

Alpha-Bites: Alphabetical Food Chart

Introduction

Ask children to choose a few vegetarian items from the lists they made when they completed the **Let's Go Shopping** lesson and instruct them to discuss what kinds of food they are (e.g., fruits, vegetables, herbs, drinks or a complete meal, such as vegetable curry).

Activity 1: Create a Chart

Ask the children to form pairs (to encourage cooperation and dialogue), and provide them with A2 paper, writing pencils and coloured pencils.

Instruct the children to create an alphabetical chart of meat-free foods either from the items on their lists or from memory. Have them consult reference materials (e.g., the internet, dictionaries and reference books) as well. For the letters X and Z, students could list the names of foods that simply contain the letters.

Children should write and draw the foods they select next to each appropriate letter (see example).

Activity 2: Nutritional Categories

When the chart is finished, children should indicate which of the four nutritional categories (see **Learning Objectives**) each food belongs to by underlining the names of the foods with different colours (these colours could be predetermined, or children could create their own key). If a food belongs to more than one nutritional category, it should be underlined with each applicable colour.

At the end of the lesson, compare charts by listing the names of all the foods that begin with a certain letter or finding foods that are high in a particular nutrient.

Variation

Alternatively, you may want pupils to divide the foods into four different categories – fruit, legumes, whole grains and vegetables.

For more information on these four food groups and to find a downloadable poster, please see pcrm.org/pdfs/health/4foodgroups.pdf.

Background

After the children's visit to a local supermarket or community shop/farmers' market (**Let's Go Shopping**), during which they listed various meat-free foods and wrote down the countries that they came from, children should organise and categorise these foods.

Learning Objectives

Children should learn the following:

- To be familiar with a variety of meat-free foods
- To use dictionaries and other reference materials to find the names of food items and their correct spellings
- To place different foods into the four nutritional categories – carbohydrates, protein, fats and vitamins/minerals

Extension Ideas

- Have the children use a drawing, collage or painting to illustrate a wholesome meat-free meal made from ingredients listed on their charts that belong to the four nutritional categories – carbohydrates, protein, fats and vitamins/minerals.
- Construct or use an ICT database relating to food types.
- Make collages that feature packaging from healthy and unhealthy foods.
- Produce a display illustrating a healthy diet or a week's worth of menus which include foods that provide a varied and balanced diet.



Example of an Alphabet Food Chart

a	almond, apple, apricot, artichoke, asparagus, aubergine (eggplant)	
b	bagel, banana, baked bean, beetroot, black bean, blackberry, blackcurrant, blueberry, borlotti bean, bread, broccoli, Brazil nut, Brussels sprout, butter bean, butternut squash	
c	cabbage, cannellini bean, carrot, cassava, cauliflower, celery, cereal, chapatti, chickpea, chocolate, ciabatta, coconut, coffee, corn, courgette (zucchini), couscous, cucumber, currant	
d	Danish pastry, date, dill weed	
e	eggplant (aubergine), enchilada, endive	
f	fennel, flour, French bread, fruit juice, fusilli pasta	
g	garlic, ginger, gooseberry, granary bread, grape, grapefruit, greens	
h	hazelnut, horseradish, hummus	
i	iceberg lettuce, ice cream, ice lolly, Indian corn (maize)	
j	jam, jelly, juice	
k	kale, ketchup, kidney bean, kiwi fruit, kohlrabi, kumara (sweet potato), kumquat	
l	leek, lemon, lemonade, lentil, lettuce	
m	macaroni, maize (Indian corn), margarine, marrow, melon, mushroom, mustard	
n	nectarine, noodles, nut roast	
o	oatmeal, oil, okra, olive, onion, orange	
p	pancake, parsnip, pasta, pea, peach, peanut, pear, pecan, pesto, pickle, pineapple, pistachio nut, plum, pomegranate, potato, pumpkin	
q	quiche, quince, quinoa	
r	radish, raisin, raspberry, rhubarb, rice, rocket	
s	satsuma, seitan, sesame seed, shallot, soup, soya bean, spaghetti, spinach, sprouts, strawberry, sugar, sultana, sunflower seed, swede, sweet potato (kumara)	
t	tangerine, tapioca, tea, toffee, tofu, tomato, turnip	
u	ugli fruit	
v	vanilla extract, vegetable curry, veggie burger, vermicelli pasta, vinegar	
w	walnut, water, watercress, wheat	
x	Mexican food (taco, guacamole, etc.)	
y	yam, yeast, yeast extract, yoghurt	
z	zucchini (courgette), maize, pizza	

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 vegetarian 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 the vegetarian "V" symbol or the "Suitable for Vegetarians and 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 vegetarian 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 vegetarian 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



Supermarket Visit – 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		

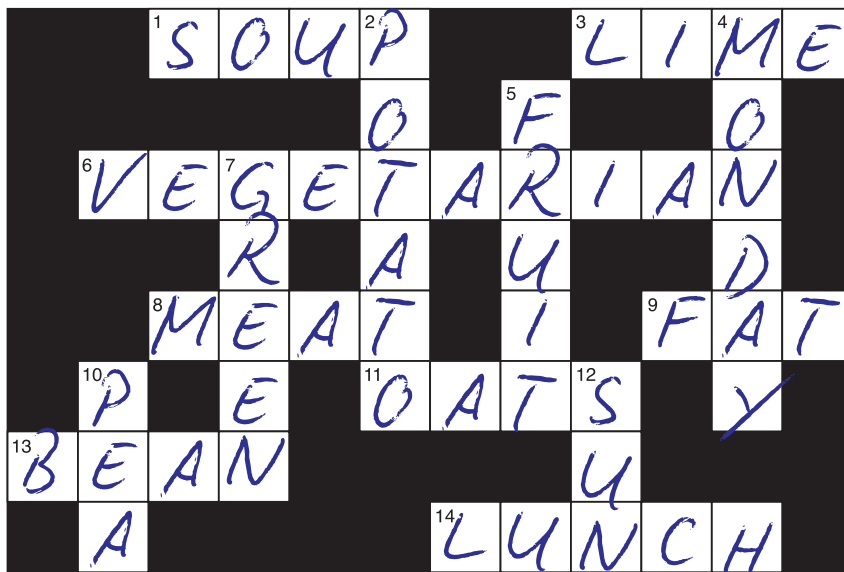
List some vegetarian foods that can replace meat or fish in a healthy diet:



Meat Free Monday Crossword

Activity

Distribute photocopies of the Meat Free Monday Crossword to the children and ask them to complete the puzzle in pairs or groups. Strongly discourage the children from calling out the answers.



Background

Solving crossword puzzles helps one develop reasoning skills and improves one's vocabulary and spelling. Crossword puzzles are also associated with recreation, so they can provide an engaging activity during subject reviews.

