



**food activism**







**© “Food Activism  
in the Schoolyard”  
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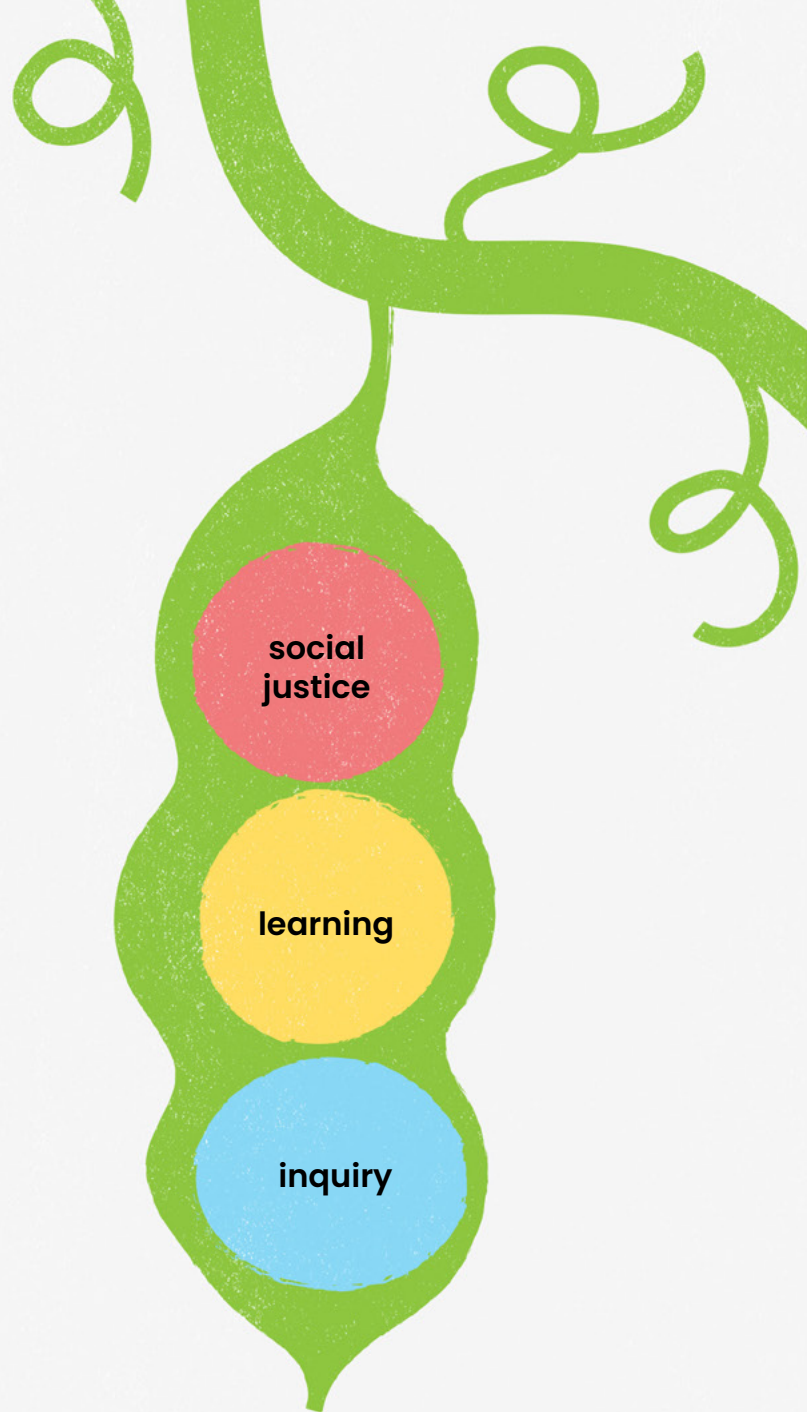
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The full report is available at:  
[https://www.scottishinsight.ac.uk/  
Programmes/UNGlobaGoals/  
FoodActivism.aspx](https://www.scottishinsight.ac.uk/Programmes/UNGlobaGoals/FoodActivism.aspx)





The food activism framework was created using the three principles of the Learning for Sustainability framework: Inquiry (blue) Learning (yellow) and Social Justice (red). Both frameworks were produced as part of the ©Food Activism in the school yard project (Colucci-Gray, L. and Cassidy, C. 2019–2021).

The full report is available at:  
[www.scottishinsight.ac.uk/Programmes/UNGlobalGoals/FoodActivism.aspx](http://www.scottishinsight.ac.uk/Programmes/UNGlobalGoals/FoodActivism.aspx)

The 3 principles of the LfS framework are combined with 5 elements of Food Activism to enable teachers and pupils to carry out learning and inquiry into the social and ecological justice of food systems, from soil to fork. The framework is organised through levels by integrating first-hand experiences of food growing with direct actions in the community.







sustainable  
food

## Second Level

### First Level

Prepare simple snacks with familiar and unfamiliar food.

Investigate how to look after food and explore how it deteriorates.

