

Fingal's Family Food Tree

Have our favourite meals
changed from generation
to generation?



Comhairle Contae
Fhine Gall
Fingal County
Council



An Chomhairle Oidhreachta
The Heritage Council



Fingal's food heritage

Welcome to Blas, Fingal's exciting new heritage project! In Fingal we have strong traditions of horticultural, farming and fishing. Our food heritage encompasses everything from grandparent's recipes, cooking and utensils, traditional ways of farming and fishing, to folklore, the famine, and fieldnames.



Newbridge House Kitchen

What is Blas?

BLAS, Fingal's Food Heritage project will explore, record and share traditions, attitudes, beliefs, and practices that surround how we produce and consume food and introduce different food traditions to new audiences.

What is Fingal's food heritage digital story map?

As part of the project, we're creating a digital story map celebrating food heritage in Fingal as part of our social history. We are asking the Fingal community to share their food memories and stories, old photos, and recipes. We also want schools to be represented on the Blas food heritage story map.

How can schools take part?

- Participating schools will receive a Blas Teacher's Guide and a curriculum linked lesson plan.
- Pupils are asked to complete a "family food tree" representing favourite childhood meals across the generations.
- We ask teachers to share a selection of three family food trees from the class.
- This food heritage of each participating school will be represented on the digital map.

Win a school tour to Newbridge House and Farm!

All classes that provide family food trees will be entered into a prize draw for a class tour of Newbridge House and Farm.



Teacher's Guide

Lesson Overview

| Classes | Subject | Strand | Strand Unit | Curricular Links | Cross-curricular Links |
|------------------|---------|----------------------|---------------------------------|--|--|
| First and Second | History | Myself and my family | When my grandparents were young | <p>The child will be enabled to:</p> <ul style="list-style-type: none"> • explore and record aspects of the lives of people when his/her grandparents were young, where grandparents lived, their food... • listen to adults talking about their own past • compare lives of people in the past with the lives of people today, noting differences and similarities • collect and examine simple historical evidence e.g., oral history, recipes | <ul style="list-style-type: none"> • English • Geography • SPHE |
| Third and Fourth | History | Local studies | My family | <p>The child will be enabled to:</p> <ul style="list-style-type: none"> • examine changes and examples of continuity in the lives of parents and grandparents e.g., in foods... • collect and use a range of simple historical evidence e.g., oral history, family memorabilia (recipes) | <ul style="list-style-type: none"> • English • Geography • SPHE |

Teacher Note:

Ahead of undertaking this lesson in class, ask pupils to undertake an 'At Home Investigation' using Activity Sheet A. In this activity pupils are asked to discuss at home the favourite childhood meals of their parents/guardians and grandparents (or an older person they know).



Lesson: My Food Family Tree

Resources:

Whiteboard, a selection of A4 or A3 paper for group work, Activity Sheet A, Activity Sheet B, a world map and a globe.

Learning Outcomes:

Pupils will be enabled to:

- Identify similarities and differences between meals and food from today and in the past
- Identify how favourite meals and food have changed from generation to generation
- Identify meals and food from different parts of the world
- Listen to adults talk about their own past experiences
- Compare their lives with those of people in the past
- Examine simple historical evidence

Introduction:

1. Begin by telling pupils about your favourite meal, as a child and in the present day. If possible, use a prop or an image for this discussion.
2. Ask pupils as a class, to identify differences and similarities between your favourite meal from the past and the present. *Use this opportunity to explore how there is a broader range of food available today than in the past.*
3. Then ask pupils to work in groups, giving each an A3/A4 page. Ask groups to discuss and identify some of their favourite meals, recording the discussion using a spider diagram. Discuss as a class.
4. Generate a class word cloud of the most popular favourite meals in the class. This can be recorded digitally using an online tool. (Suggestions:1) <https://wordart.com>
2)<https://www.freewordcloudgenerator.com/> 3) <https://www.wordclouds.com/>)

Development:

1. Hold a class discussion about what pupils discovered in their 'At Home Investigation'. Ask pupils to identify how our favourite meals have changed from generation to generation. Elicit some of the following points from pupils:
 - Technological development has impacted the production of food/meals.
 - Transport development has impacted the delivery of food and the type of food/meals we eat.
 - There is more processed food available nowadays.
 - More culturally diversity has introduced new types of food/meals.



- In the past, people ate more locally produced food/meals.
- Locally in the past, the harvest was a very important time of year with communities working together to gather food.
- Before fridges people had to buy food more regularly. There were no ‘frozen meals’.
- Do you think people ate more healthily in the past or nowadays?
- In the past, there were less shops than we have nowadays, and people bought food from local markets. Explain that towns and villages often had big market days where people would buy fresh locally grown produce.

Note: Pupils can use class maps or globes to locate countries associated with meals, for example, Irish stew – Ireland; Curry – India; Spaghetti Bolognese – Italy; Paella – Spain; Tacos – Mexico.

Conclusion:

1. Ask pupils to explain what is meant by ‘A Family Tree’. Then inform them that they are going to complete a type of Family Tree but it’s about favourite meals of different family generations. Ask them to complete Activity Sheet B. Pupils can compare and contrast their Family Trees.