Learning Objectives

Children should learn the following:

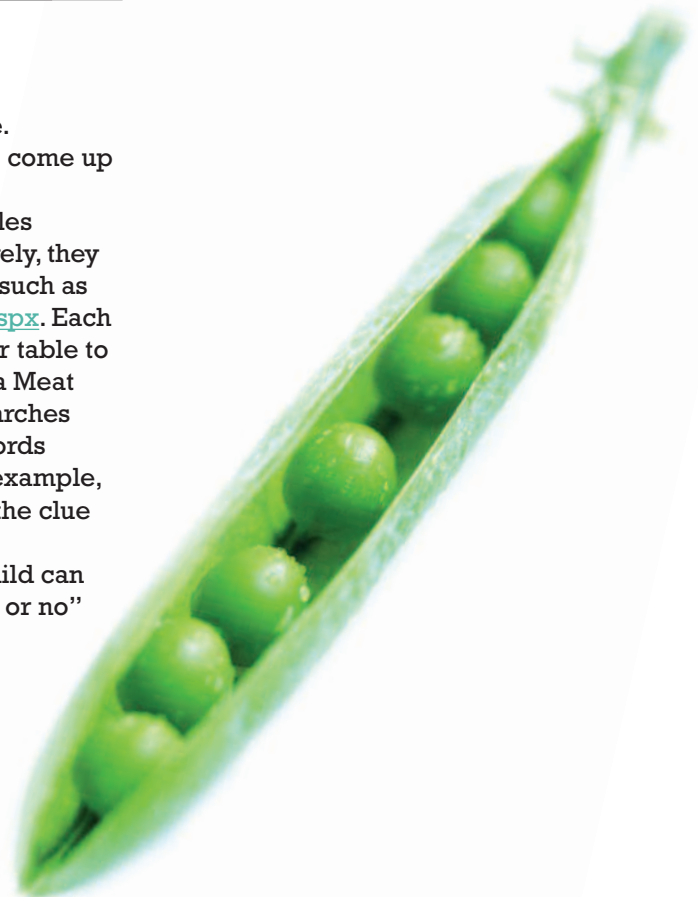
- To explore Meat Free Monday issues in the context of crossword puzzles
- To consider definitions of a variety of words

Accompanying Materials

Meat Free Monday Crossword (student worksheet)

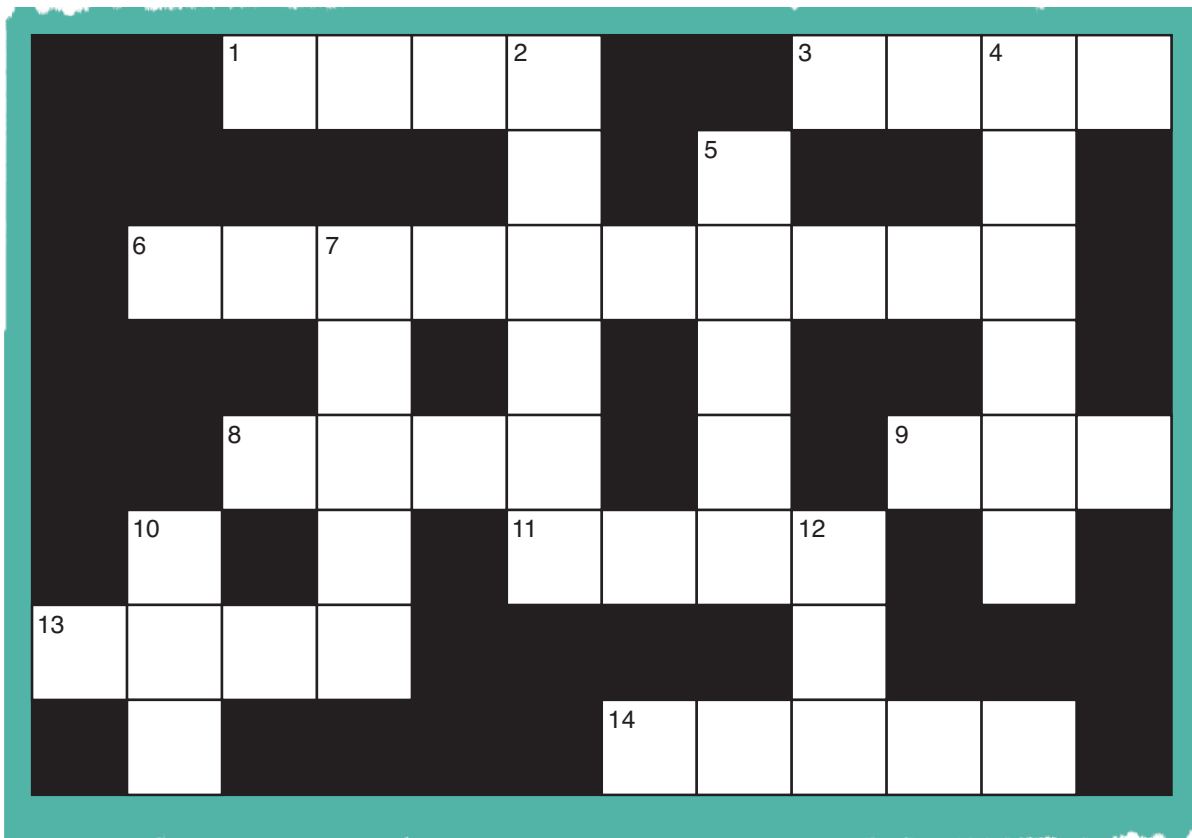
Extension Ideas

- Write an alternative set of clues for the crossword puzzle. Children can use dictionaries to look up definitions or to come up with their own ideas.
- Using grid paper, children can design word-search puzzles containing the names of fruits and vegetables. Alternatively, they can use one of many online "word-search creator" tools, such as the one available at griddler.co.uk/wordsearchcreator.aspx. Each child should give his or her puzzle to someone at another table to complete. Alternatively, the puzzles can be compiled in a Meat Free Monday puzzle compendium. To make the word searches more challenging, children could provide clues to the words hidden in their grids instead of simply listing them. For example, "long, orange vegetable grown underground" could be the clue for "carrot".
- Play "Guess the Meat-Free Food – 20 Questions". One child can think of a meat-free food or dish and others can ask "yes or no" questions.





Meat Free Monday Crossword



Across

1. Delicious liquid food often eaten from a bowl (4)
3. Green citrus fruit (4)
6. A person who does not eat meat (10)
8. Food made from animals (4)
9. Gives the body energy, but too much makes us overweight (3)
11. Use these to make a breakfast of healthy porridge. (4)
13. Soya, runner, kidney and black-eyed are all types of _____. (4)
14. Meal eaten in the middle of the day (5)

Down

2. Vegetable that can be boiled, baked, mashed or fried (6)
4. Meat-free day of the week! (6)
5. Eat five portions of fresh _____ and vegetables each day. (5)
7. Colour linked with nature and the environment (5)
10. Small round vegetable which grows in a pod (3)
12. Gives energy to plants and helps them grow (3)





Meat Free Monday Rhyme

Activity

Recite the Meat-Free Monday rhyme in class or at a school assembly and invite feedback from the children. To highlight key points, you may wish to accompany the reading with images (for example by using a PowerPoint presentation).

Extension Ideas

- If you have presented the rhyme in a classroom environment rather than assembly, a role play can be set up whereby pairs of children take on the characters of Emma and Grundy to show what they picked up from the rhyme. Can the children come up with any additional points/arguments for either character?
- Have the children think of their favourite meat-free school dinner/packed lunch and describe it using powerful/persuasive language to make others want to taste it. This can be done in assembly by having volunteers out at the front. Instruct the children not to actually name the food/dish, so that it becomes a guessing game to ensure all other children are actively listening for clues as to what is being described. If presented in the classroom, younger children could draw pictures and label the different parts of their dish.
- Encourage older children to write their own rhymes about Meat Free Monday.

Background

Meat Free Monday encourages participants to improve their health in a fun and simple way that helps to combat global warming. The campaign is becoming a global phenomenon with an increasing number of schools, restaurants, universities, businesses and even cities getting involved.

