“Everybody needs beauty as well as bread, places to play in and pray in where nature may heal and cheer and give strength to the body and soul.”

John Muir, pioneer in the field of preservation, 1838-1914
Welcome to Learn

WWF’s termly free poster resource for schools

This edition of Learn focuses on ‘Food and drink’ – one of the ‘Doorways’ or access points identified for Sustainable Schools. See the ‘In focus’ section for more details. If you would like to nominate a colleague to receive future issues, it couldn’t be easier. Simply phone Liz Rissal on 01483 412494, email her at erossall@wwf.org.uk or complete our online form – www.wwflearning.org.uk/forms

Learning for Sustainability – 8 June 2007, London

Would you like to find out more about sustainable schools? Have ideas with other teachers and leave some good ideas for taking your school forward? Then WWF’s Learning for Sustainability 2007 conference could be for you. It is just £25 to attend!

Through a mixture of inspirational speakers, interactive workshops and informative seminars, you will have a day to remember. This year we have joined in partnership with the Department for Education and Skills, Field Studies Council, Groundwork and RSPB who will be running workshops and contributing to the day.

Our keynote speaker is Camilla Bannerman, who will focus on the social dimension of sustainability. Through her presentation, we will explore the impact of migration, empathy and compassion on sustainability. Visit our conference website to book your place – www.wwflearning.org.uk/conference2007

Food and drink

This edition of Learn focuses on ‘Food and drink’, one of the eight doorways identified in the Sustainable Schools National Framework. These doorways provide entry points into the curriculum focusing on ‘Food and drink’ in the Arctic region and the effects of climate change, the energy involved in providing food and drink in schools, who makes the decisions that affect food and drink issues in school, how can pupils become more involved, who will persuade our parents and friends to become more sustainable in their consumption of food and drink, and how will our actions affect people in other countries?

Idea of the week

Follow the bear...

Did you know that there are more than 23,000 polar bears in the Arctic but their survival is threatened if the Arctic continues to warm at twice the rate of the rest of the world? WWF’s polar bear scientists are now predicting that more than 30 per cent of polar bears will disappear in the next 35 to 50 years.

To help scientists learn important information about these beautiful creatures in their natural habitat and to monitor how climate change is affecting the environment, WWF has fitted two polar bears, Auro and Boria, with radio collars to track their movements.

If you want to follow the polar bears, learn about the Arctic region and the effects of climate change, visit www.panda.org/polars. The website contains information for teachers, parents and pupils.

Climate change film distributed to all secondary schools

The powerful Al Gore film ‘An Inconvenient Truth’ will form part of a pack on climate change sent to every secondary school in England, Environment Secretary David Miliband and Education Secretary Alan Johnson announced in Spring 2007.

Check out TeacherNet for more information – www.teacherenet.gov.uk/sustainableschools

WEB PAGE: The ‘food and drink’ pack is available at no cost to all secondary schools. For further information contact Jenny Convery at WWF-Canon on 01483 426409, email her at erossall@wwf.org.uk

Factbites – Did you know...

Food waste: Households in the UK throw away 6.7m tonnes of food every year – a third of all the food we buy.

Water use: Agriculture is responsible for per cent of global water withdrawals. It takes 130 litres of water to produce 1,000 calories in the form of maize. 4,000 litres in the form of beef!

For more facts and figures, visit www.wwflearning.org.uk/teachingandlearning/factbites
Welcome to Learn
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This edition of Learn focuses on ‘Food and drink’ – one of the ‘Doorways’ or access points identified for Sustainable Schools. See the ‘In focus’ section for more details. If you would like to nominate a colleague to receive future issues, it couldn’t be easier. Simply phone Liz Rossal on 01483 412494, email her at erossall@wwf.org.uk or complete our online form – www.wwflearning.org.uk/forms

Giving students a voice 11 – 22 June 2007
WWF is inviting schools to take part in the Doorways to Sustainable Schools student conference. This online event will provide a stimulating learning opportunity where students can explore sustainability issues with their peers from across the world to find solutions to sustainable living. One way in which this online conference differs from others you may have taken part in is that the content is produced in partnership with representatives of hundreds of students both within the UK and abroad.

There is still time for your school to get involved in this major event. For further information visit: www.wwflearning.org.uk/kyo-perspective

Learning for Sustainability – 8 June 2007, London
Would you like to find out more about sustainable schools? Have ideas with other teachers and have some good ideas for taking your school forward? Then WWF’s Learning for Sustainability 2007 conference should be for you. It is just £25 to attend!

Through a mixture of inspirational speakers, interactive workshops and informative seminars, you will have a full day to remember. This year we have joined in partnership with the Department for Education and Skills, Field Studies Council, Groundwork and RSPB who will be running workshops and contributing to the day.

Our keynote speaker is Cllr Barbara Brown, who will focus on the social dimension of sustainability. Through her work with local residents, she explores the impact of reconciliation, empathy and compassion on our sustainability. Visit our conference web page to book your place – www.wwflearning.org.uk/conference2007

WWF-UK
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01483 412494, 01483 412499, erossall@wwf.org.uk

Nutrition
Inclusion and participation
Involving pupils in decisions about food and drink.
Involving pupils in growing food or selling snacks and drinks.

