

# meaty matters



section 5:

# Worksheets

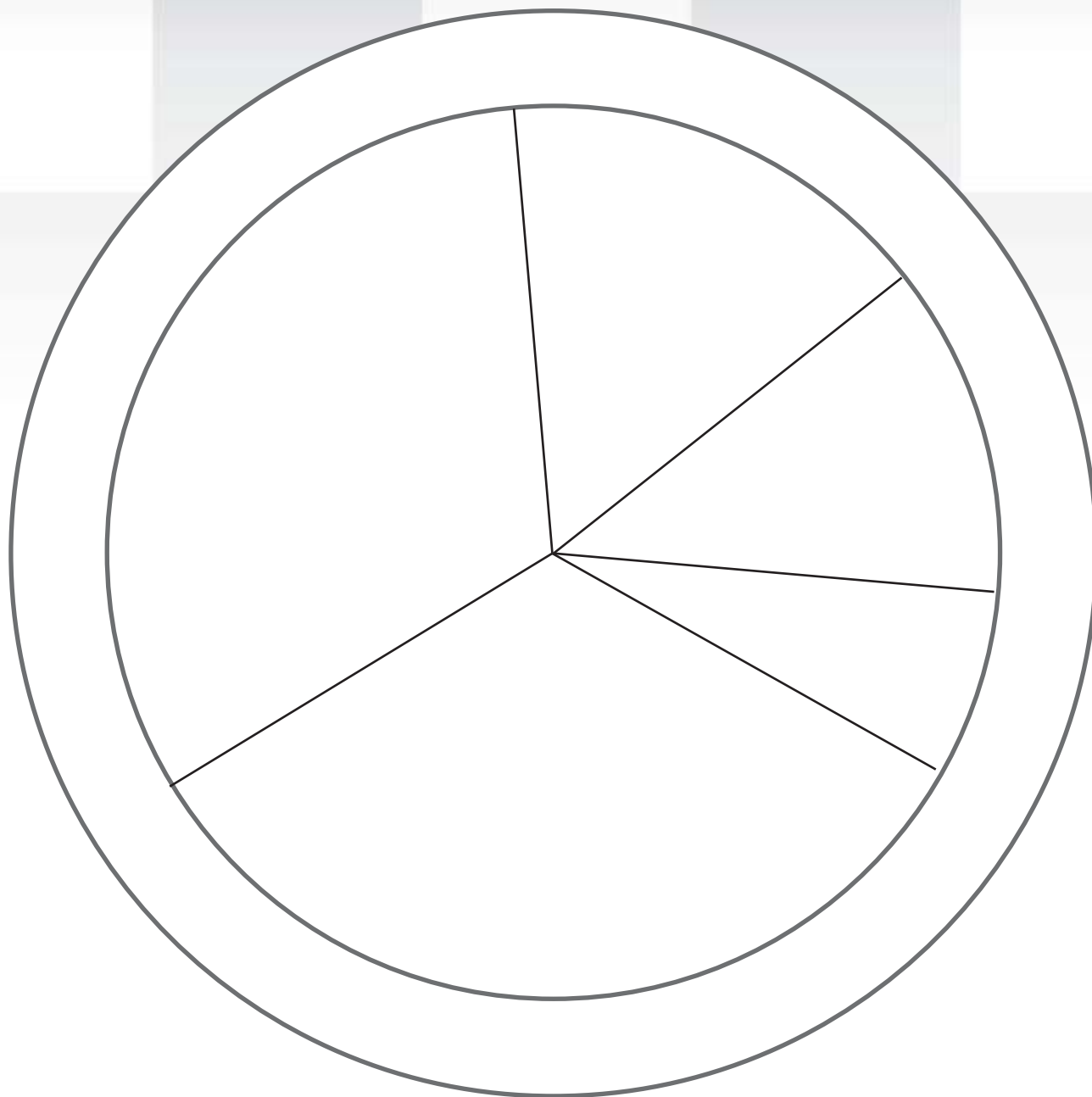
## **Section five: worksheets**

### **Photocopiable master sheets for the Teacher**



# Section 1: Why Eat Meat?

Activity sheet: my favourite healthy meal!



