

What's for Tea?

Climate Crisis & Food for Fork

KS1 & KS2



BALTIC

BALTIC & Travelling Gallery: *What's for Tea?* 21 February – 17 July 2022

The group exhibition *What's for Tea?* explores food production from the perspective of local and community initiatives and their contrast with global mass production. Grounded within BALTIC's history as a working flour mill opened by Rank Hovis Ltd in 1950, the exhibition explores the production and consumption of food, sustainable practices and community initiatives through the perspective of artists. The works in the exhibition invite us to consider how adapting our eating habits has the potential to combat the climate emergency.

What's for Tea? features works by Isabella Carreras, Kara Chin, Julia Heslop, Futurefarmers, David Lisser, Asunción Molinos Gordo, Turner Prize-nominees Cooking Sections and Sara Qaed.



How to use the resource

This resource has been created by BALTIC freelance artist Isabella Carreras and designed for educators working with pupils in Key Stage 1 and 2. It is split into two themes: *Climate Crisis* and *Food for Fork*. Within each section there are **activities** and **lesson ideas** inspired by the themes, the artists featured within the exhibition and their work beyond. You can follow each one as a **stand-alone activity** or **build them into a series of lessons**, with follow-on reading or activities to develop from each theme.

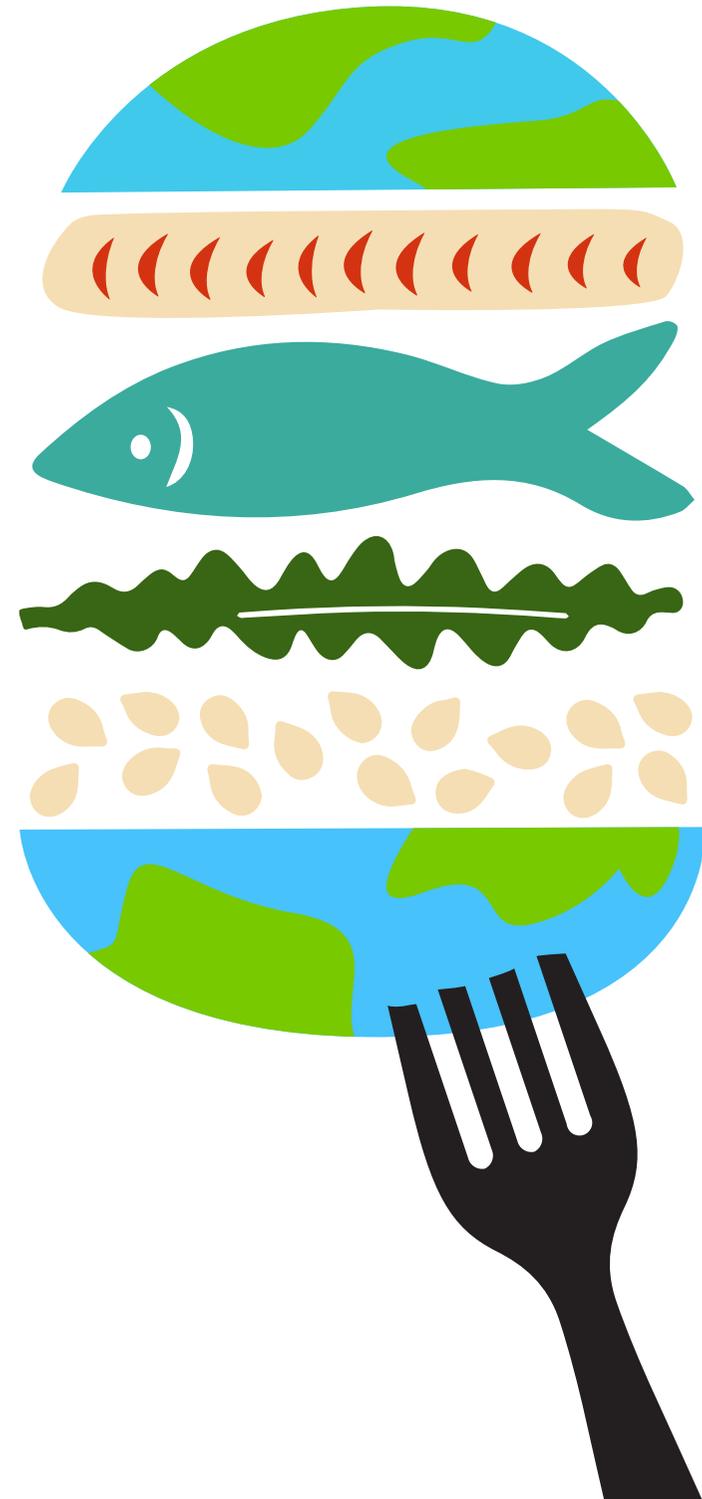
Contents

Climate Crisis

- 5 **C is for Climate**
Make a collaborative class alphabet artwork with impact
- 6 **Global Weirding**
Imagine a new season and make your own live news report
- 8 **Planet B**
Design and make a habitat installation for your classroom

Food for Fork

- 10 **Tsukumogami**
Create kitchen utensil salt dough sculptures with personalities
- 12 **Wonky is the Shape of Fruit and Veg to Come**
Challenge your drawing skills using wonky vegetables as still life
- 14 **Strictly Come Vegging**
Become a judge in a food preparation, presentation and taste competition (glitterball optional)





Cooking Sections artists portrait: Photo Ruth Clark.

Climate Crisis

Artist inspiration

Turner Prize-nominees **Cooking Sections** are Daniel Fernández Pascual and Alon Schwabe. Their long-term project *CLIMAVORE* explores the relationship between the climate emergency and how we eat as humans. Cooking Sections mix art with environmental activism in projects like *Salmon: A Red Herring*, where they persuaded food outlets at all Tate Gallery sites to remove farmed salmon from their menus. Cooking Sections believe that artists can work together to make change with food producers, galleries, scientists, chefs, restaurants and politicians. Artists can help us engage with the climate emergency through new and imaginative approaches.

“There’s an urgent question we need to respond to as humanity. Many artists are asking these questions in brilliant ways.” – Cooking Sections

