



Crunchy Carrots:

Activity ideas to support the Online Field Trip

LESSON ACTIVITY PLANS

Age group: 7-11years



Farm to Fork
— Online Field Trips —

Age 7-11 Activity ideas to support the Online Field Trip for Crunchy Carrots

Activities

Here is a set of activities provided to work alongside the Online Field Trip about 'Crunchy Carrots'. The intention is to inspire children to want to learn more about why carrots and other root vegetables are good to eat and the journey carrots take from farm to fork. The activities can all be completed independently - you can pick and choose whichever is most appropriate or interesting for your purposes. Use the photo pack [Crunchy_Carrots_-_photo_pack_5-11] to support learning and teaching throughout.

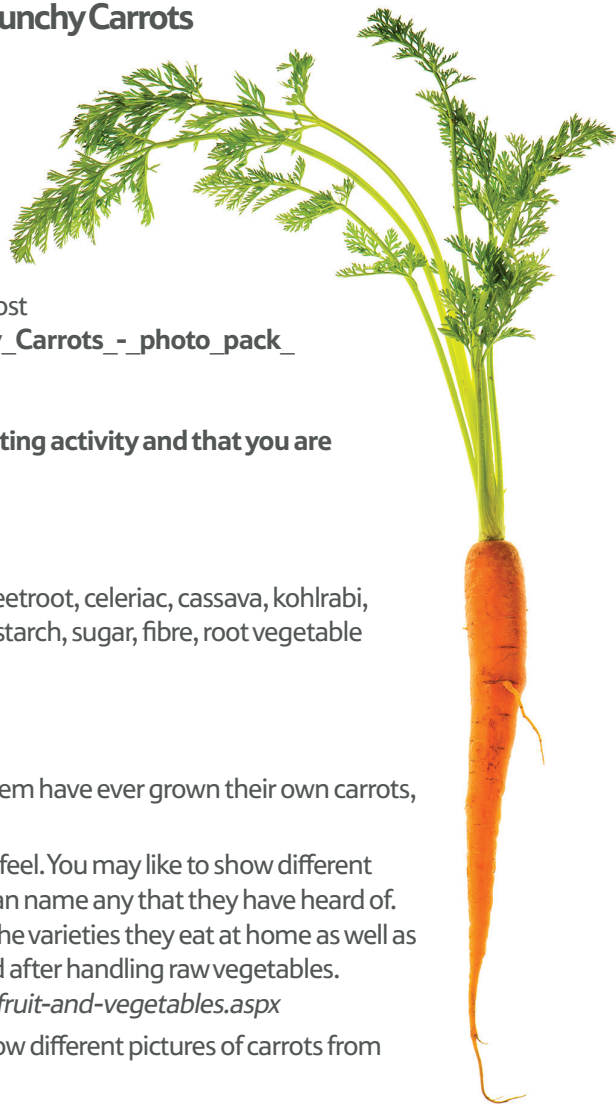
Ensure parental/guardian permission has been sought prior to any tasting activity and that you are aware of existing food allergies and intolerances.

Keywords

Carrot, Chantenay, Imperator, beta carotene, vitamin A, parsnip, swede, beetroot, celeriac, cassava, kohlrabi, rutabaga, turnip, taproot, organic, Apiaceae, Umbelliferae, carbohydrate, starch, sugar, fibre, root vegetable