Identify where different types of food are stored and why it is stored that way.

Design new ways to label food so that people can understand what is in it.

Visit a local shop to identify and compare different ingredients.

Learn about food labelling.

### Early Level

Source fresh food to prepare simple snacks.

Taste and feel 'fresh' food and discuss its characteristics.

Explore and understand different types of food.

### Third and Fourth

Research accessibility to 'fresh' food.

Compare different certifications and evaluate their use for understanding food quality.

Learn about the various certification schemes available.

## Senior Phase

Evaluate ethical issues arising from differential access to fresh food.

Find out about the practical applications of food safety and food quality systems in the school and in contexts outwith the school.

Design a quality system for sustainable food products.

### Transition to Secondary

Compare and contrast the price and quality of fresh food versus processed and frozen products.

Discuss the benefits and impacts of food additives on human health and the environment.

Compare different ways of preserving and processing fresh food.

# food quality





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## Second Level

### First Level

Observe different types of soil in the playground and how changes in the soil impact on the production of food around the world.

Investigate how food is grown in different growing conditions.

Explain the importance of soil in food production.

Test different techniques for restoring and replenishing soil.

Test the capacity of different soils to retain and drain water.

Explore different types of soil and how they can be used in growing.

### Early Level

Imagine, discuss and model what 'life' is like in the soil, for different types of plants and animals, and how each living thing gets access to food to live.

Observe the growth of plants and discuss how plants may produce food for human and other animals.

Uncover the origins of different types of food. Go on a local walk/visit a local allotment/visit a local food shop.

## Senior Phase

### Third and Fourth

Evaluate the impacts of global systems of food production on inequalities in-country and internationally

Investigate the life-cycle of materials used for packaging and distributing food.

Research the connections between food politics, corporate control and the economy at the national and global scale.

Audit the waste generated by school dinners and discuss the ethical implications of waste.

Map the origins of the ingredients used in school meals. Calculate food miles and discuss results.

Interview school catering staff about the origins, preparation and waste disposal of school meals.

### Transition to Secondary

Investigate the impact of waste on the environment.

Design, and build your own growing space to maximise local production.

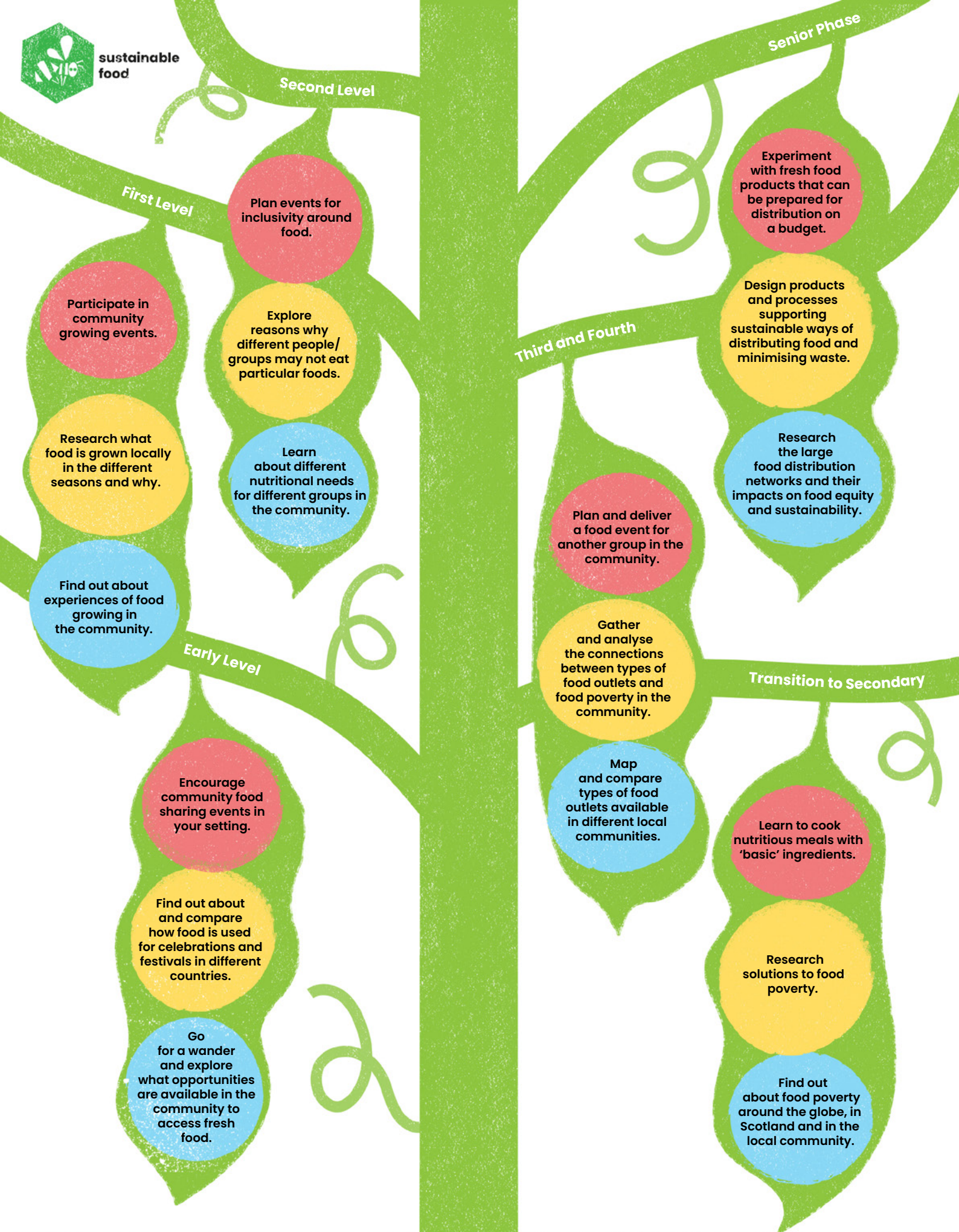
Learn about the different geographical areas dedicated to food production and their main products.

