

meaty matters



**An interactive education
pack for primary schools**

Quality Meat Scotland was incorporated in 2000 as a company limited by guarantee, without share capital. The core function of QMS is to work with the Scottish red meat Industry to improve its efficiency and profitability and to maximise its contribution to Scotland's economy.

From April 2003, QMS took over responsibility for all levies paid by Scottish livestock farmers. The three priority areas of work are Information, Industry Development and Promotion. The activities within the Health, Education and Diet remit offered new challenges to the organisation and our primary objectives were to 1) improve the attitudes to red meat as part of a balanced diet and 2) to establish QMS as a reliable and knowledgeable source of red meat information.

Meaty Matters is designed to meet both of these objectives by providing Scottish Primary Schools with a red meat resource that is both fun and educational.

The Royal Highland Education Trust (RHET) aims to:

- Help the public gain a better understanding of the countryside
- Provide reliable and balanced information on farming and rural issues
- Provide an opportunity for every school pupil to visit a farm/the countryside
- Ensure Scotland is the best informed nation in Europe about the rural environment



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Introduction

Hello and welcome to **Meaty Matters!** This educational resource was produced for Quality Meat Scotland (QMS) by the Royal Highland Education Trust (RHET).

This pack has been produced for teachers and pupils in primary schools throughout Scotland, and supports A Curriculum for Excellence. It aims to help teachers implement the following principles for curriculum design in their programme planning:

- challenges and enjoyment
- breadth
- progression
- depth
- personalisation and choice
- coherence
- relevance

Aims

The **Meaty Matters** pack aims to:

- develop knowledge and understanding of the nutritional benefits of red meat as part of a balanced diet
- put this knowledge firmly in the context of the Health Promoting Schools and Hungry for Success initiatives
- develop knowledge and understanding of the range and versatility of products we get from cattle, sheep & pigs
- provide information for schools when they visit farms
- demonstrate the importance of animal welfare and quality assurance in modern farming methods
- develop knowledge and understanding of the processes of production in the supply of red meat
- develop knowledge and understanding of the contribution of the red meat sector to the rural economy
- encourage creative problem-solving through project work on packaging and labelling

Contents

The pack contains the following:

- learning and teaching materials, including lesson outlines and notes for teachers
- photocopiable masters
- posters
- Meaty Matters CD-ROM
- notes on A Curriculum for Excellence.

Context

There are two key components of Meaty Matters!

The **first component** is concerned with meat as part of a healthy, balanced diet - in the context of the Health Promoting Schools and Hungry for Success initiatives. All schools are required to be Health Promoting Schools by 2007 and, as such, to have a 'curriculum and approaches to learning and teaching that provide appropriate challenge, participation and support for all pupils, and have a positive effect on their health and well-being'. We hope that this pack will support your school's journey towards being a health promoting school - no matter how far along the road you are.

The second key component is concerned with developing knowledge and understanding of the fact that farmers 'grow' animals to sell as food - they are actually running a business that involves a great deal of knowledge and expertise, and that makes a large contribution to the Scottish economy. And as is the case with any other business, they have to make a profit to run their business successfully. This involves having to look after the welfare of their animals - because the meat of well-cared for animals tastes better. It also means that they have to meet strict quality assurance rules, so that the customer who eventually buys the meat knows where it comes from and can buy with confidence. Farmers are the first link in the meat production chain - this includes the auction market, the abattoir, the butcher and the supermarket. It is important for pupils to understand these facts as future citizens and consumers in Scotland. The CD-ROM contains footage of three farmers (of cattle, sheep and pigs) describing their production process and what's involved in their daily business. This is an invaluable resource for schools that are unable to access a farm or farmer for one reason or another.

It is also important for pupils to understand that the meat they eat comes from an animal - pupils sometimes think that the bacon or mince they are eating magically comes from the supermarket!

We have provided information sheets on specialist areas, along with information about useful websites and reference material.

We have also exemplified how each section of the pack can help pupils to become successful learners, confident individuals, responsible citizens and effective contributors.

Finally, we have exemplified how the principles of curriculum design - challenges and enjoyment; breadth; progression; depth; personalisation and choice, coherence and relevance - are inherent in the pack.

We hope you and your pupils enjoy using Meaty Matters!

Acknowledgements

With particular thanks to:

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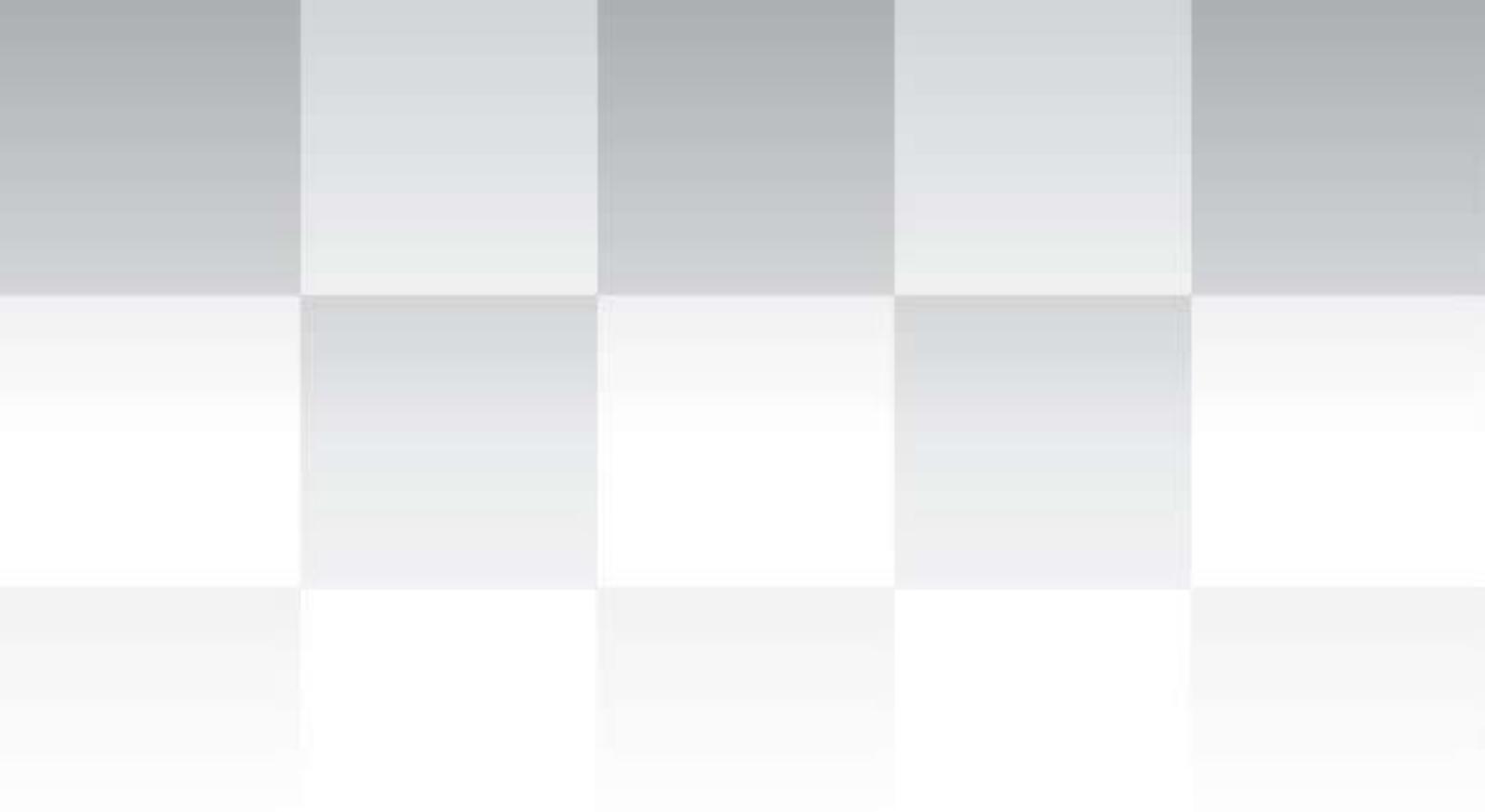
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4: **meaty** matters!

meaty matters



section 1:

Why eat meat?

Section one: why eat meat?

Meat as part of a balanced diet

Activities: early stage

Class discussion

My favourite healthy meal

What did you eat and drink over the weekend?



Section 1: Why Eat Meat?

Teacher's notes

Class discussion

Aims

This activity starts with what the pupils know, and therefore gives you a chance to assess their knowledge and understanding of healthy eating and a balanced diet - and red meat! This activity will involve learning and teaching about the five food groups, what they consist of, and roughly how much pupils should eat from each group. The activity also introduces the idea that red meat plays an important part in a healthy, balanced diet. You should also bring up the fact that some people choose not to eat meat, and outline the alternatives to meat.

Materials/resources

- pupils' existing knowledge and understanding
- QMS 'Getting the balance right' poster
- blackboard or whiteboard for noting down key words.

Lesson outline

- Ask pupils what they know about a healthy diet. Which foods do they need to help them grow and become strong? There are some foods that they really don't need to eat to keep them healthy - what are these? Write down key points.
- Introduce idea of a healthy balanced diet - eat more of some foods and less of others - use 'Getting the balance right' poster as a visual stimulus. A balanced diet helps us to grow and be healthy.
- What is red meat? Where does it come from? Explore what pupils know about meat from cattle, sheep and pigs. Do they know that bacon comes from a pig, beef from a cow or chops from a lamb? What other types of red meat do they eat? If they eat red meat, where do the adults in their house buy it from - the butcher or the supermarket? Discuss pupils' ideas and experiences, then summarise and write key words down so pupils can see them.
- Introduce the idea that red meat is an important part of a healthy balanced diet. It is a good source of minerals such as iron which is important for our blood and vitamins and protein which are important for young growing bodies.
- Do pupils know of anybody who doesn't eat red meat? Why don't they eat red meat? What do they eat instead? Introduce idea of alternatives to red meat such as eggs, fish and pulses - not everybody eats it, for a number of reasons. Again, discuss pupils' ideas and experiences.

Section 1: Why Eat Meat?

Teacher's notes

My favourite healthy meal!

Aims

The aim of this activity is to reinforce (and assess) children's knowledge and understanding of what makes up a healthy diet (including meat).

Materials/resources

- pupils' knowledge and understanding
- QMS 'Getting the balance right' poster - displayed somewhere prominently in the class!
- **Activity sheet: my favourite healthy meal!**

Lesson outline

- Hand out **Activity sheet: my favourite healthy meal!**
- Go over worksheet with pupils - they are asked to draw their favourite healthy meal on the outline of the plate.
- Remind them to think about your discussion - how it's good to have more of some things and less of others. Pupils can look at the poster if they can't remember the five food groups.
- Remind them too that meat is an important part of a healthy diet.
- Now ask the pupils to complete the sheet.



Section 1: Why Eat Meat?

Teacher's Notes

What did you eat over the weekend?