Introducing carrots

- Establish what the children already know about carrots. Ask if any of them have ever grown their own carrots, and if so to share their experiences.
- Show the children a carrot or pass several around for them to hold and feel. You may like to show different varieties of carrot, including different coloured carrots and ask if they can name any that they have heard of. Discuss the most popular varieties and ask the children to look out for the varieties they eat at home as well as ones they may see in shops. NOTE: Wash hands thoroughly before and after handling raw vegetables. See: <http://www.nhs.uk/Livewell/homehygiene/Pages/How-to-wash-fruit-and-vegetables.aspx>
- Discuss and compare weight, texture, colour and size. Alternatively, show different pictures of carrots from the photo pack and the Internet.
- Talk about how and when the children eat carrots. Investigate and discuss the different ways carrots can be eaten raw, cooked, baked, steamed, boiled, stir-fried, roasted, or bought fresh, frozen or tinned. Research and collect accompanying recipes and pictures of carrot-based dishes.
- Set the children the task of using the Internet to find out twenty things about carrots. You may wish to steer the children in a particular direction or simply ask them to find out the twenty most interesting facts about carrots that they can. Things to research include:
 - Different varieties
 - How and where they are grown and harvested (around the world and the UK)
 - The word 'carrot' in other languages
 - History of the carrot
 - Carrots through history (for example Roman recipes)
 - Recipes (see <http://realfood.tesco.com>; search 'carrot')
- Take feedback and share findings. Make a class list of the most interesting and unusual ones.
- Conclude that carrots are 'root vegetables'; the root (technically the 'taproot', or main, central root) is used as the vegetable. Show a picture of carrots growing – see photo pack and point to the root growing under the ground in the soil and the green leaves growing above ground in the light.
- Slice a carrot lengthways down the middle and another one widthways to have a look inside.



Root vegetables

- Show the children different varieties of root vegetables, you can choose to bring in vegetables to show the children, or refer to images from the photo pack [**Crunchy_Carrots_-_photo_pack_5-11**].
- Use the fact cards to learn a few interesting facts about carrots and root vegetables [**Crunchy_Carrots_-_dig_for_fact_7-11**]. You may wish to make multiple sets of cards and laminate for extended use. Suggestions for use include:
- Set up a carrot or root veg fact trail or treasure hunt. Hide the facts around the classroom or playground and ask the children to work in teams to locate as many as possible. Alternatively, allocate each team a colour and print off the facts on coloured paper, one set per colour. The children must then locate their corresponding facts.
- Use the Internet to learn more about key root vegetables. Suggestions for use include:
- Use as whole-class texts. Share and answer the questions together.
- Split the class into groups or pairs. Each group or pair can then take turns to read and share the information and answer the questions together afterwards.
- Have fun solving the puzzle, who finished first, and got them all right? [**Crunchy_Carrots_-_puzzles_7-11**].



Where are carrots grown?

- The Online Field Trip takes place in Cambridgeshire. Show the children where the county of Cambridgeshire is on a map of the UK and find out the distance from your school. Is there any particular reason that the children think Cambridgeshire is good for growing vegetables? These could be historical or due to the soil and the weather conditions.
- Research where in the UK or the world other root vegetables are grown.
- Remind the children that carrots (as well as parsnip, swede and turnip and beerroot) are 'root vegetables'. Carrots are part of the 'Apiaceae' or 'Umbelliferae' family, which also include parsnip, fennel and celery. Remember together what plants need to grow – water, light, air and nutrients. Tie in with recognising and naming the leaf, flower, stem and root of flowering plants, which grow from seeds.
- Encourage the children to find other foods and packaging from Cambridgeshire and the UK to add to the display.
- Research where root vegetables are grown around the world. Ask the children to create a labelled map of the world showing this information.

Root veg poetry

- Share and enjoy the root vegetable rap [**Crunchy_Carrot_-_rap_to_the_root_veg_beet_7-11**].
- Put the children in groups or pairs and ask them to read aloud or perform the rap to each other.
- Have a go at creating your own individual, group or whole class carrot or other root vegetable raps or poems.

Dig for Victory

- During the Second World War, the British Government encouraged people to grow and eat their own vegetables. The Government devised what became one of the most memorable and successful slogans of all time... 'Dig For Victory'. Ask the children to read and share the information on the Dig For Victory poster [**Crunchy_Carrots_-_dig_for_victory_7-11**].
- Ask the children to research more information about the 'Dig For Victory' campaign. Create your own information sheets and design a range of posters to promote the "grow your own" message. See the National Archives: www.nationalarchives.gov.uk/theartofwar/films/dig_victory.html



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- Create your own vegetable 'characters'. Use as the basis for your own vegetable campaign encouraging the school to eat and grow more vegetables. You may even wish to create your own 3D characters, vegetable puppets or cartoon characters. Investigate popular uses of vegetables as characters in animated films or childrens literature.



World record root veg

- As home growing produce became common place people liked to see if their vegetables were better than their neighbours. Communities would have produce shows and award prizes for the largest vegetables. Why not research local produce shows and look at the different categories.
- Use the document **[Crunchy_Carrots_-_world_record_root_veg_5-11]** to explore vegetable world records and with string, measure out the worlds longest carrot. How far does it go around your school?

