

Making a Meal of It

Lesson plan 3: Questioning photos

Age group: 7 - 11

Aims:

To motivate children to find out more about the topic of food.

This activity also highlights children's assumptions, attitudes, and their current levels of knowledge, and so provides a useful basis for teachers' planning.

What to do:

You can print out the photos in the **photo gallery** (see Power Point) for your classroom. You may prefer to have a look at the pictures and select some of your own from magazines, newspapers etc.

Divide the class into groups of four or five. Stick photos in the middle of large sheets of paper and give one to each group. Ask them to look closely at their photo, writing on the sheet of paper all the questions that they would like to ask about it. Can the questions be put into different categories: those which can be easily answered; those which require further information from books or other sources; those which have no definite answer but lead to a wider debate about the issues raised in the picture? It is important that children understand that for many questions there are no clear-cut answers. Many answers are a matter of opinion, although they may sound factual. This activity works best if demonstrated first with the whole class by the teacher, using one photo as an example.

Further activities:

A variation on this activity is for the children to ask questions they would like to put to a person in the photo. For example, to the girl picking coffee (photo 5, see **photo gallery**): How old are you? Do you go to school? What types of food does your family eat? Who prepares the food in your household? Do you have much free time, and how do you like to spend it? This activity could then be developed in written work as pupils write a letter to the person in their photo asking them about their life and work.

Curriculum links:

England	Scotland	Wales
<p>English: - Respond to others appropriately, taking into account what they say; make contributions relevant to the topic and take turns in discussion; qualify or justify what they think after listening to others' questions or accounts.</p> <p>Geography: - Analyse evidence and draw conclusions; use secondary sources of information.</p>	<p>English: - Listening in groups; talking in groups; talking about experiences, feelings and opinions. - Reading for information. - Functional writing.</p> <p>Environmental Studies, Social subjects: - People and place - developing informed attitudes.</p>	<p>English: - Respond to others appropriately, taking into account what they say; make contributions relevant to the topic and take turns in discussion; qualify or justify what they think after listening to others' questions or accounts.</p> <p>Geography: - Analyse evidence and draw conclusions; use secondary sources of information.</p>