This lesson (which can be effectively delivered as an assembly) introduces different reasons for supporting Meat Free Monday in a light-hearted way – via a rhyme. The rhyme features a conversation between two characters – Grundy, who knows about the campaign, and Emma, who initially does not like the idea of cutting down on meat. The conversation results in the two children becoming enthusiastic about Meat Free Monday and coming up with their own ways of promoting it.

Learning Objectives

Children should learn the following:

- To understand why their school supports Meat Free Monday
- To consider what food options will be available on Mondays
- To develop spiritually, morally, socially and culturally





Meat Free Monday Rhyme

Things had changed at Emma's school.
At lunch she almost felt a fool.
She queued and asked for peppered steak
But instead was given pasta bake!

"What's up?" she asked. "Where's all the meat?
What on Earth's a girl supposed to eat?"
"It's gone", said Emma's best mate, Grundy.
"From now on, school does Meat Free Monday!"

"Meat-free what? That can't be true!
What a crazy thing to do!"
"Actually", said Grundy, "I think you might find
When you learn about meat, you'll soon change your mind!"

But still Emma felt surprise and dismay –
Who'd have envisioned a whole meatless day!
"I really don't get it! Would you say it's a fad?
How can eating meat be bad?"

Grundy explained, "It's now a known fact
If we cut down on meat, we have global impact.
We used to produce fewer greenhouse gasses,
But then it all changed and today we make masses.

Cows emit methane, which has a harmful effect.
We should try to ensure that the planet's not wrecked!
The project encourages compassion and caring,
Citizenship, kindness and worldwide sharing.

Instead of producing so much animal feed,
We could grow maize and soya for people in need.
And consider how animals' lives are filled –
Caged and transported, and then they are killed".

"But Grundy", said Emma, "meat has iron and zinc!
And animals can't reason, imagine or think!"
Grundy shook his head. "No, you're hugely mistaken.
Animals are like us and should not be forsaken.

They, too, like to play with their friends and to run,
Spend time in the open and lie in the sun.
As for protein and zinc – you can get them from beans,
From tofu and other non-animal means!

If you really like burgers and hot dogs, like me,
There are great veggie versions – just wait and you'll see!
Shops these days sell nuggets and barbecue sauce
Mock 'duck' and mock 'turkey' – made with soya, of course!

Vegetarian lunches are really nutritious,
Colourful, exciting, fresh and delicious!"
Emma pondered, then said, "That makes sense to me, so ...
I reckon I'll give Meat Free Monday a go!"

They both soon found Mondays to be so much fun
That they wanted to shout and to tell everyone!
They made banners and leaflets and recipe books.
They even got help from celebrity cooks!

They wrote to the Pope and they wrote to the Queen
And persuasively asked the Prime Minister to go green!
If school kids can do it, then surely can't they?
It's simple to eat veggie food for a day!

They went on TV – on the BBC news!
A nationwide platform – they had nothing to lose!
Meat Free Monday spread quickly beyond the UK,
From Paris to Sydney, Hong Kong to LA.

Emma smiled at Grundy with a glint in her eye:
"What next? Shall we give Meat Free Tuesday a try?"





Meat Free Monday Through Music

Introduction

Ask the children what they know about Meat Free Monday. Why is it a good idea for people to have at least one day a week where they don't eat meat? Discuss ideas relating to helping the environment, improving people's health and also saving money.

Activity 1: Listening Activity

Ask the children to name any bands that they know. Display a photo of the Beatles and ask what Beatles songs the children know. Explain that Paul McCartney started the Meat Free Monday campaign with his daughters Mary and Stella and that he even wrote a song about it.

Show Paul McCartney's Meat Free Monday song (short version) which can be found on YouTube on the SupportMFM channel:

[youtube.com/watch?v=XQ2PH5pG9fs&feature=channel&list=UL](https://www.youtube.com/watch?v=XQ2PH5pG9fs&feature=channel&list=UL).

Alternatively, you may wish to play the full version:

[youtube.com/watch?v=tPmyRloUGQ](https://www.youtube.com/watch?v=tPmyRloUGQ).

- What is the mood of the song?
- What does the song tell us about the campaign?
- If the school wasn't already supporting MFM, would the song encourage the children to take part?

Play the song again and ask the children to sing along.



Photo © Apple Corps Ltd

Background

Music is powerful – it can influence how we feel, how we think and how we act. This lesson encourages children to explore Meat Free Monday through music.

Learning Objectives

Children should learn the following:

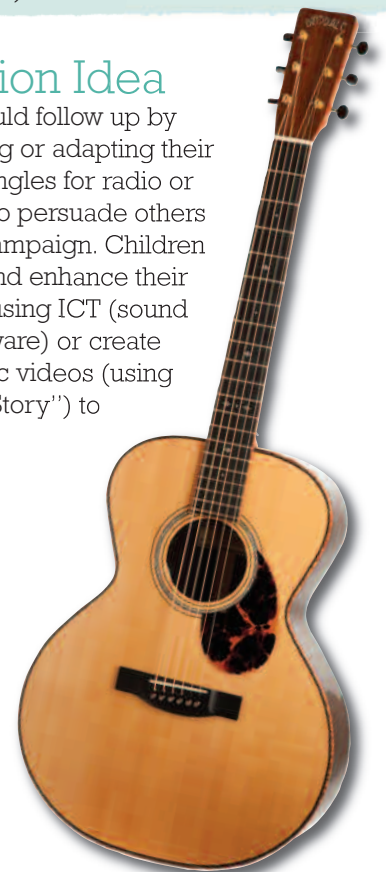
- To identify how lyrics can be used to convey mood, express an observation about society and inspire action
- To identify how repetition can make lyrics and melody easier to remember
- To compose a song with an awareness of the relationship between lyrics and melody

Accompanying Materials

- Meat Free Monday by Paul McCartney (short and full versions both available at [youtube.com/user/SupportMFM](https://www.youtube.com/user/SupportMFM))
- Meat Free Monday Through Music (student worksheet)

Extension Idea

Children could follow up by incorporating or adapting their songs into jingles for radio or TV adverts to persuade others to join the campaign. Children could edit and enhance their recordings using ICT (sound editing software) or create simple music videos (using e.g. "Photo Story") to bring visual elements to their songs.



Activity 2: Singing

Ask the children what they eat on Meat Free Mondays. List some of the different suggestions on the board. Tell the children that you know a song which is all about the different foods eaten on Meat Free Mondays and which is good fun to learn.

The song uses the tune and structure of Queen's "We Will Rock You" which has a very distinctive beat. To create the beat, half the children should bang the floor/table twice with their hands and, following this, the other half should clap once. The beat should continue throughout the verses and chorus. The song is effective in assemblies.

Divide the children into three groups, (stampers, clappers and verse singers). Demonstrate stamping and clapping to the rhythm of "We Will Rock You" and "conduct" using hand signals. Ask them all to join in the chorus, practise first.

Display the lyrics and demonstrate to the verse singers how to emphasise the words at the correct places by looking at the underlining.

Activity 3: Song Composition

Divide the students into small groups and ask them to pick a song they are familiar with – this could be a pop song or a children's song like "Oranges and Lemons" or "Incy Wincy Spider". Each group should then come up with alternative lyrics for their chosen song, with the aim of encouraging listeners to take part in Meat Free Monday.

Less able students could work with adult support (if available) or be given a specific tune and writing frame, e.g. the **Meat Free Monday Through Music** student worksheet, which will help them get started. More able children could attempt to incorporate rhyme into their lyrics.