Draw your favourite healthy meal!

# Section 1: Why Eat Meat?

## Activity Sheet: What did you eat over the weekend?

Write down in the table what you eat over the weekend. Ask your parent or carer to help you fill this in, then ask them to sign the sheet at the bottom of the page.

	FRIDAY	SATURDAY	SUNDAY
breakfast			
lunch			
snacks and drinks			
tea			

Signed ..... Date .....



# Section 1: Why Eat Meat?

## Activity sheet 1: weighing food

You have discussed with your teacher the five food groups that make up a healthy diet. You have also discussed how important meat is as part of a balanced diet.

What we're going to do now is to find out how much certain foods weigh. That can help us work out how big a portion or how much we should have of each type of food.

Your teacher has a set of scales. Look carefully at them. They start at 0g and finish at 1000g or 1kg. Each little line shows 10g.

Now your teacher will weigh the following types of food. You can see these foods written in the table below. Look at how much each type of food weighs, and record it in the table.

type of food	weight in grams (g)
potato	
apple	
carrot	
slice of ham	
egg	
yoghurt	
bag of crisps	

Has all the food been weighed and recorded? Good! Then turn to **Activity sheet 2 (Page 89)**: how much should Angus eat?

# Section 1: Why Eat Meat?

## Activity sheet 2: How much should Angus eat?

You've just weighed some different types of food. Weighing food is important because it tells us how big a portion we should eat. **Look at Information Sheet: how much in a portion?** It lists the five food groups that you have been learning about, and it tells us how much of a portion you should be eating if you are between 5 years-old and 11 years old.

Do you notice that it's not just the same size of portion for everyone? That's because you need to eat more the older you get - because you're growing, and there's more of you to feed!

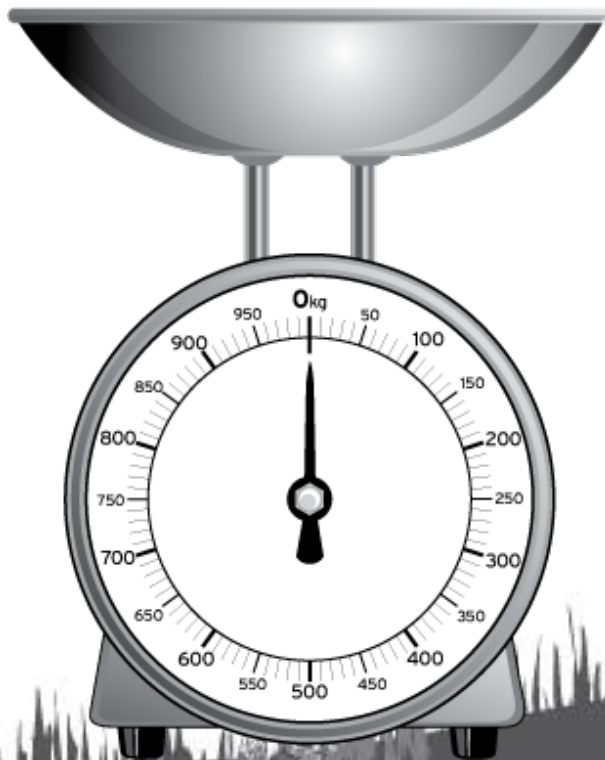
For example, look at bread. If you're between the ages of 5 and 11, you should eat between 40 and 60g of bread in a portion. If you're 5, you should eat 40g. If you're 11 you should eat 60g. But what about if you're 8? That's right in the middle of the age range:

5 6 7    8    9 10 11

You should eat the amount that's halfway between 40g and 60g.

40g          50g          60g

That's 50g. Now look at the picture of the scale below. It's marked up in exactly the same way as the scales your teacher used. Can you see how 50g is halfway between 40g and 60g? Ask your teacher if you're not sure.



