



FOOD AND NUTRITION

“Where does food come from?”

Ref. 20551



WHERE DOES FOOD COME FROM?

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CONTENTS:

A game comprising a total of **35 cards**: **5 hexagonal cards** each showing a picture of a different context relating to the origin of foods (where they grow and where they come from: roots, plants, trees, the sea and animals) + **30 cards** showing photographs of foods (6 food cards per hexagon) + **1 dice**.

RECOMMENDED AGES:

From 3 to 6 years.

PSYCHO-PEDAGOGICAL CHARACTERISTICS

A game of ASSOCIATION to learn to **classify food items depending on where they come from**. This enables students to learn where food comes from and how different produce grows:

- In **roots/underground**: potatoes, peanuts, radishes, carrots, garlic and onions.
- As **plants** or on **shrubs**: tomatoes, lettuce, melon, cucumber, corn and wheat.
- In **trees**: apples, pears, oranges, lemons, peaches and olives.
- In the **sea**: hake, tuna, prawns, sardines, clams and octopus.
- From **animals**: eggs, meat, chicken, sausages, York ham and dairy products.

EDUCATIONAL OBJECTIVES:

- Improving the ability to identify, discriminate and classify.
- Incorporation and development of basic vocabulary.
- Expands knowledge of foods and the ability to classify them depending on where they grow or where they come from.
- Encourages the development of observation skills and the ability to describe pictures and photos.
- Improving psychomotor coordination by handling the cards and putting them together correctly.

METHOD OF PLAY AND RECOMMENDATIONS FOR USE:

- **Up to 5 CHILDREN** can play at a time.
- With a SELF-CORRECTING system on the reverse side. This allows the child to freely



- handle the cards and self-correct to see if he/she has completed the task properly.
- The teacher should ask questions such as: Where do milk/eggs/tuna etc. come from? Where do carrots/tomatoes/wheat etc. grow? (e.g. where do potatoes grow? Potatoes grow under the ground. Where do apples grow? Apples grow on trees).
 - Before starting, it is recommended that the teacher checks that the students understand how to play the game and the self-correcting system.
 - If the cross comes up when the dice is thrown, the turn moves on to the next player.

Group-play version:

- (1) The hexagonal cards are handed out to the children. In the centre of the table, the square cards showing the different food items should be placed face upwards.
- (2) Around each hexagonal card, the students should place the 6 food items that relate to the context shown on the hexagon. The dice can also be used: each player in turn rolls the dice and, depending on the context, must find and place a square card (food) related to that context.
- (3) Finally, by looking on the back of the cards, they can check that the food items have been placed on the right hexagonal card.

Dice version:

- (1) Put the 5 hexagonal cards face up in the middle of the table and distribute the cards with pictures of food among the players.
- (2) Each player throws the dice in turn and, depending on the context that comes up on the dice, they match up one of the hexagonal sections with their picture card of the relevant action. If they do not have a picture card matching that context, the turn moves on to the next player.
- (3) The player who gets rid of all his or her cards first is the winner.