Aims

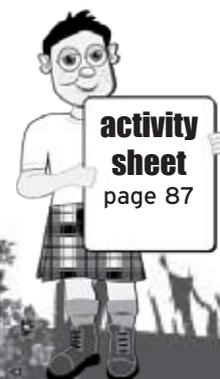
The aim of this activity is to reinforce (and assess) children's knowledge and understanding of what makes up a healthy diet (including meat). The activity also aims to help children assess their own diet by asking them to note down what they ate over a weekend. Advise the children and stress that some foods are healthier than others.

Materials/resources

- pupils' knowledge and understanding
- QMS 'Getting the balance right' poster - displayed somewhere prominently in the class!
- **Activity sheet: what did you eat over the weekend?**

Lesson outline

- Hand out **Activity sheet: what did you eat over the weekend?**
- Go over activity sheet with pupils - they are asked to record what they eat for breakfast, lunch and tea (as well as snacks) on Friday, Saturday and Sunday. They have to ask an adult in their house to sign the sheet, and they should then bring it back with them to school on Monday.
- Ask pupils to think back to your discussion - how it's good to have more of some things and less of others. Give them the Information Sheet with the five main food groups.
- Remind them too that meat is an important part of a healthy diet. Remind them that there are healthy and unhealthy foods. Encourage healthy cooking methods: suggest oven chips instead of fried chips and grilling instead of frying
- The pupils are to take the sheet home with them on Friday.
- Once the sheets are back in (you might not get 100 per cent return on this!) ask the children to get into groups of three or four.
- Ask them to think about what they ate over the weekend. Was it a healthy balanced diet? They can discuss this together.
- Now ask each group to think of their favourite, healthy meal. Give them enough time to discuss, then each group has to describe to the rest of the class what that meal is and why it is healthy.



Section one: why eat meat?

Meat as part of a balanced diet

Activities: middle stage

What's the right portion?

Weighing food

How much should Angus eat?

A healthy lunch for Angus



Section 1: Why Eat Meat?

Teacher's Notes

What's the right portion?

Aims

This activity starts with what the pupils know, and therefore gives you a chance to assess their knowledge and understanding of healthy eating and a balanced diet - and red meat! The discussion preceding the activity should reinforce the idea that red meat plays an important part in a healthy, balanced diet, but that some people choose not to eat red meat for religious or cultural reasons. Outline the alternatives to meat.

The main focus of the activity is on the concept of weighing food, so that pupils know how much of a portion they should eat from each group per meal. Pupils' knowledge and understanding of how to use scales and how to weigh objects is also reinforced.

Materials/resources

- pupils' existing knowledge and understanding
- QMS 'Getting the balance right' poster
- blackboard or whiteboard for noting down key words
- scales from 0 to 1kg - clearly marked out in divisions of 10g
- following items of food:
 - potato
 - apple
 - carrot
 - sliced ham
 - egg
 - yoghurt
 - bag of crisps
- **Activity sheet 1: weighing food**
- **Activity sheet 2: how much should Angus eat?**
- **Activity sheet 3: a healthy lunch for Angus**
- **Information Sheet: how much in a portion? → Page 12**
- **NB data for recommended portion size from Hungry for Success, pp 92-96**



Section 1: Why Eat Meat?

Lesson outline

- Ask pupils what they know about a healthy, balanced diet. Introduce the five good groups - you eat more of some things and less of others. Use poster as a visual stimulus to discussion.
- What is red meat? Where does it come from? Explore what pupils know about meat from cattle, sheep and pigs. Do they know that bacon comes from a pig, mince from a cow or chops from a lamb? What other types of red meat do they eat? If they eat red meat, where do the adults in their house buy it from - the butcher or the supermarket? Discuss pupils' ideas and experiences, then summarise and write key words down so pupils can see them.
- Introduce the idea that red meat is an important part of a healthy balanced diet. It is a good source of minerals such as iron which is important for our blood and vitamins and protein which are important in young growing bodies.
- Introduce concept that it's important to find out how much different types of food weigh so we can eat the proper portions as part of our balanced diet. The more you do, and the more exercise you take, the more energy or calories you use. If you eat more than you need, then you put on weight you don't need.
- Have available scales and foods. Show pupils how the scales are marked.
- Weigh different types of food in turn and ask pupils to fill in the table in **Activity Sheet 1, P88**.
- Next, pupils have to use the illustration of the scales in their worksheet to help them work out the weight halfway between the portion range for each type of food. Use the example of bread (between a 40g-60g portion for 5-11 year-olds). If you're 5 you should eat a 40g portion. If you're 11 you should eat a 60g portion. If you're 8 you're in the middle of the age range, so you should be eating roughly the portion that's halfway between 40g and 60g - that's 50g. (Some pupils may need extra reinforcement of this concept before they go ahead and fill in the worksheet.)
- Now introduce Angus - he's eight and he wants to know how much of a portion he should be eating of the different types of food. Once you are sure pupils understand what they have to do, ask them to fill in **Activity sheet 2: how much should Angus eat? P89 + 90**.
- Finally, ask pupils to make up a healthy lunch for Angus. Remind them of the class discussion - what makes up a healthy, balanced diet from the five food groups. What should they be eating more of? What should they be eating less of? Remind them to look at the poster if they forget. Remind them about how important red meat is in a balanced diet. Now ask them to fill in **Activity sheet 3: a healthy lunch for Angus, P91**.

Section 1: Why Eat Meat?

Information Sheet

How much in a portion?

food group	example	how much for 5-11 years?
bread, cereal and potatoes	bread pasta jacket potatoes	40 - 60g 100 - 120g 120 - 170g
fruit and vegetables	raw carrots tomatoes apple/pear/orange satsuma/plum/kiwi	40 - 60g 40 - 60g 40 - 100g (half to one fruit) 40 - 100g (one/two fruits)
dairy products	milk yoghurt cheese	200mls 100 - 120g 30 - 50g
meat, fish and alternatives	beef, lamb, pork sausages fish fingers eggs nut cutlets	60 - 80g 60 - 80g 1 egg 60 - 80g
fats and sugars	ice cream crisps	60 - 80g 25g

Section one: why eat meat?