Perform these songs to the class and record them. Which are most effective? Why? Which ones didn't quite work? Why not? How could they be improved?

The Song:

The beat x 4

Verse singers (with beat continuing):

Tomato pasta bake, orange berry cake
Apple mango shake, aubergine pie,
Spicy cashew roast, tofu strips on toast
Black lentils cooked with cloves, crispy stir fry

All (with beat continuing):

Meat Free, Meat Free Monday!
Meat Free, Meat Free Monday!

Verse singers (with beat continuing):

Veg sasages and swede, avocado,
beetroot, seeds
Spinach, rice and greens, mixed bean masala
Couscous and black cherries, cucumber,
strawberries,
Sweetcorn, beans, raspberries, veg jambalaya!

All (with beat continuing):

Meat Free, Meat Free Monday!
Meat Free, Meat Free Monday!





Meat Free Monday Through Music

Oranges and Lemons	Meat Free Monday
Oranges and lemons	Pasta and veg stir fry
Say the bells of St. Clements	You should give them a fair try
I owe you five farthings	There's no meat on Mondays
Say the bells of St. Martins	And you'll find they're still fun days
When will you pay me?	
Say the bells at Old Bailey	
When I grow rich	
Say the bells at Shoreditch	
When will that be?	
Say the bells of Stepney	
I'm sure I don't know	
Says the great bell of Bow	



Meat Free Monday Diary

Introduction

Discuss what a diary is. You could look at the famous diaries of Samuel Pepys. Why do people keep diaries?

Activity

Children should make a diary by folding an A4 card and three A4 sheets in half and binding them together with a length of ribbon or stapling them together with a long-armed stapler. They should write the title (take suggestions: "Rhya's MFM Diary", "Kevin's Top-Secret MFM Diary", "'No Meat on Mondays' Diary by Amar", etc.) and decorate the front cover. Then they should write down the names of the foods they eat each Monday and draw pictures of them, inserting personal comments about their appearance, taste, etc. It will be interesting to see if the children's attitudes change over time regarding food preferences or the usefulness of having a meat-free day once a week.



Background

Writing a diary gives children the opportunity to freely express their thoughts and opinions about Meat Free Monday and to record significant events and useful information which they might want to remember.

Learning Objectives

Children should learn the following:

- To keep a regular diary over time (half a term or one term)
- To include personal thoughts and opinions in their writing

Accompanying Materials

Meat Free Monday Lunches (student worksheet) – for extension

Extension Ideas

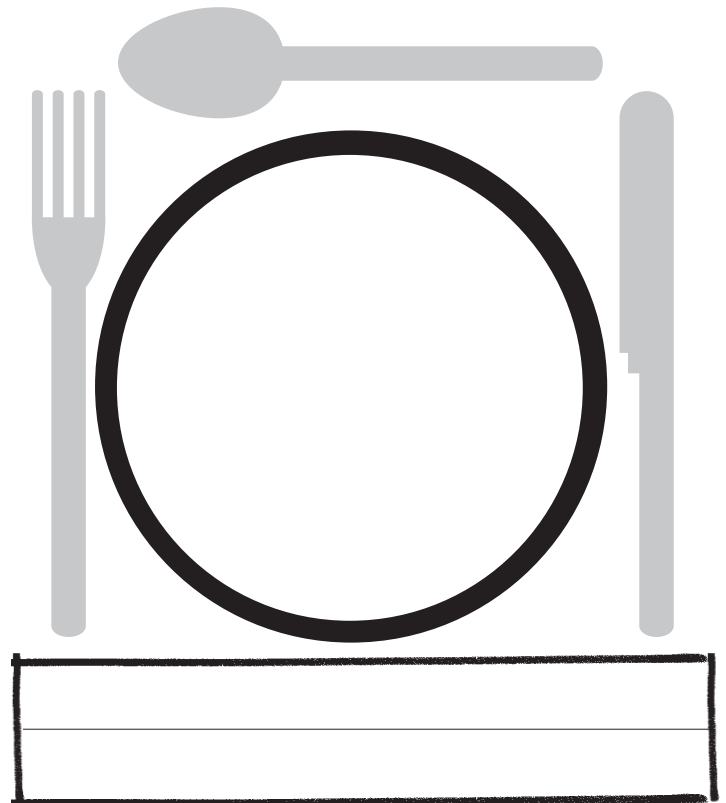
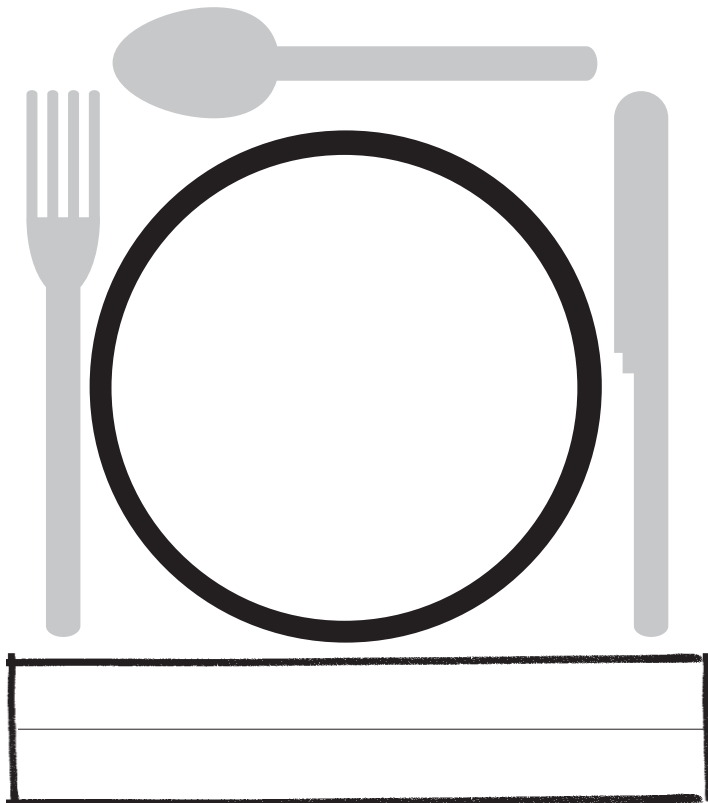
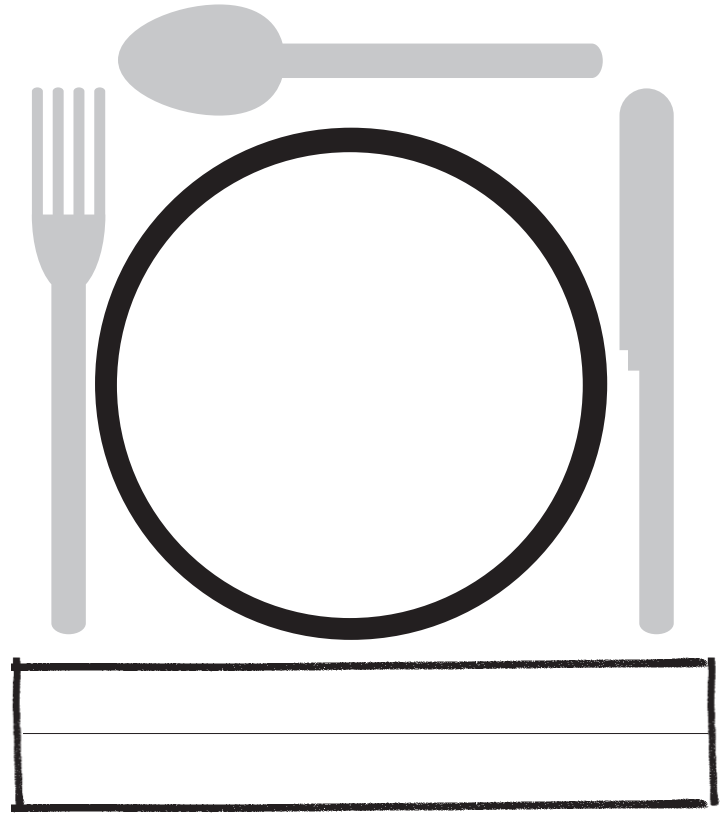
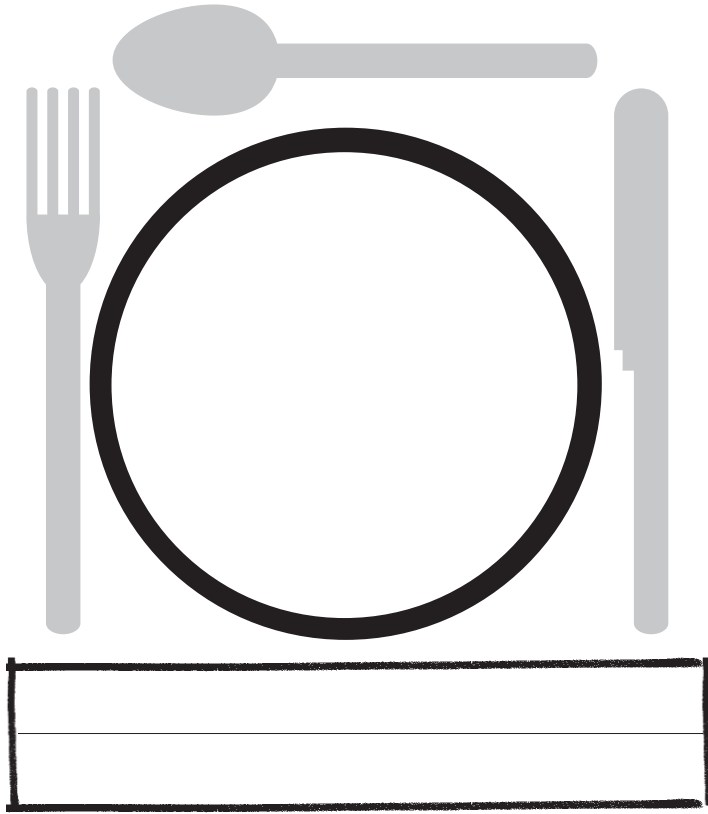
- Children can design four Meat Free Monday lunches using the "Meat Free Monday Lunches" design sheet.
- Children (and staff members) may wish to suggest improvements to Meat Free Monday practices and put them in a communal box. The suggestions could be collected on a regular basis by the PSHE/citizenship coordinator and fed into the Meat Free Monday system, if appropriate.
- Groups of children could make simple meat-free dishes from beans, lentils, soya products and vegetables. This activity could be organised as a fun competition along the lines of TV programmes such as Ready Steady Cook or Masterchef. For ideas, see "Time to Cook" (in this pack) or the "Recipes" section of meatfreemonday.com.
- Suggest that children try Meat Free Monday for one full day (all meals) and follow this up by writing an assessment of how the day went. Would children try Meat Free Monday again?
- Children could work on persuasive writing projects, including the following:
 - Posters or billboards which advertise Meat Free Monday to other schools, other young people or the general public
 - Letters to other schools written on behalf of the campaign asking them to sign up for Meat Free Monday
 - Informational leaflets designed to raise awareness about the initiative
- At the end of the diary, children could list all the foods which have replaced meat and which were intended to provide nutrients (protein, iron, B vitamins, vitamin D, zinc, magnesium, omega-3 fatty acids, etc.) that are traditionally associated with meat and fish products. They don't need to separate these into individual groups, but they should list some of the adjacent nutrient sources:

Protein	Beans, bean sprouts, hummus, lentils, nuts, seeds, tahini, tofu, whole grains
Iron	Beans, dates, dried apricots, figs, green leafy vegetables (e.g., broccoli, cabbage, kale, spinach), lentils, millet, prunes, pumpkin seeds, tofu
B vitamins	Avocados, Brazil nuts, cereals, currants, hazelnuts, mushrooms, peanuts, peas, soya-based mock "meat", margarine, yeast extract (e.g., Marmite)
Vitamin D	Cereals, sunlight, margarine
Zinc	Almonds, green leafy vegetables (e.g., broccoli, cabbage, kale, spinach), lentils, pumpkin seeds, sesame seeds, tofu, whole grains
Magnesium	Almonds, apples, apricots, avocados, bananas, cashews, green leafy vegetables, prunes, soya beans, whole grains
Omega-3 fatty acids	Flaxseed oil, green leafy vegetables, hemp seeds, rapeseed oil, spirulina, walnuts



Meat Free Monday Lunches

Design four weeks' worth of Meat Free Monday lunches. Try to use a variety of foods and some exciting combinations. Illustrate and describe each lunch and give it an interesting name.



Name _____ Class _____ Date ____/____/____

Poetry Comparison

Introduction

Ask half the children to research Kit Wright and the other half to research Benjamin Zephaniah. Create a flowchart using the information the children uncovered in their research. Let the children read works by both poets. Ask them to recite some of them.

Activity 1: Hot Dog

Recite Kit Wright's "Hot Dog" and discuss the viewpoints that the poem seems to promote. What features of the poem promote these opinions? What does the poem tell us about the dad? What does the poem tell us about the boyfriend? Use the **Hot Dog: Think About It** worksheet to conduct a second, more detailed reading.

Activity 2: Vegan Delight

Recite Benjamin Zephaniah's "Vegan Delight". What question is Zephaniah trying to answer in his poem? Why do you think he is doing this? Is he for or against meat-free diets? How do you know? Use the **Vegan Delight: Think About It** sheet to conduct a second, more detailed reading.

Conclusion

At the end of the lesson, ask the children if there is any way the dad and the boyfriend in "Hot Dog" could become friendlier towards each other. Do any of the vegetarians or vegans in the class find it difficult to describe to meat-eaters what they eat? Explain. Do any meat-eaters empathise with the dad? Explain.

What unfamiliar foods did you see listed in "Vegan Delight"? Does anyone know what these are?

Background

This lesson uses poetry in a light-hearted way to look at two contrasting views of meat-free lifestyles.

Learning Objectives

Children should learn the following:

- To read two poems fluently, with expression
- To compare the styles of English used
- To discuss what the poems express about meat-free diets

Accompanying Materials

- Poetry Comparison (student handout)
- Hot Dog: Think About It (student worksheet)
- Vegan Delight: Think About It (student worksheet)





Poetry Comparison

Hot Dog

By Kit Wright

My Dad can't stand my sister's latest boyfriend.
Boring?

When he comes round, even the dog Starts snoring.

Our hamster crawls back in beneath His straw. Dad grits his teeth.

Our budgie

Folds his wings and shuts up shop.
Dad's eyelids drop.

Boring?

What he goes on about
Is Being A Vegetarian.
His line is 'Meat is Out'
And his line doesn't vary an Inch. It goes like this:

GIVE HAMBURGERS A MISS!

EVERYONE IS MISTAKEN
WHO EVER EATS BACON!

THE ENTIRE WORLD SHOULD STOP
FANCYING A PORK CHOP!

He's utterly convinced
Of the evil of beef, minced.