Activity: C is for Climate (suitable for: KS2)

Materials:

Collage materials, such as: newspaper and magazines, paper, recycled cardboard, cardboard tubes or bamboo sticks. Pencils, pens, scissors, glue and a timer.

Activity:

Work collaboratively to produce an alphabet artwork series about the climate emergency. After some research at home or together in class, place 26 pieces of paper labelled A-Z around the classroom in a random order. Give pupils 30 seconds at each letter, encouraging them to write down as many words as they can beginning with that letter about climate change. It could be causes, resulting factors, ideas for solutions, or how it makes them feel, an animal, the weather, or a person it affects. Examples: Angry, Deforestation, Farmer, Extinct, Mussel, Recycle, Urgent.

At the end of the information-gathering exercise, allocate one letter to each pupil and have them choose their favourite idea or word relating to their letter. Some may need to work in pairs or make two of the same letter. Then pupils should sketch out designs before creating their artwork using collaged images or text.

Will you show the letter in the middle, or around the border? Does your artwork have text and images? What is the message? Does the writing need to be big to make it stand out?

Further activities

To continue, you could work on recycled cardboard mounted onto sticks to make placards and hold a mini protest in school. Be creative and think about how your artwork could help other children understand the climate emergency and the need to make changes.

Do you think artists have a role to play in tackling climate change? How?

Climate Crisis

Activity: Global Weirding (suitable for: KS1 and KS2)

Materials:

Paper, pens, pencils, pastels and paints.

Activity:

Seasons are becoming more unpredictable and extreme weather is causing rising temperatures, flooding, changing landscapes and storms so severe that people and animals are forced to leave their natural habitats. Ask pupils to imagine a futuristic, wild or weird season, weather or landscape and create detailed pastel drawings or paintings of them.

Spend 5 minutes thinking about your new weather, season or landscape. What does it look like, what happens, when does it happen, how often?

You could watch some videos of weather reporters in extreme conditions as a starting point and develop a discussion around this. The class can then bring their ideas to life by performing as news reporters, holding the artwork up to the class as if it is a television screen and writing a few sentences on the back to read out.

Practice the report with a partner in a very serious voice, the more serious the better. You could bring in costumes or make newspaper suits and ties for this activity and film pupils reporting around the school.

Further activities

Research seasonal foods to eat from our region. You could make a calendar based on this research and share the best ways to be a CLIMAVORE.