Meat as part of a balanced diet

Activities: upper stage

Survey of packed lunches: 'Healthy packed lunch day'



Section 1: Why Eat Meat?

Teacher's Notes

Survey of packed lunches 'Healthy packed lunch day'

Aims

The aim of this activity is to ask pupils to undertake a survey of packed lunches in the school. Pupils will create a bar chart from this information and will use it to analyse contents of packed lunches in terms of the Food Standards Agency recommendations - including the place of lean red meat in a healthy packed lunch. Finally, pupils will work with the Schools Nutritional Action Group (SNAG) to create a healthy packed lunch, and to organise and host a healthy packed lunch day for parents to attend. This will promote healthy eating generally, provide peer education on healthy eating to younger pupils and involve parents in the process.

Materials/resources

- QMS 'Getting the balance right' poster
- Food Standards Agency website www.food.gov.uk
- Health Promoting Schools website www.healthpromotingschools.co.uk
- Schools Nutritional Advisory Group (SNAG) - if a SNAG doesn't exist in your school, then take this opportunity to set one up.
- **Information sheet 1: What you have to do** → Page 16
- **Information sheet 2: checklist for a healthy packed lunch** → Page 17
- **Information sheet 3: some ideas for a healthier packed lunch** → Page 18
- **Activity sheet 1: survey of packed lunches** → Page 92
- **Activity sheet 2: bar chart of packed lunches** → Page 93
- Resources to create invitations and promotional materials for 'healthy packed lunch day' - including exhibition of posters, surveys and bar graphs.

Lesson outline

- First of all, make contact with the Schools Nutritional Advisory Group (SNAG) in your school. If a SNAG exists in your school, you'll know that it involves a variety of partners such as teachers, catering staff, pupils, parent representatives and external agencies. It will also have the full support of the headteacher and senior management team of the school.

If a SNAG doesn't exist in your school, then it might be an idea to use the existing pupil council to deal with SNAG issues as part of their work, with the appropriate involvement of other partners as required.

Contact either the SNAG or the pupil council and let them know about the proposed survey, graph, healthy packed lunch and 'healthy packed lunch day'.

Ask for their help in this project.



Section 1: Why Eat Meat?

- Back in the classroom, discuss the five food groups and concept of getting the balance right with pupils: one third of their diet should be made up of bread, cereals and potatoes; one third should be made up of fruit and vegetables. Meat, fish and alternatives such as lentils, beans and nuts are important because they provide protein, vitamins and minerals, and should make up about 12 per cent of their diet. Dairy products are important for calcium, protein, vitamins and minerals, and should make up about 15 per cent of their diet. Food and drinks containing sugar and food containing fat are not essential to a healthy diet, but it's ok to have them from time to time.
- Introduce the idea that red meat is an important part of a healthy balanced diet. It is a good source of minerals such as iron which is important for our blood and vitamins and protein which are important for young growing bodies.
- Discuss survey, bar chart and 'healthy packed lunch day' with pupils, and let them know that the SNAG will support their work. Divide class into three groups. Group 1 will undertake the survey, filling in their own details first, and then working round the rest of the class. Group 2 will then add up the totals of the tallies. Group 3 will use this information to produce two bar charts (one small version and one large version for display at the 'healthy eating lunch' day exhibition).
- Hand out **Activity sheets 1 and 2** and ask pupils to complete survey and bar charts.
- As a class, analyse the results. How many people have bread or other starch in their lunchbox? How many people have sweets and crisps. Hand out **Information Sheet 2: checklist for a healthy packed lunch**. How do we measure up? Ask pupils to evaluate lunchboxes against this checklist. Ask SNAG to attend this discussion. What can we do to improve our packed lunches? (It might be a good idea to have a class tasting session of some of the alternatives to white bread – not all of the pupils might necessarily be familiar with ciabatta, or bagels, for example.)
- Next, divide class into three groups: Group 1 to use **Information Sheets 2 and 3** and work with SNAG to create a healthy packed lunch; Group 2 to consult with SNAG to organise 'healthy packed lunch day'; Group 3 to work with SNAG to create materials for day, including promotional posters, invitations, exhibition of research and findings.
- SNAG and pupils to host 'healthy packed lunch day' with parents and other invited agencies/local partners. Have fun!



Section 1: Why Eat Meat?

Information sheet 1

What you have to do

You have now discussed the five food groups with your teacher, and you know about getting the balance right. You know, too, about the place of beef, lamb and pork in getting the balance right.

You will also have thought about the packed lunches eaten by the people in your class, and the type of food that is in them.

Your class has five tasks:

1. Carry out a survey of the packed lunches eaten by people in the class and work out the totals of the survey.
2. Make a bar chart showing this data.
3. Compare and evaluate these results against the recommendations made by the Food Standards Agency checklist (see Information sheet 2, Page 17).
4. Plan a healthy packed lunch using Food Standards Agency ideas (see Information sheet 3, Page 18).
5. Plan and organise a 'Healthy packed lunch day' - you should invite parents and carers to come to this. You should display all the research you have carried out for everyone to see.

You will be in three groups. Make sure you know which group you are in.

Group 1 you have to ask everyone in the class what's in their packed lunch (using the list of food on the Survey Form) and then mark down a tally on the Survey Form (remember to include yourselves!) Make sure you know how to do a tally - your teacher will help you if you're not sure.