If he were God, he'd damn
All lamb. And ham. And spam.

What's best, he says, for you
Is lentil-and-seaweed stew.

He feels all meals should be:

Lentil-and-seaweed
Stew for breakfast,
Seaweed-and-lentil
Stew for tea.

Oh, he's sincere all right:
You couldn't doubt it.
But why must he

Go on and on
And on and on
About it?

My Dad can't stand my sister's latest boyfriend.
Boring?

Last night I really thought
That Dad would hit him.
What happened was the dog
Woke up and bit him.

My sister was really mad.
They stormed out. Dad

Sat stroking the dog and murmuring
Over and over again,
'Who's a good boy, who's a good boy,

Who's a good dog, then?'

**From *Hot Dog and Other Poems*,
Puffin Books (1982) Reproduced by
kind permission of Kit Wright**

Vegan Delight

By Benjamin Zephaniah

Ackees, chapatties
Dumplings an nan,
Channa an rotis
Onion uttapam,
Masala dosa
Green callaloo
Bhel an samosa
Corn an aloo.
Yam an cassava
Pepperpot stew,
Rotlo an guava
Rice an tofu,
Puri, paratha
Sesame casserole,
Brown eggless pasta
An brown bread rolls.

Soya milked muesli
Soya bean curd,
Soya sweet sweeties
Soya's de word,
Soya bean margarine

Soya bean sauce,
What can mek medicine?
Soya of course.

Soya meks yoghurt
Soya ice-cream,
Or soya sorbet
Soya reigns supreme,
Soya sticks liquoriced
Soya salads
Try any soya dish
Soya is bad.

Plantain an tabouli
Cornmeal pudding
Onion bhajee
Wid plenty cumin,
Breadfruit an coconuts
Molasses tea
Dairy free omelettes
Very chilli.
Ginger bread, nut roast
Sorrell, paw paw,
Cocoa an rye toast
I tek dem on tour,

Drinking cool maubi
Meks me feel sweet,
What was dat question now?
What do we eat?

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Think About It: Hot Dog

by Kit Wright

What is the poem about?	
What does Dad do when the boyfriend comes round?	
Why does Dad dislike the boyfriend?	
What foods are mentioned in the poem?	
What is the boyfriend's message?	
Do you think the boyfriend only eats lentils and seaweed?	
Do you take the dad's or the boyfriend's side? Why?	
Does the poem rhyme? If you think it does, which words do you think rhyme?	
What do you think the sister will say when she comes back?	
Do you like the poem? Why or why not?	
Write an alternative ending to the poem after the line "Woke up and bit him". (Six lines)	



Think About It: Vegan Delight

by Benjamin Zephaniah

What is the poem about?	
What "mood" does the poem convey?	
List all the foods in the poem that you're familiar with.	
List all the foods in the poem that you're unfamiliar with.	
List all the words in the poem that aren't part of standard English.	
Why is soya mentioned so often?	
Why does Benjamin Zephaniah refer to eggless pasta?	
What do you think a dairy-free omelette is?	
Can you list five more vegan foods?	
Does the poem rhyme? If you think it does, which words do you think rhyme?	
Do you like the poem? Why or why not?	
Write a short poem (no more than 16 lines long) of all the Meat Free Monday foods you like and call it "My MFM Delight".	

Smoothie Bar

Activity 1: Introduction

Start with a role-playing session that focuses on a group of children who come to a café and order their refreshments from a menu. What juice drinks and smoothies do children like the most? How do they think they were made? Explain that children will make their own smoothie bar for the class. Display the available fruit, milk/soya milk and kitchen equipment on a table.

Activity 2: Smoothie Bar Planning

Children should start by creating a few interesting recipes for fruit juices or smoothies. See **Smoothie Bar – Recipes** for ideas. Divided into groups, they should then draw up a menu that incorporates the recipes of all the children at their table, giving each drink an imaginative name. The aim is to make the menu as attractive and appealing as possible. Each group could invent and produce a name for its smoothie bar and produce signs and menus incorporating the name. How might they go about attracting customers?

Activity 3: Smoothie Making

Each group of children should be given a turn to make one or two of the smoothies from its menu and invite another group to sample them.

Which drink appeared to be the favourite? What food groups do its ingredients belong to? All the children's recipes can be collected into a class smoothie bar recipe book, and the best smoothie bar signs can be displayed on the cover.

Background

Smoothies are healthy drinks that contain fruit, fruit juice, milk/soya milk or yogurt and sometimes ice. Bananas or avocados are often used in combination with other fruits in order to make the smoothies thicker. Smoothies are packed with all the vitamins and nutrients that are found in fresh fruit, and they're fun to make. They're especially attractive to children when they can design them themselves and can garnish them with items such as cucumber slices, cherries or even cocktail umbrellas!

Learning Objectives

Children should learn the following:

- To name a variety of fruits and vegetables
- To use simple kitchen equipment safely
- To invent simple, imaginative fruit drinks
- To create inviting recipes and menus
- To organise a welcoming venue for dispensing refreshments

Accompanying Materials

Smoothie Bar – Recipes (teacher sheet)

Equipment

You will need electric blenders, liquidisers, food processors or hand blenders as well as chopping boards, knives, spoons, straws and plenty of cups or glasses for a tasting session!

Extension Idea

Children can find out exactly which vitamins and minerals are found in the class's favourite fruit drink or smoothie and how these benefit the human body.





Smoothie Bar - Recipes

Why not invent your own smoothie recipes? If you're stuck for ideas, check out the following recipes to find some common smoothie ingredients. These recipes all make one approximately one to two 350-ml glasses.

Berries Galore

- 1 handful raspberries
- 1 handful strawberries
- 5 blackberries
- 5 blueberries



Apple and Friends

- 1 apple, chopped and cored
- 1 banana
- 1 handful blueberries
- 1 handful grapes (red or green)
- 250 ml apple juice (pour in at the end)



Blueberry Blender

- 8 strawberries
- 200 ml milk/soya milk
- 1 banana
- 1 handful blueberries



Tropical Shake

- 250 g silken tofu
- 150 ml milk/soya milk
- 5 slices canned pineapple
- 100 ml pineapple juice
- 1 banana

Strawberry Straggle

- 1 large banana
- 12 large strawberries
- 6-10 ice cubes
- You can garnish with a sprig of mint, if desired.

Pineapple Dream

- 25 ml coconut milk
- 250 ml milk/soya milk
- 1 banana (add one more if you prefer thicker smoothies)
- 250 ml pineapple juice
- 1 tsp. vanilla extract, to taste



Useful Websites

The following websites list lots of delicious smoothie recipes.

- smoothieweb.com
- smoothierecipesonline.com
- simplegreensmoothies.com



Thinking About Animals

Introduction

Ask children what some of their favourite foods are. Ask children to describe how these foods are grown/produced. You could bring in some examples or use the white board to show images (e.g. tomatoes on a vine, potatoes dug up from the earth, oranges on trees, animals in sheds, fish in nets, etc.). Ask children where the following come from: beef, ham, pork, mutton, lamb, chicken.

Activity 1: Mime Game

Part 1

Ask the children to think of one thing which makes them happy. Choose a few children and ask them to come to the front and mime whatever it is they thought of. Ask the others to guess what it is. Repeat the exercise, this time asking the children to think of something which makes them sad.

Part 2

Ask pairs to think of something which might make an animal happy. Ask one or two of the pairs to come to the front and mime what they thought of, and ask the rest of the class to guess what it is. Repeat the exercise, this time asking the pairs to think of something which might make an animal sad.