# food production /disposal





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food access & distribution





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## Second Level

### First Level

Re-imagine what the community may look like from the perspectives of children and young people.

Discuss the use of green space and how it impacts on the wellbeing of children.

Investigate the use of green space in the local community.

Evaluate and debate the connections between changing food cultures and the health and wellbeing of communities.

Find out about experiences of food growing and food sharing practices in the local community.

Research the policy-frameworks that support food growing practices.

### Early Level

Share local knowledge about different food cultures in the community.

Explore different ways of growing/preparing food with family, sharing knowledge and experience.

Grow food at school and/or at home.

## Senior Phase

Develop systems for sharing information and involving people in having a say on matters related to food in school and in communities.

Explore methods for dealing with potential tensions and conflicts arising from community-driven decision-making processes.

Build awareness of the importance of safe and equitable food through research and campaigning initiatives.

### Third and Fourth

Look for opportunities to participate in community decision-making to hear and respond to different opinions.

Research and evaluate examples of community-driven and community-owned food enterprises.

Understand the nature of lobbying and decision-making processes around food production.

### Transition to Secondary

Investigate who makes the decisions about food practices in the school and community, and which groups may be marginalised.

Investigate food consumption and food disposal practices in the local community and discuss ways to introduce change.

Find out about experiences of community growing initiatives, locally and internationally.

# food sovereignty





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food

## Second Level

### First Level

Experiment with different ways of cooking/processing/preserving food to minimise impact on other species and reduce waste.

Compare the benefits/challenges of local, seasonal food versus mass-produced, unseasonal food.

Gain knowledge about what is possible to grow in different localities by visiting local community allotments/ botanic gardens.

Create a letter, video or podcast for the local councillors about how to support biodiversity and diversity of food growing practices in the community.

Investigate which crops were traditionally grown in the area and the impact this had on local and global food supplies.

Gather and analyse the data on diversity of food crops since 1900 and the impact of monocultures on people and the environment.

### Early Level

Discuss what humans and plants need to live and what it means to take care of a garden.

Decide what can be grown in the nursery/school.

Invite community groups/farmers/growers to talk about and show the variety of products that can be grown locally.

## Senior Phase

Take action to ensure the preservation of local crops by setting up a seed library and sharing it with the wider community.

Explore partnership arrangements that support involvement of young people in voluntary work related to food growing and food equity within the community.

Research what new food industries can be created to respond to changing climate conditions in Scotland.

### Third and Fourth

Investigate inclusive opportunities for sharing knowledge, values and skills related to food in the community.

Challenge how decisions about what food is made available across formal and informal settings.

Widen awareness of how local/ indigenous food practices were built on historical and linguistic migrations.

### Transition to Secondary

Analyse constraints to participation of certain people or groups on matters related to food practices and decision-making in the community.

Research own food cultures, and learn about other people's food cultures.

Research and compare how common dishes are named in the local language and why.

# food sustainability





### ***Further Resources***

Learning for Sustainability Framework  
([www.scottishinsight.ac.uk/Programmes/UNGlobaIGoals/FoodActivism.aspx](http://www.scottishinsight.ac.uk/Programmes/UNGlobaIGoals/FoodActivism.aspx))

Resource Portal | Royal Highland Education Trust  
([www.rhet.org.uk](http://www.rhet.org.uk))

Food for Thought support resources | Learning resources |  
National Improvement Hub ([education.gov.scot](http://education.gov.scot))

Scotland's Food Atlas: Mapping Out a Sustainable Food Future –  
Nourish Scotland ([nourishscotland.org](http://nourishscotland.org))

Food | Eco-Schools Scotland ([keepscotlandbeautiful.org](http://keepscotlandbeautiful.org))

One Seed Forward Garden Schools  
([osfgardenschools.co.uk](http://osfgardenschools.co.uk))

Learning for Sustainability Scotland  
([learningforsustainabilityscotland.org](http://learningforsustainabilityscotland.org))