# Section 1: Why Eat Meat?

## Activity sheet 2: How much should Angus eat? continued

Here's Angus. Angus is 8 and wants to know how much he should eat of the foods in the table below. Please help him! Remember - you're looking for the weight that's halfway between the two numbers. Use the picture of the scale to help you. The first example has been filled in for you.

How much should Angus eat of the following types of food? What weight is halfway between:

**40g and 60g?**

Angus should eat  g of bread.

**120g and 180g?**

Angus should eat  g of jacket potato.

**40g and 60g?**

Angus should eat  g of raw carrots.

**40g and 100g?**

Angus should eat  g of apple, pear or orange.

**100g and 120g?**

Angus should eat  g of yoghurt.

**30g and 50g?**

Angus should eat  g of cheese.

**60g and 80g?**

Angus should eat  g of beef, lamb or pork.

**60g and 80g?**

Angus should eat  g of nut cutlets.

# Section 1: Why Eat Meat?

## Activity sheet 3: A healthy lunch for Angus

**Angus wants you to do something else!**

Do you remember discussing with your teacher how much you should be eating of each food group?

One third of your diet should be made up of fruit and vegetables.

One third of your diet should be made up of bread, cereals and potatoes.

You also need meat such as beef, pork and lamb, and fish or peas, beans and lentils to give you protein and iron.

You need milk and dairy foods to give you calcium.

Foods such as crisps, sweets and fizzy drinks contain fat, sugar and salt. You really don't need these at all, but they're nice to eat now and again!

Now make up a healthy lunch for Angus, choosing food from the food groups in the table on **Information sheet: how much in a portion?**

First of all, think about which type of food he should have most of. Should he have more dairy food than fruit and vegetables?

Now that you've worked out the portions, add these in too.

food group	which food?	how much? (g)
bread, cereal and potatoes		
fruit and vegetables		
dairy products		
meat, fish and alternatives		
fats and sugars		

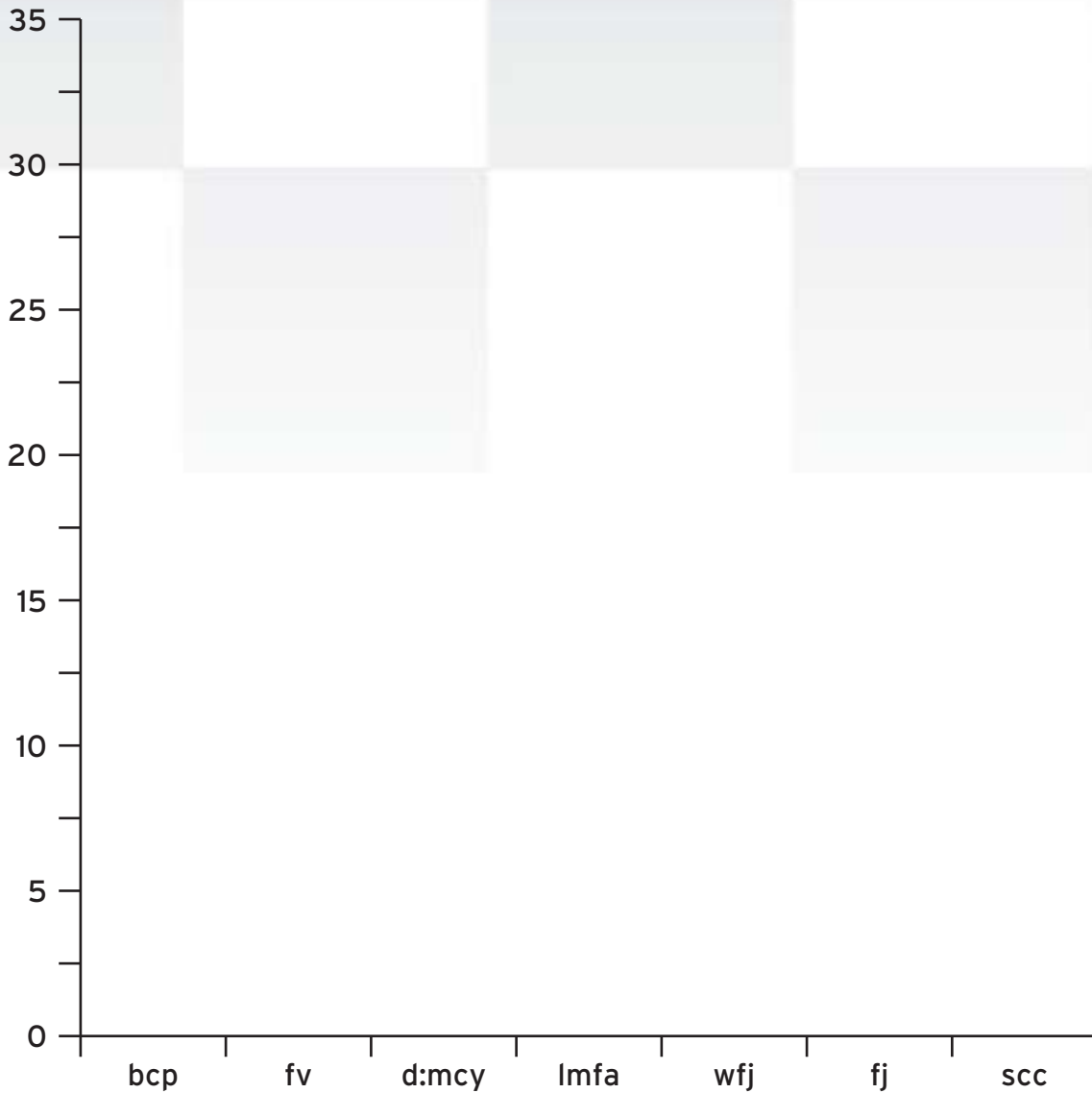
# Section 1: Why Eat Meat?