Group 2 your job is to take the tally sheet, add up all the numbers and mark down the totals for each type of food.

Group 3 your job is to work together to make a bar chart of the information. Your teacher will give you a Bar Chart Sheet to fill in. Work together on this.

Now you've got your information, you need to think about what it means. Does your class have healthy packed lunches? Do the contents measure up against the checklist? No matter what the result, there's always room for improvement!

Now it's time to get to work on your other tasks.

Group 1 - you will work with your SNAG to:

- discuss and decide on the contents of a healthier packed lunch (or lunches - you could have a vegetarian option)
- produce enough packed lunches for the 'Healthy packed lunch day'

Group 2 - you will work with SNAG to provide some sort of bright, attractive (and recyclable) packaging for the packed lunch.

Group 3 - you will work with SNAG to organise and host the 'Healthy packed lunch day'. You need to prepare invitations, an exhibition of the research material, promotional posters and so on.

Information sheet 2

Checklist for a healthy packed lunch

Did you know that in a survey carried out by the Food Standards Agency in 2004:

- most packed lunches had too much fat, salt or sugar in them
- some didn't have any starchy food such as bread, pasta or rice
- nearly half didn't have any fruit or vegetables.

Here's a checklist for a healthy packed lunch. Does your lunch have:

- a good portion of starchy food such as a wholegrain roll, thick sliced wholemeal bread, pitta pocket, pasta or rice?
- plenty of fruit and vegetables such as an apple, orange, cherry tomatoes or carrot sticks?
- a portion of dairy food (including milk) such as a portion of cheese or a pot of yoghurt?
- a portion of lean meat (e.g. ham, beef, lamb), fish (e.g. salmon, tuna) or alternative (e.g. egg or hummus)?
- a drink such as water, fruit juice or semi-skimmed milk?

Source: Healthier Lunches - guidance produced as part of the Food in Schools Programme (www.foodinschools.org)

Section 1: Why Eat Meat?

Information sheet 3

Some ideas for healthier packed lunches

To begin with

Get your packed lunch off the ground with some carbohydrate - this gives you long-lasting energy. Have a look at the following for some new ideas - you don't just have to stick to plain old white bread!

- pittas
- bagels
- baguettes
- ciabatta
- crackers
- rice cakes
- oatcakes
- rolls
- wraps

Think about using wholemeal or multigrain breads, or use a mixture of wholegrain and white.

then after that ...

add some protein and iron. Here are some ideas:

- ham
- lean beef or lamb
- cheddar cheese with apple slices
- cooked chicken or turkey with mustard, tomatoes and lettuce
- tuna, cucumber, green pepper, sweetcorn and tomato
- raid the fridge for leftover pizza and pasta!
- Cook extra pasta or couscous and mix it with chopped up vegetables or tuna
- add some fruit - try to have something different every day. How about orange, apple, kiwi, mango, grapes, pear, melon or dried fruit?
- You can have treats now and again, but you really don't need them every day - for example, an odd flapjack, slice of cake or fun-size chocolate bar are ok. The same goes for crisps, which are high in fat and salt.

something to wash it down with ...

- Milk and water are best, but you could try flavoured spring water, diluted fruit juice or flavoured milk for a change.

Ideas taken from Food Standards Agency website (www.eatwell.gov.uk/agesandstages/teens/schooldinners)

Section one: why eat meat?

2. Variety is the spice of life...

Activities: early stage

Class discussion

Which animal does it come from?

Cow, sheep or pig - where does it come from?



Section 1: Why Eat Meat?

Teacher's notes

Class discussion

Aims

The aim of this class discussion is to assess and develop pupils' knowledge and understanding of the different types of meat that come from different animals. It will help pupils to understand the relationship between what's on their plate and where it came from! It will also help them to understand the variety of types of meat on offer, and how they can be used in cooking.

Materials/resources

- pupils' existing knowledge and understanding
- blackboard or whiteboard for noting down key words
- QMS posters showing cuts from beef, lamb and pork
- QMS recipe leaflets for beef, lamb and pork.

Lesson outline

- Ask pupils to tell you a meal their parent(s)/carer(s) make them that has beef in it. Ask pupils to think of as many other meals as they can that have beef in them. Note these down.
- Ask pupils the same about pork, and then lamb. Note down the meals they have said.
- Introduce the QMS posters and discuss with children the various types of meat that come from a cow, a sheep and a pig - for example, steak comes from a cow, roast leg of lamb and chops from a sheep and bacon and ham from a pig. (Remember that you can now buy beef, pork or lamb sausages and mince.)
- Ask pupils if their parent(s)/carer(s) go to a butcher for their meat, or to the supermarket? Have they seen meat from a cow, sheep and pig there? Discuss pupils' ideas and experiences, then summarise and write down key words so pupils can see them. You might want to precede this discussion with a homework task, asking pupils to go to their local butcher or supermarket, look carefully and then draw the shape, size, colour and pattern of the meat they see.

Teacher's notes

Which animal does it come from?

