







Our Food

DO THE FIRST ACTIVITY IN THIS SECTION,
THEN CHOOSE THREE MORE ACTIVITIES FROM THE LIST.

our food choices can have **positive** 
or **negative**  effects on climate

food choices

LEVEL    **Check the labels.** Find out where your food comes from and which of the foods you eat travel the longest distances to reach your plate. What food takes the largest amount of energy and water to grow? *Share* this information with your family and friends and discuss what you can do to reduce the effect of your food on climate. For example, your family could try to buy local foods which don't have any packaging. *Choose* products made closer to home, which were not transported long distances. Try to find out which products grow in which season in your area and where you can buy them fresh. It is healthier for you and better for the environment. If you buy foods out of season, these will have been flown or shipped from distant lands.

LEVEL    **Find out** if your tap *water* is *safe* to drink. If so, stop buying bottled water if you currently do so. Think how much energy goes into making the bottles and taking them to the shop. Think how much plastic is produced. What happens to it all?

LEVEL 1 2 ▲ *Go to the local market* or grocery store with your family, teacher or leader and learn about different kinds of food people buy and eat.

LEVEL 1 2 ▲ *Bring a garbage-free lunch* to school. Put it in a reusable lunch box instead of aluminium foil or paper bags. Refuse to use disposable plastic glasses and plates. Bring your own mug and eating utensils to use at school, camp, Scout and Guide meetings, parties. Use a refillable bottle instead of disposable plastic bottles or cans.

LEVEL 1 2 ▲ *Help* your parents set your fridge properly and defrost it *regularly. It saves energy.* When the temperature is lower than 5°C, it will not keep your food fresh longer but will only consume more energy. Leave some space between the fridge and the wall. Do not put hot or warm food in the fridge, but let it cool down first. Make up your mind before opening the fridge then open and close the door quickly.

LEVEL 1 2 3 ▲ Learn how to *cook a healthy balanced meal* for your family. Try to make it environmentally friendly, for example, use local fresh products with little packaging or grow them yourself. Make a shopping list to avoid buying too much unnecessary food, especially if it cannot be kept for a long time (such as fresh fruit, vegetables and meat).

LEVEL 1 2 3 ▲ Sometimes food comes with some unnecessary packaging. *Look in your kitchen and identify* food products that are over-packaged. *Find alternative* products with less packaging that can be recycled and will not create much waste.

good idea



LEVEL **1** **2** **3** Find out which local plants require less water and ask your family to **plant** them in a pot or in your garden. **Otherwise plant** and care for trees or shrubs that have fruit for people and animals to eat. **Alternatively, grow** traditional herbs and spices, to season your meals, in an outdoor garden, pot or windowsill box.

LEVEL **1** **2** **3** **Conduct a survey** in your kitchen and see if there are any items that are not necessary and can be substituted: plastic wrap with a plastic container, paper towels with cotton towels, etc.

LEVEL **2** **3** **How much** energy, water, resources needed to produce different foods? How can you change the food you eat so that you have a nutritious diet that has a much smaller impact on the environment? Make a few charts which show how many resources are needed to produce each food. For example see water required at: www.fao.org/nr/water/promotional.html

LEVEL **2** **3** If you have a garden, **build a composter** to compost your biodegradable waste such as fruit and vegetable peels, eggshells, tea leaves, garden waste. Use pieces of old wood to make a simple boxlike structure with spaces or holes to allow air to circulate. Use the compost to grow vegetables and fruit. It improves the soil, strengthens roots, speeds plant growth and makes produce more nutritious.

LEVEL **3** Learn how to **build a solar oven**.
www.hometrainingtools.com/articles/build-a-solar-oven-project.html

Our food and health depend on climate

LEVEL **1** **2** **3** *Find* out who is especially vulnerable to climate change. Where do they live? What can you do to help them?

LEVEL **1** **2** **3** How can a change in weather patterns lead to hunger? *Learn* about the impacts of climate change on our food, water and nutrition. *Share* these facts with your class, group or friends.



LEVEL **2** **3** *Collect information* about climate change related disasters such as droughts, heavy rains, heat waves, tropical cyclones, floods, storms, fires. How do they affect people's life and food? Talk with your friends about how to respond to them. Mark them on the world map or *make a presentation* at school, local library or youth camp.

LEVEL **2** **3** Men and women are affected differently by the changing climate. Many of the world's poorest people are rural girls and women in developing countries who depend on farming to feed their families. *Find out* how climate change could add to their food and water insecurity and increase their work levels.

LEVEL **3** How can a change in weather patterns affect food production? *Learn* about the impacts of climate change on farming, forestry, livestock, fisheries and aquaculture. *Share* these facts with your friends.

Everybody has the right to food



LEVEL **1** **2** **3** *Use the cartoon book* and activity guide 'The Right to Food: A Window on the World' to find out more about the right of every human being to be free from hunger:
www.feedingminds.org/info/info_cartoon.htm

LEVEL **1** **2** **3** *Join* children and young people all over the world to create a world free from hunger and malnutrition:
www.feedingminds.org/yw



