



<b>Lesson Ten:</b>	<b>Where does our food come from?</b>		
<b>Aim:</b>	To develop a knowledge of some crops which grow in Oman and compare supermarket produce in Oman and the UK through its origins and food miles.		
<b>NC Links:</b>	locate places on maps; understand the distribution of food; compare places		
<b>Scottish NC Es and Os:</b>	SOC 3-13a; SOC 3-14a; MNU 3-10a		
<b>Key Vocabulary:</b>	food miles import	carbon footprint export	produce origin
<b>Resources:</b>	<b>Learning Outcomes:</b>		
PowerPoint: Where does our food come from? Supermarket produce photographs Produce thumbnails World Food Mile Map	<ul style="list-style-type: none"> <li>• To name some of the produce grown in Oman</li> <li>• To compare what is sold in supermarkets in the UK and Oman</li> <li>• To create a map showing the distance produce travels from source to supermarket in the UK and in Oman</li> <li>• To understand the term 'food mile'</li> <li>• To be able to calculate food miles</li> </ul>		
<b>Lesson Introduction:</b>			
<p>In this lesson students are going to find out about some of the produce grown in Oman. They will be looking at some of the produce that can be bought in supermarkets in Oman and the UK and make comparisons. They will be creating a map to show the origins of a selection of produce found in an Omani and a British supermarket and will be calculating the food miles.</p>			
<b>Starter: (10 mins)</b>			
<p><b>Slide 2-3: What are food miles?</b> Ask students to think about a definition for food miles and then compare it with the follow-on slide. Ask students to consider whether food miles matter and highlight in discussion the environmental costs of importing food and the contribution it makes to our carbon footprint.</p> <p><b>Slide 4: What grows in Oman?</b> Working in pairs, on mini whiteboards, iPads or large sheets of paper students write down the produce they think grows in Oman. A discussion can then centre around the questions listed.</p>			
<b>Main Activities (40 mins)</b>			

### **Slide 5-6: Comparing food produce in the UK and Oman**

Groups of students are given *Supermarket Produce Photographs*. Asks students to sort the images into those grown in Oman, the UK and elsewhere. Students should then consider the questions on slide 6.

### **Slide 7-9: Comparing food produce in the UK and Oman**

Each set of images raises questions that students may like to consider as part of the wider discussion on food miles.

### **Slide 10: Creating a food miles map**

Students can annotate *World Food Mile Map* to show the location of each of the food products, linking a sited *Produce thumbnail* via a straight line to either Oman or the UK. Students should use different colours to show the differences between the Oman and the UK imports.

Students can then calculate the food miles for each product. This can be done using an online food mile calculator (such as [www.foodmiles.com](http://www.foodmiles.com)) or by measuring the distance using a scale in an atlas. Students would be expected to comment on which food has travelled the furthest and which country has the biggest carbon footprint as a result of having the most food miles.

Students can then reflect on the accuracy of their conclusions. Teachers should encourage a discussion about the idea of seasonal produce and how this affects food miles. Students should consider how food miles would change at different times of year.

### **Reflection: (10 mins)**

#### **Slide 11: Time for Reflection**

Students should reflect on the photos and what they have learnt in the lesson. They should consider the similarities and differences between the origin of food in the UK and Oman. Students should then look back at the lists of food they created at the start of the lesson and comment on how accurate they were. Finally, they should consider what questions they have which will further their knowledge and understanding of the topic.

### **Additional Lines of Enquiry:**

- Find out about the foods that are produced in the UK and in Oman in different months of the year and compare their food miles.
- Create a map, diagram or model to show the relationship in Oman between the landscape and food production. Students can look at the Batinah coast, Dhofar, Hajer Mountains and Rimal As Sharqiyah
- Students can visit a local supermarket. They can look at the food miles of products in their local area and add this to their map.

### **Bibliography:**

All photographs of food produce are the author's own.

World map from [www.outline-world-map.com](http://www.outline-world-map.com)

Slide 4 image from <https://pixabay.com/en/>

Slide 5 images are author's own.

Slide 11 images are author's own.