Aims

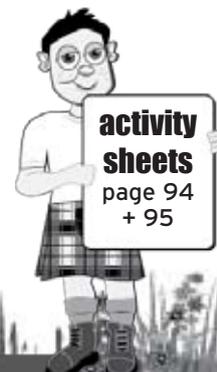
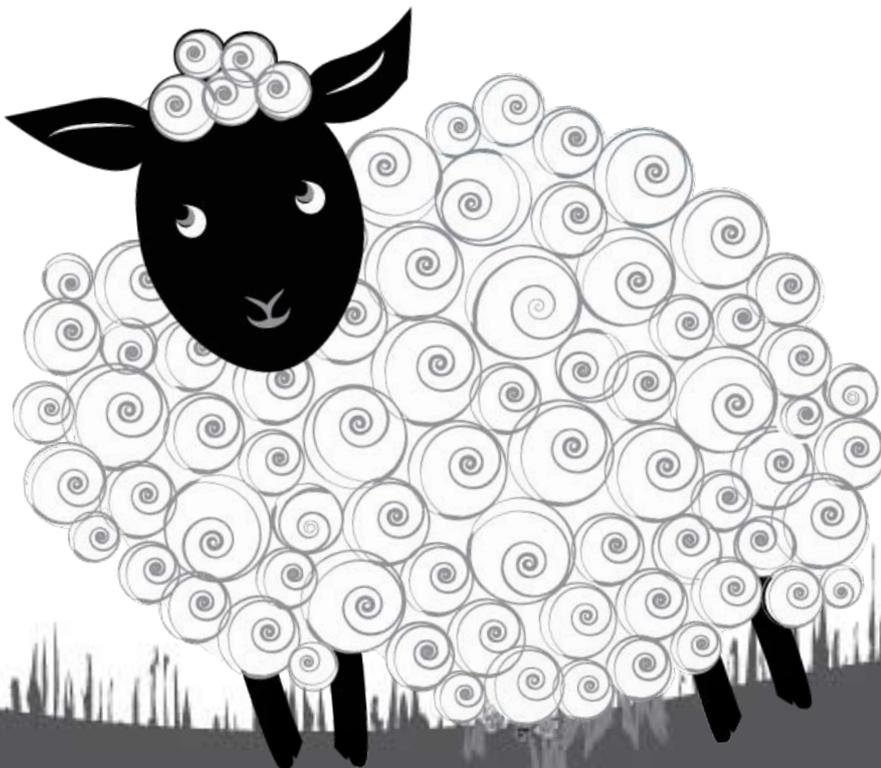
The aim of this activity is to reinforce and assess pupils' knowledge and understanding of different types of meat, and where it comes from.

Materials/resources

- pupils' knowledge and understanding
- QMS posters showing cuts from beef, lamb and pork
- **Activity sheet: which animal does it come from?**

Lesson outline

- Hand out **Activity sheet: which animal does it come from?**
- Go over activity sheet with pupils (Pages 94 & 95) - they are asked to cut out pictures of different types of meat and stick them underneath the animal they come from.
- Remind pupils to think about your discussion. Pupils can look at the poster if they can't remember some of the types of meat.
- Now ask pupils to complete the sheet.



Section 1: Why Eat Meat?

Teacher's notes

Class discussion

Aims

The aim of this class discussion is to assess and develop pupils' knowledge and understanding of the different types of meat that come from different animals. It will help pupils to understand the relationship between what's on their plate and where it came from! It will also help them to understand the variety of types of meat on offer, and how they can be used in cooking.

Materials/resources

- pupils' existing knowledge and understanding
- blackboard or whiteboard for noting down key words
- QMS posters showing cuts from beef, lamb and pork
- QMS recipe leaflets for beef, lamb and pork.

Lesson outline

- Ask pupils to tell you a meal their parent(s)/carer(s) make them that has beef in it. Ask pupils to think of as many other meals as they can that have beef in them. Note these down.
- Ask pupils the same about pork, and then lamb. Note down the meals they have said.
- Introduce the QMS posters and discuss with children the various types of meat that come from a cow, a sheep and a pig - for example, mince, sausages and steak come from a cow, roast leg of lamb and chops from a sheep and bacon and ham from a pig.
- Ask pupils if their parent(s)/carer(s) go to a butcher for their meat, or to the supermarket? Have they seen meat from a cow, sheep and pig there? Discuss pupils' ideas and experiences, then summarise and write down key words so pupils can see them. You might want to precede this discussion with a homework task, asking pupils to go to their local butcher or supermarket, look carefully and then draw the shape, size, colour and pattern of the meat they see.
- Again, bring up the concept that not everybody chooses to eat meat - and that people sometimes eat fish, eggs and pulses (lentils, peas, beans and so on) instead.
- Go on to explore different ways you can cook different types of meat. Have available QMS recipe leaflets for pupils to look at. Introduce idea of different ways of cooking meat, for example: spaghetti bolognese; sausages and bacon; lamb hotpot; roast beef; pork chops; curry (all three); home made beefburgers. Pupils to think of their favourite type of meat and how it's cooked. Discuss pupils' ideas and experiences, then summarise and write down key words so pupils can see them.

Teacher's notes

Cow, sheep or pig - which animal does it come from?

Aims

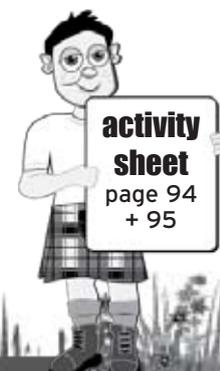
The aim of this activity is to reinforce and assess pupils' knowledge and understanding of the different types of meat that come from different animals. It will also reinforce understanding that meat can be cooked in different ways.