Carrots, root vegetables and nutrition

- Return to the Eatwell plate and remind the children where carrots and root vegetables fit in (fruits and vegetables). Ask the children why it is important to eat fruit and vegetables (as they contain vitamins, minerals and fibre). The Eatwell plate states that a healthy, balanced diet should include at least five portions of fruit and vegetables a day.
- As vegetables, carrot, parsnip and swede form part of 1 of your 5 a day (1 portion would be 80g fresh or cooked, or 3 heaped tablespoons). Parsnip and swede are 'starchy' vegetables, however they still count towards your 5 a day because they are a source of vitamins and minerals. Potatoes, yams, cassava and plantain are also root vegetables but they do not count towards your 5 a day as they mainly contribute starch to the diet.
- Carrots are a good source of 'Beta Carotene', which the body converts to vitamin A. 80g of carrots a day will more than meet the recommended daily allowance for vitamin A. It also contributes to:
 - normal iron metabolism;
 - the maintenance of normal mucous membranes;
 - the maintenance of normal skin;
 - the maintenance of normal vision;
 - and the normal function of the immune system.
- Sample different varieties of carrot (Chantenay, Imperator, Organic, Purple Bushytop) and comment on taste, texture and appearance.



Carbohydrates

- Ask the children what activities they like to do that require a lot of energy, and ask them where they think this energy comes from.
- Explain to the children that to have a lot of energy, they need to eat foods that will allow our body to convert it into fuel. Energy comes from carbohydrates. There are three types, starch, sugar and fibre. Starchy foods, such as rice, pasta and bread are especially good for providing the fuel, which gives us energy.

- Some vegetables are classed as ‘starchy’ foods, for example: potatoes, yams, cassava and plantain. Although these are vegetables, they are not shown in the fruit and vegetables section of Eatwell plate because their main nutritional value is as a starchy food alongside rice, bread and pasta. Parsnip and swede are also ‘starchy’ but also contain vitamins and minerals and so still count towards your 5-a-day.
- Split the class into three groups. Each group should research one of three types of carbohydrate – starch, sugar and fibre. For each type, they should find:
- Five examples of foods which are a source of that carbohydrate.
- Present the information in an imaginative way. Examples include a poster, multimedia presentation, or page from a science textbook or magazine.

Cooking with carrots and other root vegetables

- Follow a recipe using grated, raw carrot: ‘Crunchy Coleslaw Salad Recipe’

Ensure the children wash their hands thoroughly both before and after the activity.

Ingredients:

- ½ white cabbage
- 1 carrot
- 2 sticks celery
- 2 tablespoons of mayonnaise
- 1 teaspoon mustard
- Black pepper (optional)

Equipment:

- Sharp knife
- Chopping board
- Grater
- Large salad bowl
- Measuring spoons
- Spoons or salad servers to mix

Method:

1. Wash the carrot then trim the ends and grate. (ADULT SUPERVISION REQUIRED)
2. Finely shred the cabbage using a sharp knife (ADULT ONLY)
3. Mix the mayonnaise, mustard and pepper (if using) together in a bowl.
4. Place the cabbage and carrot into the salad bowl. Mix well with the dressing and serve.

<http://www.eathappyproject.com/resources/videos/crunchy-coleslaw-recipe/>



Learning how to peel and grate

- Watch the skills video on the Eat Happy website: <http://www.eathappyproject.com/resources/videos/how-to-grate/>

Useful websites

- Change 4 Life - <http://www.nhs.uk/change4life/Pages/breakfast-for-life.aspx>
- Great British Carrots - <http://britishcarrots.co.uk/>
- World Carrot Museum - <http://www.carrotmuseum.co.uk/>



Speaking and listening

ENGLAND

Ask relevant questions to extend their understanding and build vocabulary and knowledge.

Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments

Participate in discussions, presentations, performances and debates.

SCOTLAND

I can show my understanding of what I listen to or watch by responding to and asking different kinds of questions.