## Activity sheet 1: Survey of packed lunches

Contents of packed lunch	tally	Total
bread, potatoes, cereals? (bpc)		
fruit/veg (fv)		
dairy: milk, cheese, yoghurt? (d:mcy)		
lean meat, fish, alternative? (lmfa)		
water, milk, fruit juice? (wmfj)		
fizzy juice? (fj)		
sweets, cakes, crisps? (scc)		

# Section 1: Why Eat Meat?

## Activity sheet 1: Bar chart of packed lunches



### Key

bcp	bread, cereals, potatoes
fv	fruit and vegetables
d:mcy	dairy: milk, cheese, yoghurt
lmfa	lean meat, fish, alternative
wfj	water, fruit juice
fj	fizzy juice
scc	sweets, cakes, crisps

# Section 1: Why Eat Meat?

Activity sheet: Which animal does it come from?

**roast beef**

**sausages**

**chop**

**bacon**

**roast leg of  
lamb & mint  
sauce**

**pork**

**steak**

**mince**

**ham**

# Section 1: Why Eat Meat?

Activity sheet: Which animal does it come from?






**cow**



**sheep**



**pig**

 <p><b>cow</b></p>	 <p><b>sheep</b></p>	 <p><b>pig</b></p>

# Section 1: Why Eat Meat?

## Activity sheet: Cow, sheep or pig - which does it come from?

Look at the different types of meat below. Which animals do they come from?  
Write the answers in the correct box. The first one is done for you

**roast joint**

**loin chops**

**sausages**

**mince**

**bacon**

**steak**

**roast leg**

animal	type of meat
cow	<b>roast joint</b>
sheep	
pig	

My favourite meal made with beef is .....

My favourite meal made with lamb is .....

My favourite meal made with pork is .....

# Section 1: Why Eat Meat?

## Activity sheet: Red meat in other world religions

Read Information sheet: red meat in other world religions, then answer the following questions:

1. What do Buddhists believe about eating red meat?
2. There are two main reasons why Hindus prefer not to eat red meat. What are they?
3. What are Muslims not allowed to eat?
4. What does the term halal mean?
5. What does the term kosher mean in Judaism?
6. Which foods are kosher?
7. Which foods are Jewish people banned from eating?
8. Which foods can Jewish people not cook together, and how does this affect their kitchen?