Local well-being
Inviting members of the community to share their skills, time and expertise.
Providing information about healthy and sustainable food and drink.

Global citizenship
Exploring the motivation behind and the benefits of Fair Trade.
Thinking about the effects of campaigns, boycotts and consumer choice.

Student and teacher resources
A wide range of resources can be found online at: www.wwflearning.org.uk/yearofaction

A company limited by guarantee number 4016725. Panda symbol © 1986 WWF World Wide Fund for Nature (formerly World Wildlife Fund). WWF-Canon / Michel TERRETTAZ. Bornean orang-utan (Pongo pygmaeus) and polar bear (Ursus maritimus) - WWF-Cannon / Wim VAN PASSEL

You are what you eat
Ask pupils to make brief notes explaining how what we eat connects with the following:

This planet – www.wwf.org.uk/globalfootprint/learners/sustainableschools

Freedom – http://www.booksite.com/h/1/1706682688


Links to – www.sustainweb.org/pdf/eatooil_summary.PDF

What are the consequences of this behaviour?
What steps are needed to change things and improve our diet?

Food and drink
This edition of Learn focuses on ‘Food and drink’, one of the eight Doorways identified in the Sustainable Schools National Framework. TheseDoorways provide entry points through which we can explore elements of our journey towards greater sustainability.

‘By 2020, the Government would like all schools to be model suppliers of healthy, local and sustainable food and drink. Food should, where possible, be produced or prepared on site. Schools should show strong commitments to the environment, social responsibility and animal welfare. They should also seek to increase their involvement with local suppliers.’

Sustainable Schools, National Framework, DES

‘The Food and Drink’ doorway offers a smorgasbord of opportunities which can be explored in schools.

Food and drink in the curriculum
How does farming affect the natural environment? What are organic, free-range, factory-farmed and GM foods?
Food manufacture – preserving, processing, packaging and transportation. What are the environmental impacts of this science?
Food miles + fossil fuels = climate change. How can we alter the equation?
Should we concern ourselves with healthy foods, animal welfare and habitat loss when 3 billion people struggle to survive on $2 per day?

Food and thought
As pupils reflect on the following:

I think the key issues about ‘Food and drink’ in schools are:

This has helped me realise that...

In future I’ll...

Nutrition
Inclusion and participation
Involving pupils in decisions about food and drink.
Involving pupils in growing food or selling snacks and drinks.

Local well-being
Inviting members of the community to share their skills, time and expertise.
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Students and teacher resources
A wide range of resources can be found online at: www.wwflearning.org.uk/yearofaction

WWW foods are good for me and the environment?
This edition of Learn focuses on ‘Food and drink’ – one of the ‘Doorways’ or access points identified for Sustainable Schools. See the ‘In focus’ section for more details. If you would like to nominate a colleague to receive future issues, it couldn’t be easier. Simply phone Liz Rossall on 01483 412494, email her at erossall@wwf.org.uk or complete our online form – www.wwflearning.org.uk/forms

Learning for Sustainability – 6 June 2007, London

Would you like to find out more about sustainable schools? Have ideas with other teachers and share some good ideas for taking your school forward? Then WWF’s Learning for Sustainability 2007 conference could be for you. It is just £25 to attend!

Through a mixture of inspirational speakers, interactive workshops and informative seminars, you will have plenty to remember. This year we have joined in partnership with the Department for Education and Skills, Field Studies Council, Groundwork and RSPB who will be running interactive workshops and contributing to the day. Our keynote speaker is Gail Bannaghmish who will focus on the social dimension of sustainability. Through her story and personal experiences she will explore the impact of motivation, empathy and compassion on sustainability. Visit our conference website to book your place – www.wwflearning.org.uk/conference2007

The ‘Food and drink’ doorway offers a focus on ‘Food and drink’ in the curriculum. Pupils create a mapping diagram to highlight the links between ‘Food and drink’ and some of the issues suggested by the photos on the following websites:

http://news.bbc.co.uk/hi/english/static/in_depth/world/01483426.htm

http://foodinschools.datacenta.uk.net

http://footprintcalculator.food/intro.asp

http://www.wwflearning.org.uk/teachingandlearning/factbites

http://www.wwflearning.org.uk/teachingandlearning/food

Getting cracking

Ideas for action in your school

Composting and partnerships

Local availability and quality

Spot the links:

Local to global

Pupils create a mapping diagram to highlight the links between ‘Food and drink’ and some of the issues suggested by the photos on the following websites:

http://www.wwflearning.org.uk/about/section/r6.html

http://news.bbc.co.uk/hi/world/afrika/bbc1/4883538.stm

http://www.sustainableschools.org.uk/sustainableschools/

http://www.wwflearning.org.uk/teachingandlearning/

http://www.wwflearning.org.uk/teachingandlearning/food

You are what you eat

Ask pupils to make brief notes explaining how what we ‘eat’ contributes to the day.