I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience

When listening and talking with others for different purposes, I can:

- share information, experiences and opinions
- explain processes and ideas
- identify issues raised and summarise main points or findings

WALES

Identify key points and follow up ideas through question and comment, developing response to others in order to learn through talk.

Speaking and listening individually, in pairs, in groups and as members of a class using a variety of methods to present ideas, including ICT, e.g. drama approaches, discussion and debate

View and listen carefully to a variety of visual and audio-visual stimuli

Experience a range of stimuli including:

- Information texts
- Media and ICT texts...

Listen and respond appropriately and effectively with growing attention and concentration.

NORTHERN IRELAND

Participate in talking and listening in every area of learning, for example, discuss the benefits of a healthy lifestyle

Participate in group and class discussions for a variety of curricular purposes

Prepare and give a short oral presentation to a familiar group, showing an awareness of audience and including the use of multimedia presentations

Present ideas and information with some structure and sequence

Reading

Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.

Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas

Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.

Using what I know about the features of different types of texts, I can find, select and sort information from a variety of sources and use this for different purposes

I can make notes, organise them under suitable headings and use them to understand information, develop my thinking, explore problems and create new texts, using my own words as appropriate.

Consider what they read/view, responding orally and in writing to the ideas, vocabulary, style, presentation and organisation of image and language, and be able to select evidence to support their views

Retrieve and collate information and ideas from a range of sources including printed, visual, audio, media, ICT and drama in performance

Participate in modelled, shared, paired and guided reading activities

Read, and be read to from a wide selection of poetry and prose

Read, explore, understand and make use of a range of traditional and digital texts

Retell, re-read and act out a range of texts, representing ideas through drama, pictures, diagrams and ICT, for example, recreate characters or events in activities such as drama

Research and manage information relevant to specific purposes, using traditional and digital sources, and present their findings in a variety of ways

Use a range of comprehension skills, both oral and written, to interpret and discuss texts

Writing

Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

I can use my notes and other types of writing to help me understand information and ideas, explore problems, make decisions, generate and develop ideas or create new text.

Writing in response to a wide range of stimuli: visual, audio and written

Write for a variety of purposes and audiences

Organise, structure and present ideas and information using traditional and digital means

Experiment with rhymes, rhythms, verse structure and all kinds of word play and dialect

Science

ENGLAND

Identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers

Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant

Investigate the way in which water is transported within plants

SCOTLAND

I can help to design experiments to find out what plants need in order to grow and develop. I can observe and record my findings and from what I have learned I can grow healthy plants in school.

WALES

The need for a variety of foods and exercise for human good health

Through fieldwork, the plants and animals found in two contrasting local environments, e.g. identification, nutrition, life cycles, place in environment

The environmental factors that affect what grows and lives in those two environments, e.g. sunlight, water availability, temperature.

NORTHERN IRELAND

Plants and plant growth
How animal or plant behaviour is influenced by seasonal change.

Personal understanding and health (matches DT)

The importance of keeping healthy ...

Exemplar:

Being aware of how to care for his/her own body in order to keep it healthy and well, for example, by talking about which foods are healthy...

Mathematics

Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g).

Convert between different units of measure

Convert between different units of metric measure

I can estimate how long or heavy an object is, using everyday things as a guide, then measure or weigh it using appropriate instruments and units

I can use the common units of measure, convert between related units of the metric system and carry out calculations when solving problems.

Choose appropriate standard units of length and mass.

Understand the relationships between units, and convert one metric unit to another

Develop skills in estimation of length, weight

Appreciate important ideas about measurement including the continuous nature of measurement and the need for appropriate accuracy

Understand the relationship between units and convert one metric unit to another.

Design & Technology

Understand where food comes from.

Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.

By investigating the range of foods available I can discuss how they contribute to a healthy diet.

I experience a sense of enjoyment and achievement when preparing simple healthy foods and drinks.

When preparing and cooking a variety of foods, I am becoming aware of the journeys which foods make from source to consumer, their seasonality, their local availability and their sustainability.

(Well-Being)
Develop an understanding that exercise and hygiene and the right types of food and drink are important for healthy bodies

(Personal understanding and health)
The importance of keeping healthy ...

Exemplar:

Being aware of how to care for his/her own body in order to keep it healthy and well, for example, by talking about which foods are healthy...