Please select and send us three of your pupil’s completed family food trees (activity sheet A and B if possible) with your class and school’s details so your school can be represented on the Blas digital food heritage story map of Fingal (send scans/clear photos to fingalfoodheritage@gmail.com)

All classes that provide family food trees will be entered into a prize draw for a class tour of Newbridge House and Farm.

Extension:

- Ask pupils, in groups, to design a poster (on A3 paper), showing on one half of the poster a market from the past and on the other, a shop from the present. Ask pupils to think about the types of food that would be the same/different. Ask pupils to label their pictures. These posters could be displayed in the class.
- Create a timeline of the favourite meals across generations.
- Collect/write the recipe of a favourite meal from other generations.
- Record an older person talking about their favourite meal.



Activity Sheet A: My Family Food Tree

Have you ever wondered what life was like in Fingal when our parents, grandparents and older people were your age? What were they eating? What were their favourite meals? Are things very different today?

What is your favourite meal?

Ask a parent / guardian “What was your favourite meal when you were my age?”

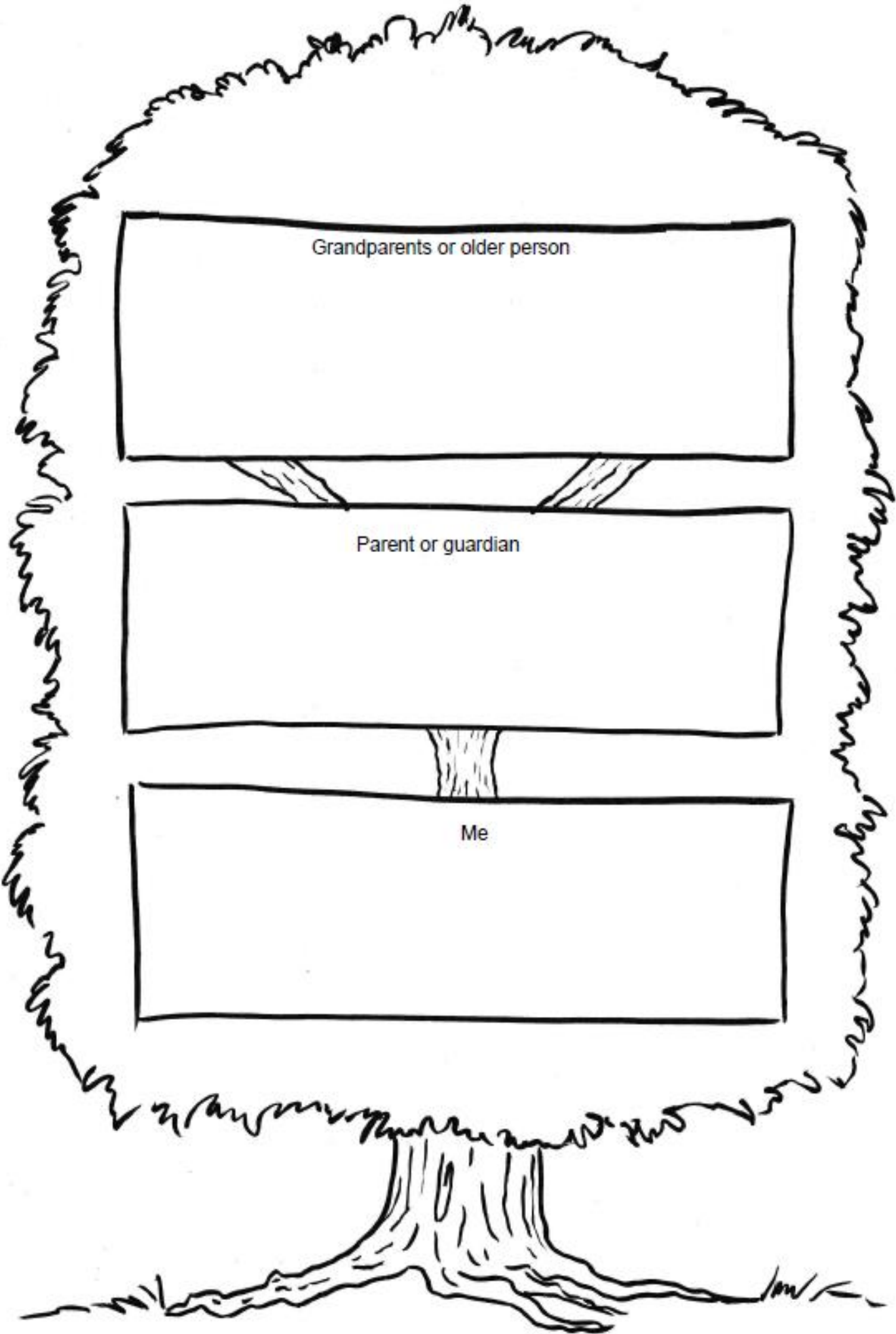
Why was it your favourite meal?

Ask a grand parent or older person you know “What was your favourite meal when you were my age?”

Why was it your favourite meal?



Activity Sheet B: Draw your favourite meals on the family food tree





Fingal's food heritage is all around us! (Skerries Mills, the farm and servants' quarters at Newbridge House)