# Section 2: Meanwhile back at the farm...

## Activity Sheet: looking after cows, sheep and pigs



**What do the cow, lamb and pig eat?  
Match the photographs. Write a little about what they eat.**

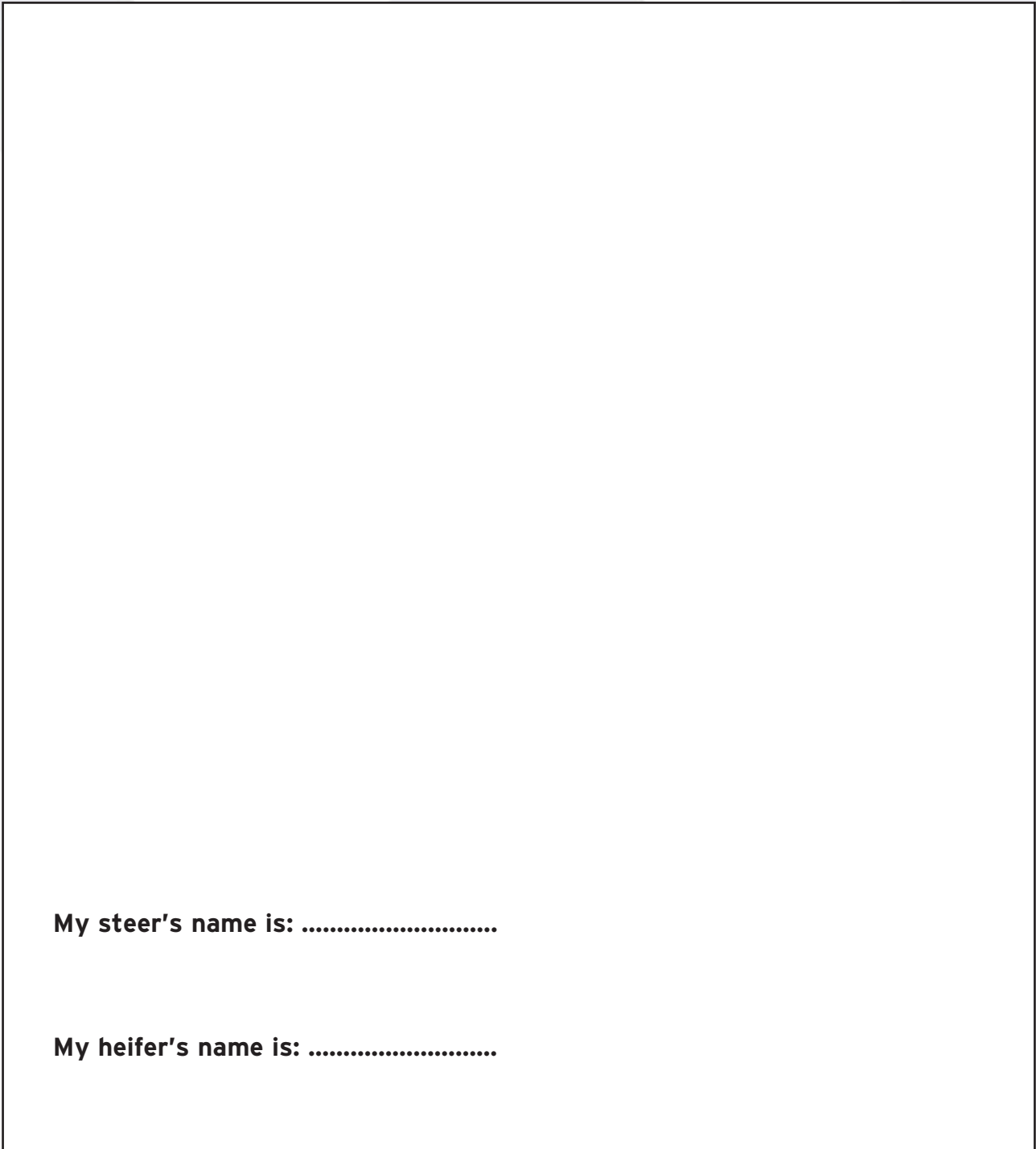


**Where do the cow, lamb and pig sleep?  
Match the photographs. Write a little about where they sleep.**

# Section 2: Meanwhile back at the farm...

## Activity Sheet: looking after cows, sheep and pigs

Now draw a passport for a steer or a heifer. Make your steer or heifer any colour you want and give it a name!