Activity 2: What Do Animals Need?

Part 1

Divide the children into five groups. Each one should be allotted a different animal: chicken, pig, cow, sheep, fish. Give each group the **Thinking About Animals** worksheet.

What does the animal need in order to live a healthy and happy life? Give the children five minutes to discuss which of the needs listed applies to their animal and tick their choices. Ask the children to feed back and elaborate. For example, if the animal needs soil, what for?

Part 2

Show one of the following images on the white board or use a picture/poster:

- chickens in battery cages
- pigs in crates
- cows in pens
- sheep being transported
- fish on a fish farm

Ask the children whether the animals in the picture are getting what they need? Why/why not?



Background

No matter what your school's primary reason for taking part in Meat Free Monday – be it to reduce your environmental impact, encourage healthy eating or cut the school spending – most people find it reassuring to know that taking part is also a compassionate step that helps prevent cruelty and suffering.

Around 60 billion animals are farmed and killed for meat each year. The majority of them are raised in intensive factory farms, in cramped, overcrowded cages, sheds and pens. This lesson asks children to think about animals' needs, abilities, emotions and behaviour and explore how they are treated through intensive farming.

Learning Objectives

Children should learn the following:

- To recognise that animals have the same basic needs as humans and experience similar sorts of emotions
- To be aware of the ways in which animals are treated on factory farms today
- To contribute ideas, discuss issues and listen to others' views

Accompanying Materials

Thinking About Animals (student worksheet)

Extension Ideas

- Show the children the 22-minute film **Let's Ask the Animals**, which explores the similarities between humans, pigs, chickens, cows and sheep in a fun and engaging way. Using video footage of animals, the film shows that animals learn from experience, use their senses and need companionship and exercise – just as humans do. It also shows scientists from leading veterinary schools working with animals and revealing fascinating facts about animal behaviour. You can view the film at vimeo.com/7592165 or order a copy from the Association for the Study of Animal Behaviour.
- Have the children design Meat Free Monday posters incorporating different reasons for having a weekly meat-free day.

Activity 3: True or False?

Divide the children into small groups so they can discuss each statement as a team before writing down their answers on a piece of paper or small whiteboard. (This activity could also be done using prepared activity sheets with “true” and “false” printed on them.) Read the following statements and ask children to decide whether they’re true or false:

1. Mother hens cluck to their unborn chicks, and the chicks chirp back to their mothers from inside their shells. True

It is thought that the mother and chick chirp back and forth to each other to help the chick identify the mother and establish communication between them.

2. Geese mate for life and grieve over their lost partners for a long time. If one mate is killed, the other may mourn the loss forever and never take another partner. True

3. Pigs are naturally dirty animals. False

Pigs are naturally clean animals, but they do not have sweat glands, so they take to the mud to stay cool and ward off flies. On factory farms, pigs are forced to stand in their own manure.

4. Cows naturally produce milk at all times during their lives. False

Cows produce milk for about 10 months after having a calf and are then made pregnant again so they will give birth to another calf. Cows produce milk for the same reason that humans do: to nourish their young. On dairy farms their calves are taken away from them shortly after birth, and humans drink the cows' milk instead.

5. In nature, mother pigs build nests out of twigs and give birth in them. True

Pigs kept on factory farms live in concrete enclosures and are unable to dig holes in the dirt as they naturally would.

6. Sheep all look very similar, so members of a flock cannot recognise each other. False

Every sheep has a different face, and flockmates can recognise each other – even from photographs and even after they’ve been separated for years.

7. When given a round object such as a melon, groups of turkeys and chickens will play with it and chase it in much the same way that we might play with a football. True

Many animals love to play as we do, and as with people, some animals are more athletic than others.

8. Chickens communicate with each other by using just two different sounds. False

Chickens communicate using at least 24 distinct sounds, including separate alarm calls that identify different kinds of predators, such as a dog on the ground or a hawk in the sky.

Go through the answers and ask the children if they were surprised by any of the facts. You can extend this part of the lesson by asking the children if they know any interesting facts about animals' abilities, feelings and lifestyles. They might have learned some of the facts while watching documentaries about animals. The children could use these facts to create true-or-false questions for other children.

Activity 4: Pass the Orange

Ask the children how someone is described if they don't eat meat (vegetarian). Ask the children how someone is described if they don't eat meat or any animal products (vegan). Ask the children to suggest terms to describe people who are reducing the amount of meat they eat (meat reducer, flexitarian, semi-vegetarian). Why do some people choose to be vegetarian/vegan/flexitarian? What can we eat instead of animals?

Have children form a circle and pass an orange (or other fruit) around. Each child should complete the following sentence when he or she holds the fruit:

One meat-free food I love is ...

Fact

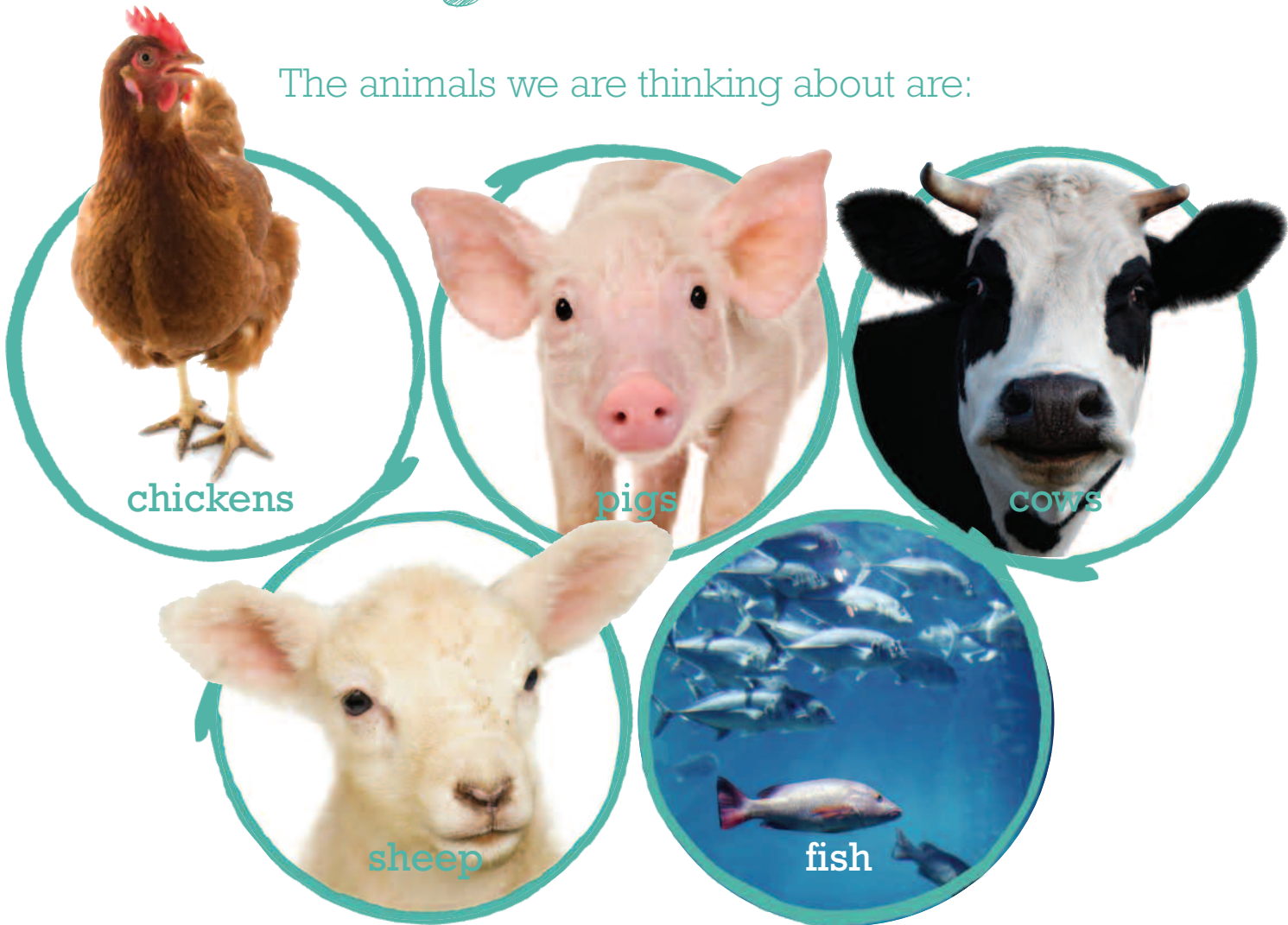
In his or her lifetime, the average British meat-eater eats approximately 780 chickens, 46 turkeys, 29 sheep, 20 pigs, 18 ducks, seven rabbits, five cows and one and a half geese.