Suggest a menu, or a dish on your own school menu that takes seasonality into consideration.

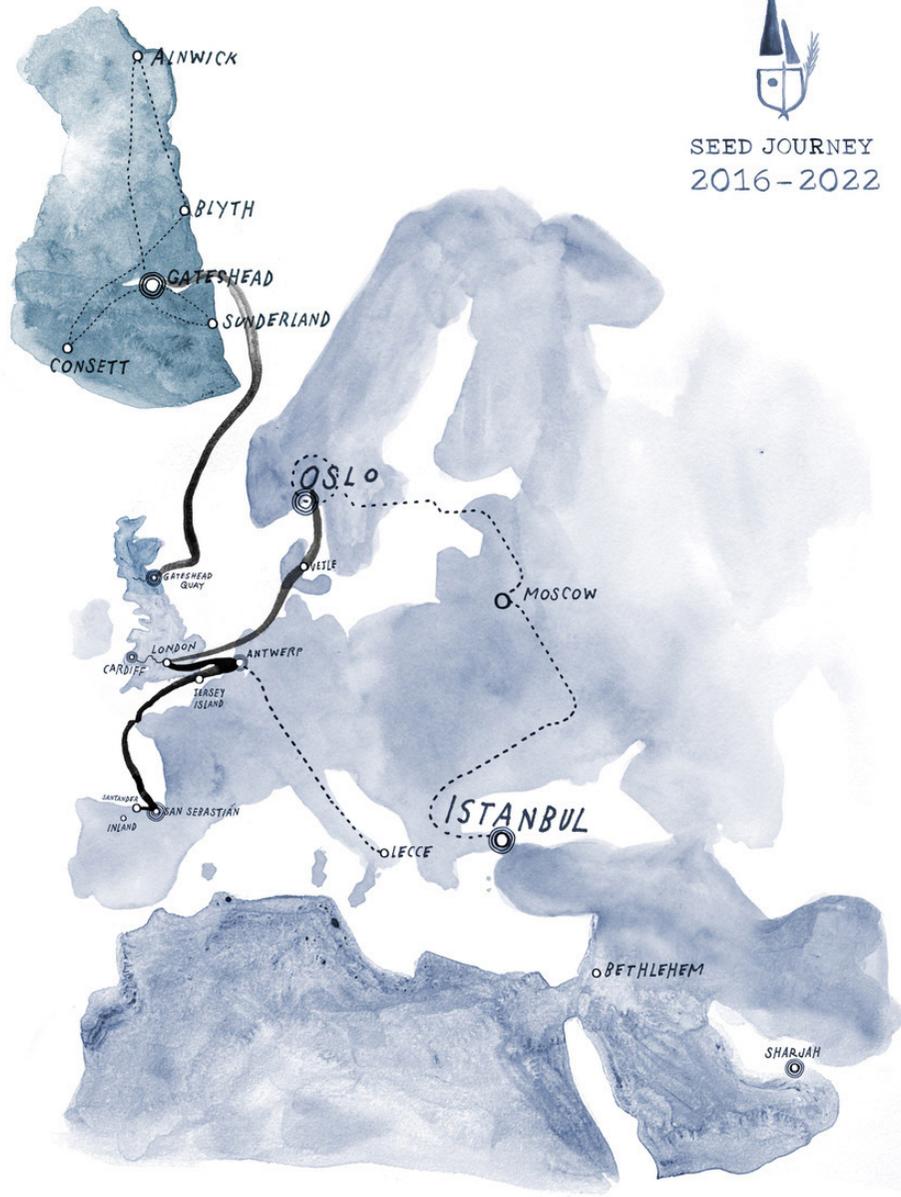
Ask a local forager, gardener or farmer to come and give a talk in class. Maybe even arrange to go on a local foraging walk?

CRISIS





SEED JOURNEY
2016-2022



○ SET SAIL ● HOST PORTS — SAILING - - - - OTHER MODES OF TRANSPORT
● EXHIBITIONS

Image courtesy Futurefarmers.

Climate Crisis

Artist inspiration

Futurefarmers is an international group of artists, anthropologists, farmers and architects who work together to propose alternatives to the social, political and environmental organisation of spaces. They believe that collaborating makes their practice more diverse, open and playful. Their performances, installations and architectural interventions share ideas around do-it-yourself and alternative food systems.