My steer's name is: .....

My heifer's name is: .....



## **Section 2: Meanwhile back at the farm...**

### **Activity sheet: What is organic farming?**

A pupil from another country has come to join your class for a month. They've arrived in the middle of Meaty Matters and they don't have a clue about organic farming in this country. Your task is to write a report that outlines the key features of organic farming, so that they can understand them.

Use the following headings to structure your research and writing:

**Introduction**

**Key elements of organic farming**

**Differences between non-organic and organic farming**

**Conclusions**

Use a mind map to organise your thoughts and to help structure your writing.

You will find most of the information you need on the following website, but feel free to search for more sites. Your teacher will help you.

[www.soilassociation.org](http://www.soilassociation.org)

You should look in the Information Centre and the Education section of the Soil Association website for your information.

## **Section 2: Meanwhile back at the farm...**

### **Activity sheet: Meanwhile back at the farm - early last century!**

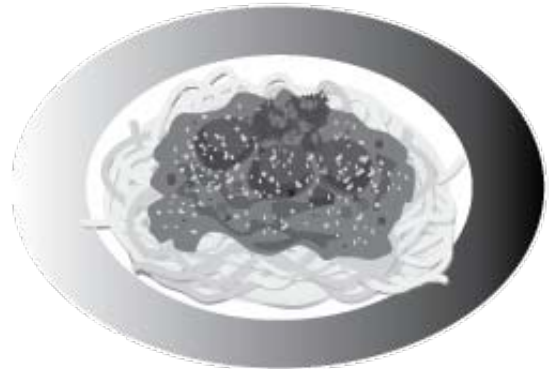
**Read the Information sheet: education and farming and listen to the old lady's story about life on a farm early last century.**

**Now write a description of what life was like on a farm 100 years ago. Use your own words, and use a mind map to organise your ideas and structure your writing. Ask your teacher if you need help with any words or terms.**

## Section 2: Meanwhile back at the farm...

Activity sheet: what happens when? Put the pictures in the right order

Cut out the pictures below. Now stick them in the right order on your sheet.



## Section 2: Meanwhile back at the farm...

**Activity sheet: what happens when? Put the pictures in the right order**

picture one

picture two

picture three

picture four

picture five

picture six

## Section 2: Meanwhile back at the farm...

**Activity sheet: what happens when? Put the sentence in the right order**

Read these sentences. They tell you how animals get from the farm to our plates.

But they're all jumbled up - you have to put them in order. Cut up the sentences and stick them in the right order on your sheet.

The meat is bought by butchers and supermarkets.

The animals are born.

You buy the meat from the butcher or supermarket.

The farmer looks after the animals, so they grow well.

The animals are sold by the farmer.

The meat is on your plate.

The animals go to the abattoir.

## Section 2: Meanwhile back at the farm...

Activity sheet: what happens when? Put the sentence in the right order

1.

2.

3.

4.

5.

6.

7.

## **Section 2: Meanwhile back at the farm...**

### **Activity sheet: flowchart - the processes of production from farm to plate**

Have a look at the Information sheet for your group - your teacher will tell you if you are working on beef, lamb or pork.

Working together with your partner, work out what the production process is for your animal - what happens first, what happens next and so on until you reach the end of the process - the meat on your plate! Then draw a flowchart to show that process.

Do a draft on A4 paper first of all, so you can plan and structure your final flowchart on A3 paper.

There are plenty of photographs and coloured pens to use, so be as creative as possible and make your flowchart look as excellent as possible!

#### **Top tip**

You could use the fonts and clip art on the classroom computer to create stunning captions and graphics for your flowchart!

# Section 2: Meanwhile back at the farm...

## Activity sheet: from shop to plate

### Your task!

You are going to visit a local butcher or supermarket to find out more about the shop-to-plate bit of the red meat production process.