Thinking About Animals

The animals we are thinking about are:



In order to live healthy and happy lives, these animals need:

clean water to drink

fresh air

exercise

food

family

soil

a comfortable nest

plenty of space

a perch

sunshine

friends

toys

clean water to swim in

warmth



Time to Cook

Introduction

Display a picture of a simple food dish – for example, pasta and tomato sauce. Ask the children to examine its basic ingredients – pasta, tomatoes, olive oil and basil. Where does this food come from? List some other countries. What foods are typically eaten in those countries? Explain to the children that they are going to learn how to make two healthy meat-free dips which they will be able to sample with fresh crudités (for example, carrot and celery sticks), pita bread and corn chips. The dips can also be used as sandwich fillings.

Activity

To make the most of this lesson, you should divide the class into four groups and ask teaching assistants or parents to run the cooking workshops using the **Time to Cook – Recipe Demo** sheet and allowing the children to help with each stage. Two of the groups should prepare guacamole, and two should make hummus. They should sample the dip, then switch places with the other groups and make the other dip. Children should record each recipe by writing down and illustrating the ingredients and writing the instructions. You may want to give them a cheat sheet listing the number of steps along with words such as “chop”, “add”, “mash”, “mix”, etc. They can take their recipes home.

Extension Ideas

- Have the children come up with their own ideas for meat-free dips and compile them in a Tasty Dips recipe book. Give the children the opportunity to prepare some of the dips they devised.
- Divide the class into small groups and give each group three or four simple meat-free ingredients. Each group should have identical ingredients. For example you might opt for bread, tomatoes, cannellini beans and basil. There should also be some “store cupboard staples” in the room such as olive oil, herbs and seasoning. In a “Ready Steady Cook Style” challenge, each group should be given 30 minutes to prepare one tasty meat-free dish. With the ingredients given in this example, children could prepare a bean dip with bread; a bean and tomato salad with croutons; or a tomato and bean bruschetta. Children should get to see each others’ creations but should then return to their own group where their dish should be divided up onto plates for them to sample.
- Hold a “Foods from Around the World” workshop where children brainstorm traditional dishes eaten in different parts of the world. Indian, Vietnamese, Malaysian, Thai, Ethiopian, Lebanese, and Mediterranean cookery offer some great meat-free options. Run a cookery demo to show children how to make one of the dishes discussed.

Background

According to Anna Ludvigsen and Neera Sharma of Barnardo's, “If current eating habits persist, more than half of all school-aged children will be obese by 2020”. It's important to teach children about healthy eating. This lesson invites children to prepare two fun, healthy meat-free dishes and enjoy them in a group tasting session. The beauty of these dishes is that their preparation doesn't require a cooker, so you can make them in any classroom. This lesson can be used in conjunction with the **Supermarket Visit: Let's Go Shopping** lesson. Children can learn about the ingredients while they are at the supermarket and then prepare the dishes at school later.

Learning Objectives

Children should learn the following:

- To prepare two simple meat-free dishes
- To write instructions in the form of recipes
- To use kitchen equipment safely
- To understand the importance of hygiene

Accompanying Materials

Time to Cook – Recipe Demo (teacher sheet)





Time to Cook - Recipe Demo



Hummus

Hummus is a chickpea dip which is popular in the Middle East. It's often used as a sandwich filling or eaten with falafel on pita bread.

Demo Tips

Ask the children if they have ever tried hummus. Where is it from? What ingredients does it contain?

Children can be shown how to open a can safely and how to drain the chickpeas. Alternatively, you may wish to drain and wash the chickpeas prior to the workshop.

A hand blender should be used to blend the chickpeas, and children should watch carefully. Advise them to have an adult present if they plan on making hummus at home.

Ingredients

- 1 tin chickpeas
- juice of ½ lemon
- 1 clove garlic
- 1 tablespoon tahini
- 100 ml water
- salt
- black pepper
- paprika (optional, as garnish)
- 1 tablespoon olive oil (optional, as garnish)
- coriander leaves, chopped (optional, as garnish)

Method

Drain the chickpeas and rinse. You may want to set aside a few whole chickpeas to add to the hummus at the end. Squeeze the lemon, combine the chickpeas, lemon juice, garlic, salt, water and tahini and blend them together with a hand blender to form a creamy purée. Place in a bowl or on a plate and drizzle olive oil on the mixture or in a small "well" in the middle. Throw in the whole chickpeas you set aside earlier and garnish with paprika and a few chopped coriander leaves. Serve the hummus with pita bread and crudité's.

Guacamole

Originally from Mexico, guacamole is a dip made primarily from avocados. It dates back to the time of the Aztecs, who referred to guacamole as "ahuaca-mulli" (roughly translated, this means "avocado sauce" or "avocado mixture").

Ingredients

- 2 small, ripe avocados
- 1 spring onion
- ½ clove garlic
- ½ mild green chilli
- juice of ½ lime
- few drops of hot pepper sauce
- salt and ground black pepper
- 1 tomato, stem and seeds removed

Demo Tips

Ask the children if they have ever tried guacamole. What country is it from? What ingredients does it contain?

A good way to introduce the importance of good hygiene is to ask children to jot down or discuss with a partner 10 things their hands have touched that day. These may include grass, toilet paper, their nose, a dog, etc. Discuss the importance of washing hands.

It's important that the children be able to tell which avocados to buy, so if you haven't already discussed this during the supermarket visit, have a selection of avocados with you, including some which are not yet ripe. Ask the children to feel them and tell you which ones should be used. Check for ripeness by gently pressing the outside of the avocado. If there is no give when you press an avocado, then it is not ripe yet and will not taste good. If there is a little give, the avocado is ripe. If there is a lot of give, the avocado may be overripe – black inside and not good.

Ask the children why it's important to avoid touching their eyes after cutting chillies.

Method

Cut the avocados in half, scoop out the flesh and place it in a mixing bowl. Mash the avocado well with a fork. Chop the spring onions, garlic and chilli and add these. Squeeze the juice from the limes and add the juice, the hot pepper sauce and some salt and pepper. Remove the seeds from the tomato, chop finely and add the tomato to the mixture. Serve the guacamole with corn chips.