Activity: Planet B (suitable for: KS1 and KS2)

Materials:

Newspaper, recycling, cardboard, masking tape, scissors, PVA glue, glue pots, paint, paintbrushes and paint trays.

Activity:

Work as a collective of artists to design and build an installation for your classroom, or a space in your school, that is inspired by the future of the planet or an environmental issue the class feels strongly about. Installation uses three-dimensional forms and space to create an environment. Art is not always contained on one page, sometimes it fills a whole room or gallery so you have to walk around, through or inside it.

Using the materials above, pupils could create a futuristic garden, a broken-down coral reef, desert, giant medicinal mushroom forest or their own choice. The work doesn't have to be neat; encourage pupils to think big and transform a space into their own playful world. This could be one large sculpture or many small ones. You could explore who or what exists there, for example; plants, animals, sand, sunsets, lights and sounds.

Which materials or colours could make the installation seem hot and dry or damp and full of life? Is there a feeling, message or story that you want to share through your artwork and how can you achieve this? How do you want other people to feel or think about the installation and your vision of the planet?

Art makes people feel things and if you put a message across in your artwork, it can be just as important as technical skill.

This could be a social space that you invite other classes to visit or contribute to. You could pretend you are running an art gallery and film pupils giving a tour or interview about their artwork, like members of BALTIC Crew do in [BALTIC Spotlight films](#).

Further activities and websites

- Plant and grow vegetables in a communal class garden. Make rainwater butts out of recycled materials.
- Start a composting system.
- Start a school climate action group.
- Write to your local Member of Parliament.

Links:

[WWF Climate Change Resources](#)

[British Council Climate Resources for Teachers](#)

[UK COP26 Schools Pack Resources](#)



Kara Chin, *Bread Hands House* 2021

Food for Fork

Artist inspiration

Kara Chin is a British artist who lives in Newcastle upon Tyne and was born in Singapore. She makes animation, sculpture and installation using both synthetic and natural materials such as ceramics, robotics, Perspex and salt dough. Her work *Sentient Home Devices* is about the legend of Tsukumogami, a Japanese folklore idea that household objects come alive after 100 years of service. If you have treated them with respect the spirits will be friendly, but if you have been careless they may be less so!

Activity: Tsukumogami (suitable for: KS2)

Materials:

Mixing bowls, plastic cups, measuring jugs, modelling tools, modelling boards or cardboard, table or floor covers.

It is important to provide a list of what you will be using and check all food allergies with parents and carers before this activity.

How to make a simple salt dough

Salt dough is a cheap material you can make from everyday ingredients, and it is natural and compostable.

Put the materials on the table and tell each pupil to mix 1 cup of plain flour (about 250g) with 1/2 cup of salt (about 125g) and then add 1/2 cup of cold water (120ml) until it comes together in a bowl.

Ask each pupil to make a sculpture of an object that their family uses to prepare food or drink with, such as: bowls, spoons, toasters or teapots.

Consider these ideas...

If the objects came to life:

Would they turn into happy or grumpy spirits and why? Have you been kind to your toaster? Is it angry because you never clean its crumbs? How long has it lived with you? How is kitchen-life? How does it feel about its neighbours? Is it too crowded? Too noisy? Does it get used too much or not enough? Does it need a holiday or does it feel well cared-for? Is it happy to see you every morning?

Use extra pieces of dough to bring your object to life by giving it arms, legs and a head. Try to show the object's personality by adding textural details with a pencil or tool like big angry eyebrows or a toothy grin.

Further activities

Hold an exhibition in the kitchen or present the sculptures to the kitchen staff so they can learn about the Tsukumogami.

Ask them: *How long have they had their kitchen objects and do they treasure them? Which ones are their favourites? Which one could they not live without? What are the personalities of each one like?*

You could follow up with a creative writing activity from the perspective of the Tsukumogami. *What do they like about helping in the kitchen? What makes it angry or sad? What does it see in your kitchen?*



David Lisser *Every Little Hurts*, 2012, discarded bread, fishing wire.
Image credit: Thomas Whittle.

