

Why have an allotment?



During the Second World War, people were encouraged to grow their own food: they called it 'Digging for Victory'. In the 21st Century, many people are also thinking about having an allotment. This exercise aims to consider the reasons why.

All pupils will: Decide which of the statements below apply to the Second World War, which to the present day and, which to both.

Most pupils will: Organise the statements to show which are more important and which are less important today.

A few pupils will: Discuss whether an allotment could actually solve the problems and issues listed.

- You will need:**
- A copy of the statements below
 - Three different coloured pencils
 - Scissors
 - A sheet of A3 paper and some glue

Here are 9 statements about food in Britain:

too much packaging is bad for the environment

6 million tons of animal feed and 600,000 tons of vegetables were imported every year

even if imported and scarce food was shared out fairly, there would not be enough to go round

fruit and vegetables are better for us if they are really fresh

75% of food eaten in Britain was imported

ships bringing food were needed to bring war materials

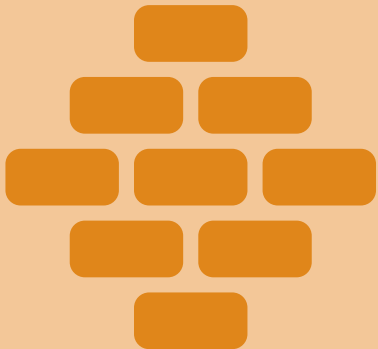
the government persuaded people to eat potatoes instead of bread made from imported wheat

we are worried about the environmental cost of bringing food a long way

ships were frequently destroyed by enemy action

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Pupil Activity	Learning outcome	Teacher input
Discuss the different statements. Colour statements about the past in one colour, the present in another, and use a third for statements that are always true.	Understanding of continuity and change. Identifying problems which continue today. Recognising clues in the language used. Speaking and listening skills.	Ensure that all pupils understand the task
Cut out the different statements	Practice in manual dexterity	Supervision only
On the large sheet of paper, arrange the statements so that the ONE you believe is most important is at the top, then two that are also important, then three, then two that are less important and the least important is at the bottom, forming a diamond. When you are agreed, glue them down.	Discussion and sharing ideas; ranking and awareness of a hierarchy of importance	Make sure they understand the 'diamond' shape 
Present your diamond to other groups, and see how they agree and disagree. Discuss which colours are nearest to the top.	Speaking and listening; discussion; awareness that people can disagree. Concluding and evaluating.	Assist in presentation and discussion. Encourage discussion of which colours predominate near the top. Elicit whether reasons for having an allotment are very different now from the 1940s.