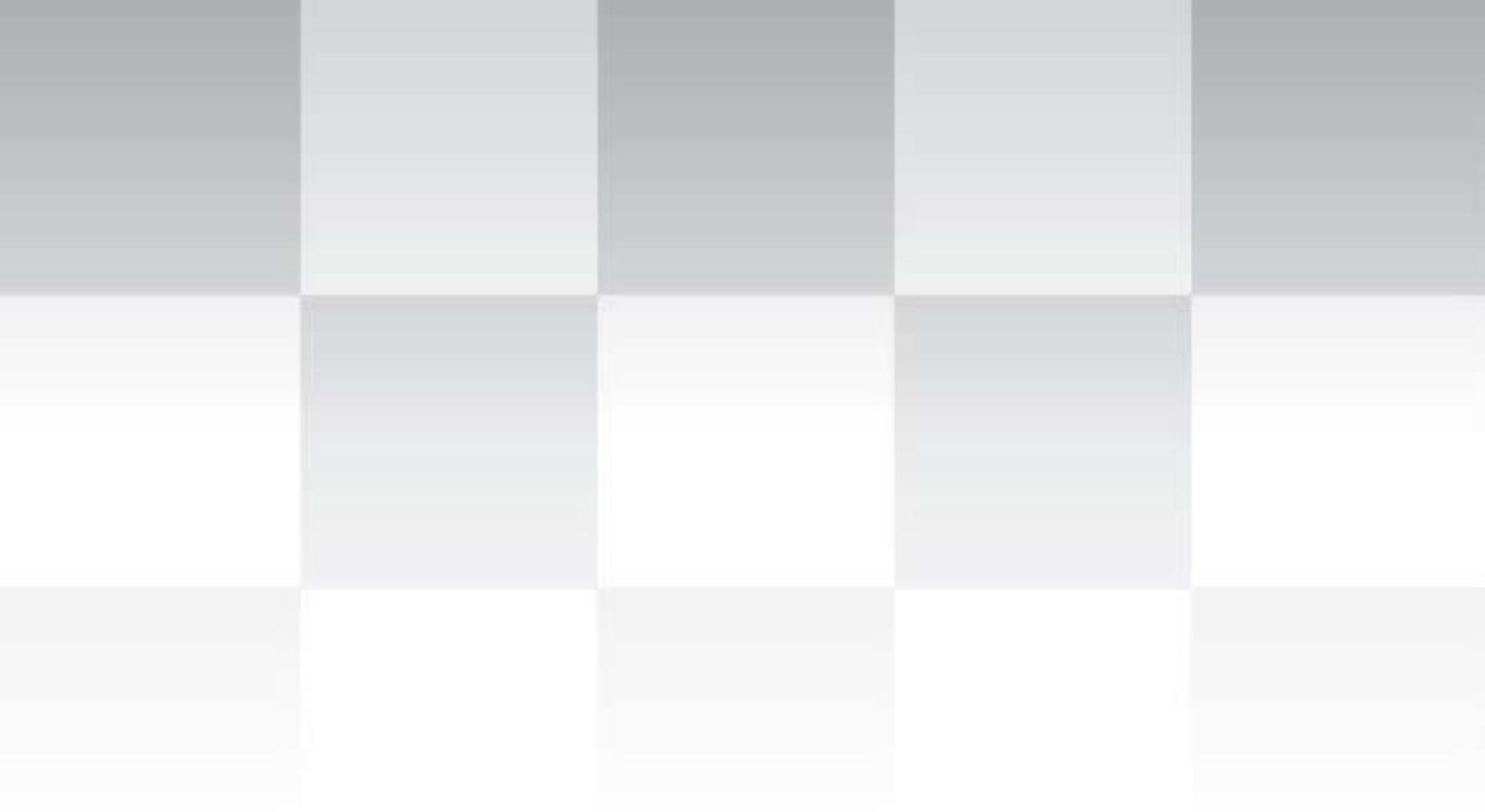
Materials/resources

- Pupils' existing knowledge and understanding
- QMS posters showing cuts from beef, lamb and pork
- QMS recipe leaflets for beef, lamb and pork
- **Activity sheet: which animal does it come from?**

Lesson outline

- Hand out **Activity sheet: which animal does it come from?**
- Go over activity sheet with pupils - they are asked to match the type of meat with the correct animal. They then write the answer in the appropriate box. Pupils are also asked to write their favourite meal made with beef, pork and lamb.
- Remind pupils to think about your discussion. Pupils can look at the poster if they can't remember some of the types of meat. Leave the recipe booklets out for some possible inspiration!
- Now ask pupils to complete the sheet.





Section one: why eat meat?

2. Variety is the spice of life...

Activities: middle stage

Class discussion

Guess the cut!



Section 1: Why Eat Meat?

Teacher's notes

Class discussion

Aims

The aim of this class discussion is to assess and develop pupils' knowledge and understanding of the different types of meat that come from different animals. It will also introduce pupils to the concept of different cuts of meat from different parts of a cow, sheep and pig. These are cooked in different ways.

Materials/resources

- pupils' existing knowledge and understanding
- blackboard or whiteboard for noting down key words
- RMIF/QMS posters 'Processing the Cattle/Sheep/Pig Carcase'
- QMS recipe leaflets for beef, lamb and pork.
- CD-Rom

Lesson outline

- Ask pupils if they can give an example of a type of meat that comes from a cow, sheep and pig.
- Ask pupils if their parent(s)/carer(s) go to a butcher for their meat, or to the supermarket? Have they seen different types of lamb, beef and pork there? Discuss pupils' ideas and experiences, then summarise and write down key words so pupils can see them.
- Again, bring up the concept that not everybody chooses to eat meat - and that people sometimes eat fish, eggs and pulses (lentils, peas, beans and so on) instead.
- Go on to explore different cuts of meat - use QMS posters to show pupils what they look like. Point out the 'jigsaw' animal and where each cut comes from.
- Discuss also different ways of cooking different cuts of meat - for example, mince is good for bolognese; leg of lamb is good for roasting, bacon for grilling. Pupils to think of their favourite type of meat and how it's cooked. Discuss pupils' ideas and experiences, then summarise and write down key words so pupils can see them.
- Touch on the waste product from animals. Some of the bits that we can't eat are very useful - especially tallow. High grade tallow is used to make soap, animal feeds and petfood. Low grade tallow is used in paint and tyre manufacture. Cattle hides are sold for shoe leather and car/furniture upholstery. Sheep skins and wool are sold to the fashion industry to make clothes and gloves.