Food for Fork

Artist inspiration

Artist **David Lisser** looks at the way the world produces food: who it goes to, how, why, what gets wasted along the way, and how the climate is changing as a result. His work *Every Little Hurts* was constructed out of slices of bread thrown out by households, bakeries and supermarkets, confronting the enormous issue of food waste and mass production.

Activity: Wonky is the shape of fruit and veg to come (suitable for: KS1 and KS2)

Materials:

- A range of wonky vegetables
- Range of paper colours and sizes
- Range of drawing materials
- Timer

Activity:

Supermarkets across the UK are trying to support local farmers and cut down on food waste by selling wonky veg.

According to food campaigner Tristram Stuart, author of *Waste: Uncovering the Global Food Scandal*, up until 2009 any fruit or vegetable that was knobbly or misshapen (which could be up to 40% of a crop) was rejected before it even reached the shops. This waste has a negative impact on the environment when we consider the energy that was used to produce the crop.

Using wonky vegetables as still life objects, give pupils timed drawing exercises challenging traditional modes of drawing and ideas around who decides if a drawing is good or bad. This is not about being careful or making perfect drawings but is about experimenting and encouraging pupils to draw in different ways with different materials and will develop pupils' ability to look deeper at an object.

Give instructions, such as:

- Draw with your opposite hand for 1 minute.
- Draw without lifting your pencil from the paper for 2 minutes.
- Draw using only straight lines for 30 seconds.
- Draw as fast as you can for 10 seconds.

Pupils can start creating their own instructions for the rest of the class.

Is this different to the way you normally draw? How is it different? Is it better or worse?

Further activities

Create some wonky veg sculptures with paper mâché, clay or salt dough and host a competition for 'Best in Show' with categories like: most wonky, most difficult to peel or some of your own suggestions.

Think like David Lisser and design some new fruit and vegetables using drawing or sculpture. *Could you design an advert for your new food?*



Cooking Sections, *CLIMAVORE: On Tidal Zones*, 2017-ongoing. Installation view, Isle of Skye, Scotland. Courtesy: the artists. Photo: Colin Hattersley.

Food for Fork

Artist inspiration

CLIMAVORE is a long-term project by Turner Prize-nominees Cooking Sections which proposes that our human diets can take greater care of the planet. They use site-specific installation, performance and video to investigate how we can adapt to more flexible food practices, reacting to the climate emergency through the ingredients we use.

Activity: Strictly Come Vegging

(suitable: KS1 and KS2)

Materials:

Selection of raw vegetables (e.g. spinach, celery, sweetcorn, cherry tomatoes, peppers), fruit (e.g. grapes, raspberries, blackberries, kiwis, peaches) or dried fruits (e.g. cranberries, apricots, mango, blueberries or figs).

It is important to provide a list of what you will be using and check all food allergies with parents and carers before this activity.

Do some class research into foods that are good for the environment, such as seaweeds, oysters, clams and mussels because they clean the ocean and cultivate marine habitats. *Which foods are good for humans and the environment? Why?* Let's try some together and you might surprise yourself!

Help pupils to chop and prepare a selection of raw vegetables, fruits or dried fruits. Explore what they think they are, whether they came from a plant or the ground and then describe the smell, taste or colour like judges. You could rate the vegetables out of 5 according to the following criteria, using fingers, score cards or moving closer or further away to the food depending on how strongly you feel:

- *How beautiful do you think it is?*
- *Are you nervous about trying it? Why?*
- *How much energy or goodness do you think it will give you?*

Further activities:

Pretend an alien has landed on earth and they have never tried human food. They don't know what fruits or vegetables are, how they are created or why humans eat them but they are keen to understand and curious to try. *Can you write to them and convince them to taste? How?*

You might need to use diagrams of how plants grow or how food travels through the body, for example. *Alternatively, can the class imagine what aliens eat?*

What changes could you make together as a school? Try to help other children and staff feel motivated to make a difference.

Is there something that you could take off the school menu, or swap out for a local, seasonal or sustainable alternative?

Arrange a meeting with the kitchen staff. Invite a local forager or grower to give a talk. Eating seasonally supports local farmers and suppliers and also means we get the best out of the crop and variety in our diets.



BALTIC

www.baltic.art

 Supported by
ARTS COUNCIL
ENGLAND  **Gateshead**
Council

Registered Charity No: 1076251