### Letter to butcher or supermarket

First of all, you have to write a letter, asking if you can visit, and asking for a suitable date and time to visit.

### Letter to parents and carers

Once you've got permission to visit, your teacher or your headteacher will write out to parents and carers, asking for their permission to let you go on the visit.

### Questions for research

Then you have to do some research by asking the butcher or supermarket representative some questions. (You will already have brainstormed a list of these questions with your teacher - remember the difference between 'open' and 'closed' questions, and which are most effective?) This list is a guide, in case you've forgotten some of the questions!

- Where does your meat come from?
- How do you store and package your meat when it comes in?
- What hygiene and health and safety rules do you have to follow?
- How can your customers be sure that your meat is of really good quality? What if your customers want to know where the meat has come from - could you tell them?
- How do you weigh your meat?
- How much do you pay for the meat?
- How much do your customers pay for the meat?
- How much of each type of meat (beef, pork or lamb) do you sell every week? Compare this to other types of food.
- Conclusions

# Section 2: Meanwhile back at the farm...

## Activity sheet: from shop to plate (continued)

### Different jobs for different groups

Your teacher will divide the class into different groups to do different jobs. Make sure you know which group you're in!

**group one** - you have to write the letter to the local supermarket or butcher, and ask to visit.

**group two** - you have to type in questions for research and print out the sheet.

**group three** - you have to ask the questions during the visit and write down the answers.

**group four** - you have to summarise the research information, type it into the computer and print out enough sheets for everyone in the class to use for their report.

### Writing up the report

Work with your partner to write the report. One of you could use a mind map to structure your ideas and organise your writing. One of you could write it, using the computer. Include any leaflets or material that the butcher or supermarket representative have given you.

Be ready to present your report to the butcher or supermarket representative when they come to visit your class to see what you've done!

## Activity sheet: brief for QMS design project

### First things first

This activity will make you think about everything you've learned about meat so far in this pack!

Your teacher will divide you into pairs to do this activity, and you'll be in one of three groups. Group one will be looking at beef. Group two will be looking at lamb. Group three will be looking at pork. Check with your teacher which group you're in before you begin.

### Your task

Imagine that you and your partner are a team of designers. You've been asked to design new packaging for QMS (check with your teacher before you start whether you're beef, lamb or pork). This packaging has to do the following:

- **attract the consumer - make them want to buy the meat!**
- **promote meat as part of a healthy, balanced diet**
- **promote the variety of types of meat**
- **promote the QMS quality assurance process**

Get together with your partner and think of two or three ideas. Sketch them on A4 paper and work with them a bit.

Think about what you're trying to say to the consumer, and the best way to say it. For example, think about the words and images you're going to use. Are you going to use long-winded sentences? Or short, snappy ones? Think about a good catch-phrase or slogan. Also, remember that a picture can paint a thousand words. Look at other adverts or packaging for inspiration - how successful are these in putting over their message? What is their message (or there may be more than one message)?

Choose the design you think is strongest.

Now choose whether you want to use the computer to produce your final design, or work on paper. Whatever medium you choose, make the final packaging as attractive and creative as possible.

# Section 3: Packaging Project

## Activity sheet: brief for QMS design project

### What you can use to do your task

There are a number of things you can use to help you. Here they are:

- **CD-ROM**
- **QMS materials, posters and photographs from Section one**
- **Information sheets from Section two**
- **computer (and your creativity!)**
- **A4 paper for your initial plans and rough working sketches**
- **A1 sheets (and your creativity!) for final designs if you prefer this to the computer**
- **coloured pens, pencils, rulers**
- **Powerpoint software if your school has it - to present information to butcher/supermarket representative.**

### Final presentation and tasks

Your teacher will ask one pair to make up a presentation on powerpoint about the work your class has done on packaging. The rest of the class will be divided into groups to do the following tasks:

- **organise a date and time to invite the local butcher or supermarket representative to come and listen to the presentation**
- **design and make invitations**
- **prepare material for an exhibition to accompany the presentation.**

Good luck and happy designing!