place in your body i.e. heart, eyes etc
  - c) Outside the body draw fruit or veg that corresponds with the colour i.e. heart- tomato, strawberry or immune system- melon, carrot

## RESOURCES

1. Large sheets of paper
2. Colouring pencils/ paints
3. BiM 'Rainbow cards'

## EXTENSION

- Encourage the children to use a colour chart to tick off every time they eat fruit or veg from each colour in a week.