What are the consequences of this behaviour?

What steps are needed to change things and improve our diet?

Food for thought

Are pupils to reflect on the following:

I think the key issues about ‘Food and drink’ in schools are...

This topic has helped me realise that...

In future I’ll...

Inclusion and participation

Involving pupils in decisions about food and drink.

Involving pupils in growing food or selling snacks and drinks.

Local well-being

Inviting members of the community to share their skills, time and expertise.

Providing information about healthy and sustainable food and drink.

Global citizenship

Exploring the motivation behind the benefits of Fair Trade.

Thinking about the effects of campaigns, boycotts and consumer choice.

Sustainable Schools

National Framework

DES

The ‘Food and drink’ doorway offers a smorgasbord of opportunities which can be explored in schools.

‘Food and drink’ in the curriculum

How does farming affect the natural environment? What are organic, free-range, factory-farmed and GM foods?

Food manufacture – preserving, processing, packaging and transportation. What are the environmental impacts of this science?

Food miles + fossil fuels = climate change. How can we alter the equation?

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For more facts and figures, visit www.wwflearning.org.uk/teachingandlearning/factbites

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Welcome to Learn
WWF’s tertiary free poster resource for schools

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Learning for Sustainability – 11-22 June 2007, London

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Through a mixture of inspirational speakers, interactive workshops and informative seminars, you will have a day to remember. This year we have joined in partnership with the Department for Education and Skills, Field Studies Council, Groundwork and RSPB who will be running interactive workshops and contributing to the day.

Your keynote speaker is Girma Barranteguy who will focus on the social dimension of sustainability. Through her presentation she will explore the impact of migration, employment and compassion on sustainability. Visit our conference website to book your place – www.wwflearning.org.uk/conference2007

Spot the issues:

Show the virtual school day videos at http://wwflearning.org.uk/schools/66319 and ask pupils to make brief notes explaining how what we ‘eat’ connects with the following:

This planet – www.wwf.org.uk/about/our-science.html

Farming – http://news.bbc.co.uk/1/hi/uk/2091094.stm

Status – www.defra.gov.uk/commitments/milk/media.html


What are the consequences of this behaviour?

What steps are needed to change things and improve our diet?

Food and drink

This edition of Learn focuses on ‘Food and drink’, one of the eight doorways identified in the Sustainable Schools National Framework. These doorways provide entry points through which we can explore elements of our journey towards greater sustainability.

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Sustainable Schools, National Framework, DES

The ‘Food and drink’ doorway offers a smorgasbord of opportunities which can be explored in schools.

Food and drink

• How does farming affect the natural environment?
• How does farming affect the local environment?
• How do we make sure that our food is produced in an environmentally friendly way?
• How do we know what comes in our food?
• How do we know what goes out of our food?

Food and drink

Involving pupils in decisions about food and drink.

Involving pupils in growing food or selling snacks and drinks.

Links to...

Inclusion and participation

• Involving pupils in decisions about food and drink.

Local well-being

• Involving members of the community to share their skills, time and expertise.

Global citizenship

• Exploring the motivation behind and the benefits of Fair Trade.

• Thinking about the effects of campaigns, boycotts and consumer choice.

Websites

www.teachernet.gov.uk/sustainableschools/

www.tscsco.org.uk/sustainabledevelopment/finderresources/globalfootprint/learners/footprintcalculation/foodintro.htm

Which foods are good for me and the environment?

What do we know about this creature?

How could we find out more?

How does this creature get its food and drink?

How does this affect the environment?

How do we get our food and drink?

How does this affect the environment?

What animal’s diet and drinks are used in your school?

• How might we be affecting the environment?

• What do we need to know?

• What could we do to become more sustainable?

What do we know about food miles?

What can we do to reduce them?

What do we know about waste-free lunches?

What can we do to promote them?

Who makes the decisions that affect food and drink issues in school?

Can pupils become more involved?

How can we persuade our parents and friends to become more sustainable in their consumption of food and drink?

How will our actions affect people in other countries?

Look at the quote on the poster. The human population is growing by 75 million per year. Is there room for beauty as well as bread? Is there room for creatures like the orang-utan?

1. What do we know about food miles? How can we reduce them?
2. What do we know about food miles? What can we do to reduce them?
3. What do we know about food miles? Is there room for beauty as well as bread?
4. What do we know about food miles? Do we need to think about our actions and the impact that they have on others?
5. What do we know about food miles? What can we do to make a difference?
6. What do we know about food miles? Can we make a change?
7. What do we know about food miles? Is there room for beauty as well as bread?
8. What do we know about food miles? Do we need to think about our actions and the impact that they have on others?
9. What do we know about food miles? Can we make a change?
10. What do we know about food miles? Is there room for beauty as well as bread?
11. What do we know about food miles? Do we need to think about our actions and the impact that they have on others?
12. What do we know about food miles? Can we make a change?

1. What do we know about food miles? How can we find out more?
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