Section one: why eat meat?

2. Variety is the spice of life...

Activities: upper stage

Class discussion

Red meat in world religions



Section 1: Why Eat Meat?

Teacher's notes

Class discussion

Aims

The aim of this discussion is to develop pupils' knowledge and understanding of how red meat is viewed in different cultures and religions. Not everyone can eat red meat or, if they do, it has to be prepared in a particular way.

Materials/resources

- pupils' own knowledge and understanding of 'religious food'
- Information sheets on meat in different religions and cultures.

Lesson outline

- Introduce concept that not everyone wants to eat red meat - they might be vegetarian, or they might have religious or cultural reasons for not wanting to.
- Ask pupils if they are aware of this? Have they discussed this already at school in Religious and Moral Education?
- Introduce how meat is viewed in some world religions - Buddhists don't believe in killing anything and are vegetarian, Muslims and Jews can't eat pork, and their meat has to be slaughtered in a particular way. Meat can also play an important part in religious festivals - for example, the Festival of the Sacrifice, where a lamb is slaughtered to remember that the prophet Abraham was willing to sacrifice his son Ishmael to God - and God substituted a lamb at the last minute.
- Discuss pupils' knowledge, ideas and experiences, then summarise and write key words down on blackboard/whiteboard.

Information sheet

Red meat in other world religions

Buddhism

In Buddhism, there are five Precepts or rules to live by. One of these is that you should not kill any living thing.

To some Buddhists, this means that you should not eat any meat at all - because it means that you have to kill it first.

To other Buddhists, it's alright to eat meat because you need to keep your body alive. Originally, when Buddhist monks travelled around teaching, they had to depend on what people gave them to eat to live. Sometimes this would include meat - and it was better to eat meat than to die.

Hinduism

Hindus believe that as food is a gift from God, it should be treated with great respect. Before they eat, they offer their food to God, and purify it by sprinkling water round their plates.

Hindus have to be careful about what they eat. They believe that eating animal meat can encourage animal qualities within them. For this reason, it is recommended that Hindus eat vegetarian food. They also believe that killing animals to eat them can bring bad 'karma'. 'Karma' is one of the basic beliefs of Hinduism - it is a law of cause and effect. So if you kill something, you in turn will suffer.

Not all Hindus avoid eating pork and lamb - it's not considered a sin to do so. However, the cow is sacred in the Hindu religion, and it is considered a sin to eat this.

Islam

Muslims have strict rules about the food they can eat - especially meat. Muslims cannot eat anything that is from a pig. Pork, bacon and sausages are forbidden, and they also can't eat anything that has animal fat in it - like ice-cream or biscuits. Any meat or food that Muslims do eat has to be prepared in a special way. This is called 'halal' or 'approved'. Muslims cannot eat meat from animals that eat other animals, and there is a ritual killing of animals for food - in what Muslims consider the most humane way possible. Very often Muslim meals are curries, kebabs and rice.

Muslims wash and pray before meals. The eldest person always eats first.

Sheep play a very important part in Islamic culture. One of the main Islamic celebrations is the Festival of Sacrifice - or Eid ul-Adha. This is a festival to remember the time when Abraham was going to sacrifice his own son Ishmael to prove obedience to God, but God replaced Ishmael with a sheep at the last minute. It marks the end of the annual pilgrimage to Mecca and takes place in the middle of January. A sheep is slaughtered to remember this sacrifice, and then everyone eats it. The best dishes are served.

Section 1: Why Eat Meat?

Information sheet

Red meat in other world religions (continued)

Judaism

Jewish people have to prepare, cook and eat their food in a special way. All Jewish food has to be **kasher** or **kosher** - this means fit or right - and it has to be prepared according to Jewish law. Kosher foods include:

- all domestic birds and their eggs (chickens, etc)
- animals with split hooves which chew the cud, and their milk
- all fish with scales and fins
- all plants including fruit and vegetables.

Shellfish and pork are not allowed at all. Meat and milk can't be cooked together, eaten together or used together. Meat has to be treated in a very special way. There is a ritual killing of meat for food - it's called Shehitah. This is based on what Jewish leaders believe to be the most humane way to kill animals.

Most Jewish kitchens have two sinks and two sets of saucepans, to be used separately for milk products and meat products, so they can never come into contact - even accidentally.

Prayers are said over food.

Sources

<http://www.strath.ac.uk/Departments/SocialStudies/RE/Database/Topics>

<http://www.woodlands-junior.kent.sch.uk/Homework/religion/buddhism.htm>

http://hinduwebsite.com/Hinduism/h_food.htm

<http://atschool.eduweb.co.uk/carolrb/islam/dailylife.html>

<http://atschool.eduweb.co.uk/carolrb/judaism/juindex.html>

Teacher's notes

Red meat in other world religions

Aims

The aim of this activity is to develop pupils' knowledge and understanding of how other world religions view red meat.

Materials/resources

- Pupils' knowledge and understanding
- **Activity sheet: red meat in other world religions**

Lesson outline

- Remind pupils of points raised in class discussion.
- Give out **Activity sheet: red meat in world religions** → **Page 99**
- Give out **Information sheet: red meat in world religions** → **Page 31 + 32**
- Go over both sheets with pupils, making sure they understand what is required of them.
- Pupils to fill in activity sheet
- Class discussion after activity to assess knowledge and understanding



